

## NC Healthful Living Essential Standards

The Healthful Living Essential Standards clarifying objectives highlighted in blue are addressed to varying degrees by this intervention.

4<sup>th</sup> Grade NC Standard Course of Study:

### MENTAL AND EMOTIONAL HEALTH

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#### **4.MEH.1 Apply positive stress management strategies.**

- 4.MEH.1.1 Summarize effective coping strategies to manage eustress and distress.
- 4.MEH.1.2 Implement healthy strategies for handling stress, including asking for assistance.

#### **4.MEH.2 Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.**

- 4.MEH.2.1 Identify unique personal characteristics that contribute to positive mental health.
- 4.MEH.2.2 Explain how effective problem-solving aids in making healthy choices.

### PERSONAL AND CONSUMER HEALTH

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#### **4.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.**

- 4.PCH.1.1 Explain how to prevent or control common childhood illnesses and conditions such as asthma, allergies, diabetes, and epilepsy.
- 4.PCH.1.2 Recognize methods that prevent the spread of germs that cause communicable diseases.

#### **4.PCH.2 Understand body systems and organs, functions, and their care.**

- 4.PCH.2.1 Identify the basic components and functions of the respiratory system.
- 4.PCH.2.2 Summarize habits to care for the skin.

#### **4.PCH.3 Analyze health information and products.**

- 4.PCH.3.1 Outline the functions of various health products.
- 4.PCH.3.2 Analyze advertisements of health products and services in terms of claims made and the validity of those claims.

#### **4.PCH.4 Understand necessary steps to prevent and respond to unintentional injury.**

- 4.PCH.4.1 Explain why it is safe to be a friend of someone who has a disease or health condition (cancer, HIV, asthma, or epilepsy).
- 4.PCH.4.2 Identify personal protection equipment needed for sports or recreational activities.
- 4.PCH.4.3 Illustrate skills for providing first aid for choking victims (including the Heimlich maneuver).

### **INTERPERSONAL COMMUNICATION AND RELATIONSHIPS**

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#### **4.ICR.1 Understand healthy and effective interpersonal communication and relationships.**

- 4.ICR.1.1 Explain the importance of showing respect for self and respect and empathy for others.
- 4.ICR.1.2 Exemplify empathy toward those affected by disease and disability.
- 4.ICR.1.3 Interpret facial expressions and posture to emotions and empathy.
- 4.ICR.1.4 Recognize situations that might lead to violence.
- 4.ICR.1.5 Exemplify how to seek assistance for bullying.
- 4.ICR.1.6 Contrast healthy and unhealthy relationships.

#### **4.ICR.2 Understand the changes that occur during puberty and adolescence.**

- 4.ICR.2.1 Summarize physical and emotional changes during puberty.
- 4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).

### **NUTRITION AND PHYSICAL ACTIVITY**

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#### **4.NPA.1 Apply tools (MyPlate, Food Facts Label) to plan healthy nutrition and fitness.**

- 4.NPA.1.1 Plan meals using MyPlate.
- 4.NPA.1.2 Carry out measures to prevent food borne illness, including hand washing and appropriate food storage and preparation.
- 4.NPA.1.3 Use the Food Facts Label to plan meals and avoid food allergies.

#### **4.NPA.2 Understand the importance of consuming a variety of nutrient dense foods and beverages in moderation.**

- 4.NPA.2.1 Compare unhealthy and healthy eating patterns, including eating in moderation.
- 4.NPA.2.2 Explain the effects of eating healthy and unhealthy breakfasts and lunches.

#### **4.NPA.3 Understand the benefits of nutrition and fitness to disease prevention.**

- 4.NPA.3.1 Explain how nutrition and fitness affect cardiovascular health.
- 4.NPA.3.2 Summarize the association between caloric intake and expenditure to prevent obesity.

### **ALCOHOL, TOBACCO, AND OTHER DRUGS**

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#### **4.ATOD.1 Understand health risks associated with the use of tobacco products.**

- 4.ATOD.1.1 Summarize short-term and long-term effects of cigarettes and smokeless tobacco products.
- 4.ATOD.1.2 Explain why tobacco is an addictive product.

#### **4.ATOD.2 Understand why people use tobacco products.**

4.ATOD.2.1 Identify possible internal and external influences on tobacco use.

4.ATOD.2.2 Explain why people are influenced by various marketing strategies employed by tobacco companies.

#### **4.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.**

4.ATOD.3.1 Use refusal skills to resist the pressure to experiment with tobacco.

4.ATOD.3.2 Select strategies to use in avoiding situations in which tobacco is being used to minimize exposure to second-hand smoke.

### **MOTOR SKILL DEVELOPMENT**

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#### **4.MS.1 Apply competent motor skills and movement patterns needed to perform a variety of physical activities.**

PE.4.MS.1.1 Execute combinations of more complex locomotor skills and manipulative skills in various physical activity settings.

PE.4.MS.1.2 Create movement skill sequences commonly associated with various sports and activities.

PE.4.MS.1.3 Implement changes in speed during straight, curved, and zigzag pathways to open and close space using locomotor and manipulative skills.

PE.4.MS.1.4 Identify tempo in slow and fast rhythms.

### **MOVEMENT CONCEPTS**

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#### **4.MC.2 Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.**

PE.4.MC.2.1 Apply basic concepts of movement to improve individual performance.

PE.4.MC.2.2 Apply elements of form or motor development principles to help others improve their performance.

PE.4.MC.2.3 Evaluate skills in a game situation using a rubric based on critical concepts.

PE.4.MC.2.4 Classify examples of health-related fitness into the five components.

### **HEALTH-RELATED FITNESS**

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#### **4.HF.3 Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.**

PE.4.HF.3.1 Understand why and how to complete a valid and reliable pre and post health-enhancing fitness assessment, including monitoring of the heart.

PE.4.HF.3.2 Evaluate oneself in terms of the five recommended behaviors for obesity prevention.

PE.4.HF.3.3 Use physiological indicators to adjust physical activity.

## PERSONAL/SOCIAL RESPONSIBILITY

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**4.PR.4 Use behavioral strategies that are responsible and enhance respect of self and others and value activity.**

PE.4.PR.4.1 Use self-control through structure, expectations, and engagement to demonstrate personal responsibility and respect for self and others.

PE.4.PR.4.2 Use cooperation and communication skills to achieve common goals.

PE.4.PR.4.3 Understand the importance of culture and ethnicity in developing self-awareness and working productively with others.

## NC Science Standards

The Science Standards clarifying objectives **highlighted in blue** are addressed to varying degrees by this intervention.

4<sup>th</sup> Grade NC Standard Course of Study:

### MOLECULAR BIOLOGY

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**4.L.2 Understand food and the benefits of vitamins, minerals and exercise.**

4.L.2.1 Classify substances as food or non-food items based on their ability to provide energy and materials for survival, growth and repair of the body.

4.L.2.2 Explain the role of vitamins, minerals and exercise in maintaining a healthy body.

Visit [NC Department of Public Instruction](https://www.ncdehhs.gov/ncscos) for NC Standard Course of Study (NCSCOS) documents.