



# Elementary School Health Education

## 2022-2023 Scope and Sequence

### NCDPI Healthful Living: Grade 4

#### OVERVIEW

*The Healthful Living Education (K-12 Health and Physical Education) promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components health and physical education. When fully integrated, the NHCS Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes towards physical activity and lifelong fitness.*

#### North Carolina Essential Standards – Health Education

MEH = MENTAL and EMOTIONAL HEALTH

PCH = PERSONAL and CONSUMER HEALTH

ICR = INTERPERSONAL COMMUNICATIONS and RELATIONSHIPS

NPA = NUTRITION and PHYSICAL ACTIVITY

ATOD = ALCOHOL, TOBACCO, and OTHER DRUGS

Grade	NC Essential Standards	Clarifying Objectives
<b>4<sup>th</sup> GRADE Mental and Emotional Health (MEH)</b>	<p><b>4.MEH.1 Apply positive stress management strategies.</b></p> <p><b>4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.</b></p>	<p><b>4.MEH.1.1</b> Summarize effective coping strategies to manage stress.</p> <p><b>4.MEH.1.2</b> Implement healthy strategies for handling stress, including asking for assistance.</p> <p><b>4.MEH.2.1</b> Identify unique personal characteristics that contribute to positive mental health.</p> <p><b>4.MEH.2.2</b> Explain how effective problem solving aids in making healthy choices.</p>
<b>4<sup>th</sup> GRADE Personal and Consumer Health (PCH)</b>	<p><b>4.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b></p> <p><b>4.PCH.2 Understand body systems and organs, functions, and their care.</b></p> <p><b>4.PCH.3 Analyze health information and products.</b></p> <p><b>4.PCH.4 Understand necessary steps to prevent and respond to unintentional injury.</b></p>	<p><b>4.PCH.1.1</b> Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.</p> <p><b>4.PCH.1.2</b> Recognize methods that prevent the spread of germs that cause communicable diseases.</p> <p><b>4.PCH.2.1</b> Identify the basic components and functions of the respiratory system.</p> <p><b>4.PCH.2.2</b> Summarize habits to care for the skin.</p> <p><b>4.PCH.3.1</b> Outline the functions of various health products.</p> <p><b>4.PCH.3.2</b> Analyze advertisements of health products and services in terms of claims made and the validity of those claims.</p> <p><b>4.PCH.4.1</b> Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).</p> <p><b>4.PCH.4.2</b> Identify personal protection equipment needed for sports or recreational activities.</p> <p><b>4.PCH.4.3</b> Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).</p>



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<p><b>4<sup>th</sup> GRADE</b> <b>Interpersonal Communication and Relationships (ICR)</b></p>	<p><b>4.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b></p> <p><b>4.ICR.2 Understand the changes that occur during puberty and adolescence.</b></p>	<p><b>4.ICR.1.1</b> Explain the importance of showing respect for self and respect and empathy for others.</p> <p><b>4.ICR.1.2</b> Exemplify empathy toward those affected by disease and disability.</p> <p><b>4.ICR.1.3</b> Interpret facial expressions and posture to emotions and empathy.</p> <p><b>4.ICR.1.4</b> Recognize situations that might lead to violence.</p> <p><b>4.ICR.1.5</b> Exemplify how to seek assistance for bullying.</p> <p><b>4.ICR.1.6</b> Contrast healthy and unhealthy relationships.</p> <p><b>4.ICR.2.1</b> Summarize physical and emotional changes during puberty.</p> <p><b>4.ICR.2.2</b> Recognize that individuals experience puberty at different rates (early, average, late).</p>
<p><b>4<sup>th</sup> GRADE</b> <b>Nutrition and Physical Activity (NPA)</b></p>	<p><b>4.NPA.1 Apply tools (My Plate, Food Facts Label) to plan healthy nutrition and fitness.</b></p> <p><b>4.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.</b></p> <p><b>4.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.</b></p>	<p><b>4.NPA.1.1</b> Plan meals using My Plate.</p> <p><b>4.NPA.1.2</b> Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.</p> <p><b>4.NPA.1.3</b> Use the Food Facts Label to plan meals and avoid food allergies.</p> <p><b>4.NPA.2.1</b> Compare unhealthy and healthy eating patterns, including eating in moderation.</p> <p><b>4.NPA.2.2</b> Explain the effects of eating healthy and unhealthy breakfasts and lunches.</p> <p><b>4.NPA.3.1</b> Explain how nutrition and fitness affect cardiovascular health.</p> <p><b>4.NPA.3.2</b> Summarize the association between caloric intake and expenditure to prevent obesity.</p>
<p><b>4<sup>th</sup> GRADE</b> <b>Alcohol, Tobacco, and Other Drugs (ATOD)</b></p>	<p><b>4.ATOD.1 Understand health risks associated with the use of tobacco products.</b></p> <p><b>4.ATOD.2 Understand why people use tobacco products.</b></p> <p><b>4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b></p>	<p><b>4.ATOD.1.1</b> Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.</p> <p><b>4.ATOD.1.2</b> Explain why tobacco is an addictive product.</p> <p><b>4.ATOD.2.1</b> Identify possible internal and external influences on tobacco use.</p> <p><b>4.ATOD.2.2</b> Explain why people are influenced by various marketing strategies employed by tobacco companies.</p> <p><b>4.ATOD.3.1</b> Use refusal skills to resist the pressure to experiment with tobacco.</p> <p><b>4.ATOD.3.2</b> Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.</p>