

Health Education, Grade 4

(a) Introduction.

- (1) The goal of health education is to provide instruction that allows youth to develop and sustain health-promoting behaviors throughout their lives. The understanding and application of these standards will allow students the ability to gather, interpret, and understand health information; achieve health literacy; and adapt to the ever-evolving science of health. The health education knowledge and skills should be presented to students in a positive manner to support the development of a healthy self-concept and responsible decision making. The standards will help students reinforce, foster, and apply positive character traits.
- (2) There are essential skills that repeat throughout the six strands and embody the interconnection of health literacy. These skills include decision making, problem solving, goal setting, maintaining healthy relationships with self and others, seeking help and support, and recognizing various influences on health such as social, environmental, media, and genetic. These skills, developed early on and reinforced throughout a student's education, will foster mastery of health concepts. Health class educators are encouraged to partner with school counselors where available to schedule time for them to deliver classroom guidance lessons to help teach these essential competencies.
- (3) In Grade 4 and higher, students gain an understanding of health information and skills through six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.
 - (A) Physical health and hygiene education helps to prepare students for improved lifelong health outcomes. Learning about body systems will lay the foundation for personal health and hygiene. Health literacy and preventative behaviors empower students to make informed choices to support self, family, and community.
 - (B) The mental health and wellness strand recognizes that the knowledge and skills necessary to manage emotions, reactions, and relationships are essential to reaching one's full potential. Students gain knowledge about social and emotional health, developing a healthy self-concept, understanding risk and protective factors, and identifying and managing mental health and wellness concerns. In the early grades, students develop fluency around emotions and self-regulation and understand the relationship between feelings, thoughts, and behavior. In subsequent grades, students learn and practice appropriate ways to solve interpersonal conflicts, work to develop a positive self-image, and develop healthy self-management skills.
 - (C) The healthy eating and physical activity strand addresses the importance of nutrition and physical activity to support a healthy lifestyle. Students apply

critical-thinking and decision-making skills to make positive health choices. Students learn about essential nutrients, food groups, portion control, government nutritional recommendations, and the health benefits of being physically active. Students evaluate the connection between physical activity and nutrition and the prevention of chronic diseases.

- (D) By focusing on injury and violence prevention and safety, the standards promote student well-being and awareness of dangerous situations. Supporting student well-being and providing instruction in digital citizenship, bullying prevention, first aid, and identification of safe and unsafe situations creates empowered and educated students who are able to make decisions that keep themselves and others safe. Beginning in Kindergarten and continuing through high school, students gain knowledge and skills to support safety and wellness at school, at home, online, and in the community.
 - (E) The standards under the alcohol, tobacco, and other drugs strand focus on a number of protective factors that develop empowered students who are able to make better-informed decisions, including understanding the impact of substance use on physical, mental, and social health. Through this strand, students learn key concepts about alcohol, tobacco, and other drugs, including the use, misuse, and physiological effects; short- and long-term impacts on health; treatment; risk and protective factors; and prevention. These concepts introduce healthy alternatives and ways for students to ask for and seek out help from parents and other trusted adults.
 - (F) Beginning in Grade 4, students learn about changes associated with adolescent development in the reproductive and sexual health strand. In subsequent grade levels, students identify the purpose of these changes and their role in fertilization and reproduction. Students learn the characteristics of healthy and unhealthy relationships and how to use communication and refusal skills to set personal boundaries in dating/romantic relationships. Students also identify how to respond to sexual harassment and abuse.
- (4) An integral part of health education involves educators being aware of state laws relevant to human sexuality instruction. These laws include affirming:
- (A) a local school district's control over the provision of human sexuality instruction to ensure that local community values are reflected in that instruction (Texas Education Code (TEC) §28.004(e)-(h));
 - (B) the right of a parent or legal guardian to be informed of the provision of human sexuality instruction to their child and review the content of that instruction (TEC §28.004(i)-(j));
 - (C) the right of a parent or legal guardian to remove their child from any portion of human sexuality instruction without penalty to the child (TEC §28.004(i));

- (D) the centrality of abstinence education in any human sexuality curriculum (TEC §28.004(e)); and
 - (E) the right of a parent or legal guardian to be informed of and consent to an abortion performed on their pregnant child (with judicially authorized or medical emergency exceptions) (Texas Family Code, Chapter 33).
- (5) Educators also should be aware of and abide by the statutory prohibition on taxpayer resource transactions between state governmental entities, including public schools, and abortion providers or an affiliate of an abortion provider (Texas Government Code, Chapter 2272).
- (6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (7) Students should first seek guidance in the area of health from a parent or legal guardian.
- (b) Knowledge and Skills Statements
- (1) Physical health and hygiene--body systems. The student examines the structure, function, and relationships of body systems and their relevance to personal health. The student is expected to name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.
- (A) name, locate, and describe the primary function and major components of the body systems, including the nervous, immune, digestive, and integumentary systems.

Breakouts

- (i) name the primary function of the body systems, including the nervous system
- (ii) name the primary function of the body systems, including the immune system
- (iii) name the primary function of the body systems, including digestive system
- (iv) name the primary function of the body systems, including integumentary system
- (v) describe the primary function of the body systems, including the nervous system
- (vi) describe the primary function of the body systems, including the immune system
- (vii) describe the primary function of the body systems, including digestive system

- (viii) describe the primary function of the body systems, including integumentary system
- (ix) name the major components of the body systems, including the nervous system
- (x) name the major components of the body systems, including the immune system
- (xi) name the major components of the body systems, including digestive system
- (xii) name the major components of the body systems, including integumentary system
- (xiii) locate the major components of the body systems, including the nervous system
- (xiv) locate the major components of the body systems, including the immune system
- (xv) locate the major components of the body systems, including digestive system
- (xvi) locate the major components of the body systems, including integumentary system
- (xvii) describe the major components of the body systems, including the nervous system
- (xviii) describe the major components of the body systems, including the immune system
- (xix) describe the major components of the body systems, including digestive system
- (xx) describe the major components of the body systems, including integumentary system

(2) Physical health and hygiene--personal health and hygiene. The student understands health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. The student is expected to:

(A) explain the importance of health information and how it can be used;

Breakouts

- (i) explain the importance of health information
- (ii) explain how [health information] can be used

(B) describe how health care decision making is influenced by external factors such as cost and access;

Breakouts

- (i) describe how health care decision making is influenced by external factors

(C) explain strategies for maintaining personal hygiene and health habits;

Breakouts

- (i) explain strategies for maintaining personal hygiene habits
- (ii) explain strategies for maintaining health habits

(D) distinguish between communicable and noncommunicable illnesses;

Breakouts

- (i) distinguish between communicable and noncommunicable illnesses

(E) explain actions to take when illness occurs, including asthma, diabetes, and epilepsy; and

Breakouts

- (i) explain actions to take when illness occurs, including asthma
- (ii) explain actions to take when illness occurs, including diabetes
- (iii) explain actions to take when illness occurs, including epilepsy

(F) define vector-borne illnesses and describe how to reduce their risk.

Breakouts

- (i) define vector-borne illnesses
- (ii) describe how to reduce [the] risk [of vector-borne illnesses]

(3) Mental health and wellness--social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) analyze how thoughts and emotions influence behaviors;

Breakouts

- (i) analyze how thoughts influence behaviors
- (ii) analyze how emotions influence behaviors

(B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger;

Breakouts

- (i) describe the importance of identifying thoughts when dealing with strong emotions, including anger

- (ii) describe the importance of reframing thoughts when dealing with strong emotions, including anger
 - (iii) describe the importance of applying calming strategies when dealing with strong emotions, including anger
 - (iv) describe the importance of applying self-management strategies when dealing with strong emotions, including anger
- (C) discuss and explain how the brain develops during childhood and the role the brain plays in behavior;

Breakouts

- (i) discuss how the brain develops during childhood
 - (ii) discuss the role the brain plays in behavior
 - (iii) explain how the brain develops during childhood
 - (iv) explain the role the brain plays in behavior
- (D) identify positive and negative characteristics of social groups;

Breakouts

- (i) identify positive characteristics of social groups
 - (ii) identify negative characteristics of social groups
- (E) explain the importance of being a positive role model;

Breakouts

- (i) explain the importance of being a positive role model
- (F) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate such as different languages or adaptive methods;

Breakouts

- (i) explain the importance of demonstrating consideration when communicating with individuals who use diverse methods to communicate
- (G) identify verbal, physical, and situational cues that indicate how others may feel; and

Breakouts

- (i) identify verbal cues that indicate how others may feel
 - (ii) identify physical cues that indicate how others may feel
 - (iii) identify situational cues that indicate how others may feel
- (H) explain the difference between assertive behavior and aggressive behavior.

Breakouts

- (i) explain the difference between assertive behavior and aggressive behavior
- (4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:
- (A) discuss ways to help build self-esteem of self, friends, and others, including areas for one's personal growth and ways to gather constructive feedback;

Breakouts

- (i) discuss ways to help build self-esteem of self, including areas for one's personal growth
 - (ii) discuss ways to help build self-esteem of self, including ways to gather constructive feedback
 - (iii) discuss ways to help build self-esteem of friends, including areas for one's personal growth
 - (iv) discuss ways to help build self-esteem of friends, including ways to gather constructive feedback
 - (v) discuss ways to help build self-esteem of others, including areas for one's personal growth
 - (vi) discuss ways to help build self-esteem of others, including ways to gather constructive feedback
- (B) explain the advantages of setting short- and long-term goals; and

Breakouts

- (i) explain the advantages of setting short-term goals
 - (ii) explain the advantages of setting long-term goals
- (C) explain the importance of time management with respect to a goal.

Breakouts

- (i) explain the importance of time management with respect to a goal
- (5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:
- (A) describe methods for managing concerns related to long-term health conditions for self and others;

Breakouts

- (i) describe methods for managing concerns related to long-term health conditions for self
- (ii) describe methods for managing concerns related to long-term health conditions for others

(B) differentiate between positive and negative stress;

Breakouts

- (i) differentiate between positive and negative stress

(C) define sources of stress, including trauma, loss, and grief;

Breakouts

- (i) define sources of stress, including trauma
- (ii) define sources of stress, including loss
- (iii) define sources of stress, including grief

(D) discuss ways to promote a healthy body image; and

Breakouts

- (i) discuss ways to promote a healthy body image

(E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.

Breakouts

- (i) identify ways to express overwhelming emotions without harming oneself
- (ii) identify ways to express overwhelming emotions without harming others
- (iii) identify ways to express overwhelming emotions without harming property
- (iv) identify ways to manage overwhelming emotions without harming oneself
- (v) identify ways to manage overwhelming emotions without harming others
- (vi) identify ways to manage overwhelming emotions without harming property

(6) Healthy eating and physical activity--food and beverage daily recommendations. The student identifies and explains healthy eating strategies for enhancing and maintaining personal health throughout the lifespan. The student is expected to:

(A) explain why the body needs each of the six major nutrients contained in foods;

Breakouts

- (i) explain why the body needs each of the six major nutrients contained in foods

(B) identify nutritional information on menus and food labels;

Breakouts

- (i) identify nutritional information on menus
- (ii) identify nutritional information on food labels

(C) determine appropriate portion sizes when eating out, including at fast food restaurants;

Breakouts

- (i) determine appropriate portion sizes when eating out, including at fast food restaurants

(D) identify the recommended guidelines for added sugar consumption and explain how excess sugar consumption can impact health, including causing dental cavities and obesity; and

Breakouts

- (i) identify the recommended guidelines for added sugar consumption
- (ii) explain how excess sugar consumption can impact health, including causing dental cavities
- (iii) explain how excess sugar consumption can impact health, including causing obesity

(E) identify healthy fast food choices such as ordering smaller serving sizes and substituting salads for fries and grilled foods for fried foods and their associated impacts on health.

Breakouts

- (i) identify healthy fast food choices
- (ii) identify [the] associated impacts on health [of healthy fast food choices]

(7) Healthy eating and physical activity--physical activity. The student identifies, analyzes, and applies strategies for enhancing and maintaining optimal personal physical fitness throughout the lifespan. The student is expected to identify the physical, mental, and social benefits of physical fitness.

(A) identify the physical, mental, and social benefits of physical fitness.

Breakouts

- (i) identify the physical benefits of physical fitness
- (ii) identify the mental benefits of physical fitness
- (iii) identify the social benefits of physical fitness

(8) Healthy eating and physical activity--nutrition and physical activity literacy. The student obtains, processes, and understands basic physical activity and nutrition information needed to make health-promoting decisions. The student is expected to:

- (A) describe the importance of goal setting and set a goal for making healthy food choices; and

Breakouts

- (i) describe the importance of goal setting
 - (ii) set a goal for making healthy food choices
- (B) gather data from a variety of credible sources to help make informed nutritional and physical activity choices.

Breakouts

- (i) gather data from a variety of credible sources to help make informed nutritional choices
- (ii) gather data from a variety of credible sources to help make informed physical activity choices

(9) Healthy eating and physical activity--risk and protective factors. The student identifies and explains risk and protective factors related to healthy eating and physical activity. The student is expected to:

- (A) describe the connection between physical activity and the prevention of obesity, heart disease, and diabetes; and

Breakouts

- (i) describe the connection between physical activity and the prevention of obesity
 - (ii) describe the connection between physical activity and the prevention of heart disease
 - (iii) describe the connection between physical activity and the prevention of diabetes
- (B) differentiate between healthy and unhealthy eating habits and demonstrate refusal skills in dealing with unhealthy eating situations.

Breakouts

- (i) differentiate between healthy and unhealthy eating habits
- (ii) demonstrate refusal skills in dealing with unhealthy eating situations

(10) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to identify and demonstrate strategies for preventing and responding to injuries.

- (A) identify and demonstrate strategies for preventing and responding to injuries.

Breakouts

- (i) identify strategies for preventing injuries
- (ii) identify strategies for responding to injuries
- (iii) demonstrate strategies for preventing injuries
- (iv) demonstrate strategies for responding to injuries

- (11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

- (A) explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.

Breakouts

- (i) explain the importance of using refusal skills when privacy, personal boundaries, or personal space are not respected

- (12) Injury and violence prevention and safety--healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. The student is expected to:

- (A) identify strategies for avoiding violence, gangs, and weapons;

Breakouts

- (i) identify strategies for avoiding violence
- (ii) identify strategies for avoiding gangs
- (iii) identify strategies for avoiding weapons

- (B) identify characteristics of gang behavior;

Breakouts

- (i) identify characteristics of gang behavior

- (C) identify strategies that can be used to promote safety in homes, schools, and communities; and

Breakouts

- (i) identify strategies that can be used to promote safety in homes
- (ii) identify strategies that can be used to promote safety in schools
- (iii) identify strategies that can be used to promote safety in communities

- (D) create a personal safety plan.

Breakouts

- (i) create a personal safety plan

(13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

- (A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments;

Breakouts

- (i) differentiate between appropriate and inappropriate ways to communicate in digital environments
- (ii) differentiate between appropriate and inappropriate ways to communicate in online environments

- (B) explain what information is appropriate to share and who it is appropriate to share information with in digital and online environments; and

Breakouts

- (i) explain what information is appropriate to share in digital environments
- (ii) explain what information is appropriate to share in online environments
- (iii) explain who it is appropriate to share information with in digital environments
- (iv) explain who it is appropriate to share information with in online environments

- (C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.

Breakouts

- (i) discuss the consequences of cyberbullying in relation to home environments
- (ii) discuss the consequences of cyberbullying in relation to school environments
- (iii) discuss the consequences of inappropriate digital communication in relation to home environments
- (iv) discuss the consequences of inappropriate online communication in relation to home environments
- (v) discuss the consequences of inappropriate digital communication in relation to school environments
- (vi) discuss the consequences of inappropriate online communication in relation to school environments

(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(A) analyze distinguishing characteristics of cyberbullying;

Breakouts

(i) analyze distinguishing characteristics of cyberbullying

(B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;

Breakouts

(i) describe the negative impact bullying, including cyberbullying, has on the victim

(ii) describe the negative impact bullying, including cyberbullying, has on the bully

(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues; and

Breakouts

(i) explain the importance of seeking guidance from parents on critical personal safety issues

(ii) explain the importance of seeking guidance from other trusted adults on critical personal safety issues

(D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.

Breakouts

(i) identify types of abuse

(ii) identify types of neglect

(iii) identify ways to seek help from a parent or another trusted adult

(15) Alcohol, tobacco, and other drugs--use, misuse, and physiological effects. The student understands the difference between the use and misuse of different substances and how the use and misuse of substances impacts health. The student is expected to:

(A) explain why some drugs require a prescription; and

Breakouts

(i) explain why some drugs require a prescription

(B) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants, vaping products, and household products.

Breakouts

- (i) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including inhalants
- (ii) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including vaping products
- (iii) identify the differences between prescription drugs, over-the-counter drugs, other drugs, and dangerous substances, including household products

(16) Alcohol, tobacco, and other drugs--short- and long-term impacts. The student identifies and analyzes the short- and long-term impacts of use and misuse of alcohol; tobacco; drugs, including prescription drugs; and other substances. The student is expected to:

- (A) describe the short- and long-term harmful effects of alcohol, tobacco, other drugs, and dangerous substances such as inhalants and household products on mental and social health; and

Breakouts

- (i) describe the short-term harmful effects of alcohol on mental health
- (ii) describe the short-term harmful effects of tobacco on mental health
- (iii) describe the short-term harmful effects of other drugs on mental health
- (iv) describe the short-term harmful effects of dangerous substances on mental health
- (v) describe the short-term harmful effects of alcohol on social health
- (vi) describe the short-term harmful effects of tobacco on social health
- (vii) describe the short-term harmful effects of other drugs on social health
- (viii) describe the short-term harmful effects of dangerous substances on social health
- (ix) describe the long-term harmful effects of alcohol on mental health
- (x) describe the long-term harmful effects of tobacco on mental health
- (xi) describe the long-term harmful effects of other drugs on mental health
- (xii) describe the long-term harmful effects of dangerous substances on mental health
- (xiii) describe the long-term harmful effects of alcohol on social health
- (xiv) describe the long-term harmful effects of tobacco on social health
- (xv) describe the long-term harmful effects of other drugs on social health
- (xvi) describe the long-term harmful effects of dangerous substances on social health

- (B) describe the legal consequences of the misuse of alcohol, tobacco, other drugs, and dangerous substances.

Breakouts

- (i) describe the legal consequences of the misuse of alcohol
- (ii) describe the legal consequences of the misuse of tobacco
- (iii) describe the legal consequences of the misuse of other drugs
- (iv) describe the legal consequences of the misuse of dangerous substances

- (17) Alcohol, tobacco, and other drugs--treatment. The student understands how to seek emergency help for self and others in poisoning and overdose situations. The student is expected to describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

- (A) describe the signs of poisoning or overdose and identify how to respond, including who to contact for help.

Breakouts

- (i) describe the signs of poisoning or overdose
- (ii) identify how to respond [to poisoning or overdose], including who to contact for help

- (18) Alcohol, tobacco, and other drugs--risk and protective factors. The student understands how various factors can influence decisions regarding substance use and the resources available for help. The student is expected to:

- (A) distinguish between positive and negative peer influences and their effects on a person's decision to use or not use alcohol or drugs; and

Breakouts

- (i) distinguish between positive and negative peer influences
- (ii) distinguish between [positive and negative peer influences'] effects on a person's decision to use or not use alcohol or drugs

- (B) identify methods available to report unsafe situations related to alcohol, tobacco, and other drugs.

Breakouts

- (i) identify methods available to report unsafe situations related to alcohol
- (ii) identify methods available to report unsafe situations related to tobacco
- (iii) identify methods available to report unsafe situations related to other drugs

- (19) Alcohol, tobacco, and other drugs--prevention. The student demonstrates refusal skills to avoid substance use and misuse. The student is expected to:

- (A) demonstrate refusal skills using assertive communication related to alcohol, tobacco, and other drugs; and

Breakouts

- (i) demonstrate refusal skills using assertive communication related to alcohol
 - (ii) demonstrate refusal skills using assertive communication related to tobacco
 - (iii) demonstrate refusal skills using assertive communication related to other drugs
- (B) identify ways to avoid drugs and discuss healthy alternative activities to the use of drugs and other substances.

Breakouts

- (i) identify ways to avoid drugs
- (ii) discuss healthy alternative activities to the use of drugs
- (iii) discuss healthy alternative activities to the use of other substances

- (20) Reproductive and sexual health--anatomy, puberty, and reproduction. The student identifies adolescent development. The student is expected to:

- (A) explain changes that occur in males and females during puberty and adolescent development; and

Breakouts

- (i) explain changes that occur in males during puberty
 - (ii) explain changes that occur in females during puberty
 - (iii) explain changes that occur in males during adolescent development
 - (iv) explain changes that occur in females during adolescent development
- (B) define the menstrual cycle.

Breakouts

- (i) define the menstrual cycle