

**Kentucky Academic Standards for Health Education**  
**Grade 4**

<b>Standard 1</b>	<b>Content Comprehension</b>	<b>Performance Indicators</b>
<p>Students will comprehend content related to health promotion and disease prevention to enhance health.</p>	<p>The acquisition of basic health content and functional health knowledge provides a foundation for promoting health-enhancing behaviors among Kentucky youth.</p>	<p><b>4.1.1.</b> Identify family and school rules about alcohol use.</p> <p><b>4.1.2.</b> Explain the importance of eating a variety of foods from all the food groups and describe the benefits of healthy eating habits.</p> <p><b>4.1.3.</b> Identify feelings and emotions associated with loss and grief and depression and sadness and explain what it means to be emotionally healthy.</p> <p><b>4.1.4.</b> Identify personal stressors at home, in school and with friends.</p> <p><b>4.1.5.</b> Describe the symptoms of someone who is seriously ill and needs immediate medical attention.</p> <p><b>4.1.6.</b> List ways to prevent injuries at home, at school and in the community and explain what to do if someone is poisoned or injured and needs help.</p> <p><b>4.1.7.</b> Describe ways to prevent the spread of germs that cause infectious disease.</p> <p><b>4.1.8.</b> Summarize why it is harmful to tease or bully others based on personal characteristics.</p> <p><b>4.1.9.</b> Explain the short and long-term physical effects of being exposed to others' tobacco use.</p> <p><b>4.1.10.</b> Identify strategies to avoid physical fighting and violence.</p> <p><b>4.1.11.</b> Explain the importance of telling an adult if someone is in danger of hurting themselves or others.</p>

Standard 2	Practices for Analyzing Influences	Performance Indicators
Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Health is affected by a variety of positive and negative influences: family, peers, community (including school), culture and media.	<p><b>4.2.1.</b> Describe how community can support personal health decisions and behaviors.</p>
Standard 3	Practices for Accessing Valid Information	Performance Indicators
Access valid information, products and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection and treatment of health problems.	<p><b>4.3.1.</b> Identify characteristics of valid health information, products and services.</p> <p><b>4.3.2.</b> Describe resources from home, school and community that provide valid health products and services.</p>
Standard 4	Practices for Communication	Performance Indicators
Use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family and community health.	<p><b>4.4.1.</b> Describe effective verbal and non-verbal communication skills to enhance healthy behaviors.</p> <p><b>4.4.2.</b> Describe healthy ways to manage or resolve conflict.</p> <p><b>4.4.3.</b> Describe refusal skills that avoid or reduce health risks.</p> <p><b>4.4.4.</b> Demonstrate how to effectively communicate needs, wants and feelings in healthy ways.</p> <p><b>4.4.5.</b> Demonstrate how to communicate support for others.</p>

Standard 5	Practices for Decision-Making	Performance Indicators
Use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement and sustain health-enhancing behaviors.	<p><b>4.5.1.</b> Describe how family, peers and media influence decision-making for personal health.</p> <p><b>4.5.2.</b> Explain the essential steps needed to make a health-related decision.</p> <p><b>4.5.3.</b> Explain how community, school, media and technology influence a decision related to personal health.</p>
Standard 6	Practices for Goal-Setting	Performance Indicators
Use goal-setting skills to enhance health.	Goal setting skills are essential to help students identify, adopt and maintain healthy behaviors.	<p><b>4.6.1.</b> Set long-term goals for positive physical, mental or emotional health and identify skills you will need to achieve them.</p> <p><b>4.6.2.</b> List goals and identify steps needed for achieving goals.</p> <p><b>4.6.3.</b> Analyze resources in the family, school or community that can influence (positively or negatively) the achievement of health related goals.</p>
Standard 7	Practices for Health-Enhancing Behaviors	Performance Indicators
Practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms practicing health-enhanced behaviors can prevent many diseases and injuries and reduce harmful and risk-taking behaviors such as abuse and neglect, drug abuse, prescription drug abuse and sexual activity.	<p><b>4.7.1.</b> Compare and contrast the short and long-term effects of positive and negative health choices.</p> <p><b>4.7.2.</b> Describe practices and behaviors that reduce or prevent health risks related to diseases and injuries.</p> <p><b>4.7.3.</b> Interpret why good health habits enhance physical, mental and emotional health.</p>

Standard 8	Practices for Advocating	Performance Indicators
Advocate for personal, family and community health.	Advocacy skills help students promote healthy norms and healthy behaviors.	<b>4.8.1.</b> Demonstrate how to advocate for others (peers, family and community) to make positive health choices. <b>4.8.2.</b> Describe personal beliefs to persuade, support and promote others to improve personal health and wellness.