

## Catholic Identity Standards

**4.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 4.1A recognize that every human life is sacred because each person is created and loved by God\*
- 4.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 4.1C recognize and oppose unjust social structures and work toward justice for all\*
- 4.1D see God at work in all things and as expressed in the sacraments\*
- 4.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**4.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<b>4.2A Body Systems</b> examine the structure, function, and relationships of body systems and their relevance to personal health	4.2A.1 identify the major structures and function of the immune system 4.2A.2 describe the effects of nutrition, personal hygiene, and sleep on the immune system
<b>4.2B Nutrition</b> identify and explain healthy eating strategies for enhancing and maintaining personal health	4.2B.1 identify foods that contain saturated and trans fats and describe the effects of these fats on overall health 4.2B.2 explore serving sizes, additives, preservatives, sodium, and added sugar in a variety of foods and beverages along with their effect on health 4.2B.3 identify ways to moderate intake of foods high in saturated and trans fats, understanding the role of serving size
<b>4.2C Physical Health</b> obtain, process, and understand basic physical activity information needed to make health promoting decisions	4.2C.1 explain how varying levels of physical activity, rest, and sleep positively and negatively affect mental and physical health 4.2C.2 explain the importance of good personal hygiene (e.g., hand washing, dental care)

## Mental Health and Wellness

**4.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<b>4.3A Mental Wellness/Social Emotional Skills</b> identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	4.3A.1 identify feelings and emotions associated with loss and grief and those emotional impact on one's health 4.3A.2 describe and identify healthy coping mechanisms and resources for dealing with loss and grief 4.3A.3 describe self-concept, how it can be influenced by internal and external factors 4.3A.4 explain that the development of one's self-concept is an essential ongoing life skill 4.3A.5 explain how bullying impacts individuals and affects one's health 4.3A.6 practice initiating, sustaining, and ending conversations 4.3A.7 analyze positive strategies for resolving conflict including showing compassion for others

## Safety and Prevention

**4.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<b>4.4A Disease Prevention</b> understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	4.4A.1 describe the causes of communicable diseases and analyze strategies/create a plan to prevent the spread of communicable diseases
<b>4.4B Safety &amp; Injury Prevention</b> identify and demonstrate safety and first aid knowledge to prevent and treat injuries	4.4B.1 explain appropriate protective gear when engaged in physical activities and explain the health consequences of not following safety practices 4.4B.2 describe safe and unsafe Internet use, explain the consequences of unsafe use, and develop strategies for safe Internet use and online gaming
<b>4.4C Violence Prevention</b> understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	4.4C.1 explain the difference between teasing and taunting and when these actions can be considering bullying 4.4C.2 identify and demonstrate steps to resolve conflicts in a variety of situations 4.4C.3 explain the importance of seeking assistance from a trusted adult when in an unsafe or uncomfortable situation and how to identify trusted adults at home, in school, and in the community

\*Catholic identity

<b>4.4D Substance Abuse Prevention</b> understand the difference between use and misuse of different substances and their impact on health	4.4D.1	compare the short- and long- term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs
	4.4D.2	examine the factors that can influence an individual’s decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs including peer pressure
	4.4D.3	determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances

Environmental Health	
<b>4.5 Community and environmental health.</b> The student explains the environmental impact on health.	
Application	Instructional Focus
<b>4.5A Community Health</b> describe ways in which safe and healthy school and community environments can promote personal health	4.5A.1 describe the effects of water pollution on health and develop strategies to reduce water pollution 4.5A.2 identify community health issues, possible solutions for this issue, and volunteer opportunities to address this issue