

# Grade 4

Adopted 2008

## Nutrition and Physical Activity

### **1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- N. Identify and define key nutrients and their functions. **1.1.N**
- N. State the recommended number of servings and serving sizes for different food groups. **1.2.N**
- N. Describe the relationship between food intake, physical activity, and good health. **1.3.N**
- N. Identify how to keep food safe through proper food preparation and storage. **1.4.N**
- N. Explain how food can contain germs that cause illness. **1.5.N**
- N. Explain the importance of drinking plenty of water, especially during vigorous physical activity. **1.6.N**
- N. Describe the benefits of moderate and vigorous physical activity. **1.7.N**
- N. Identify ways to increase and monitor physical activity. **1.8.N**

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### **2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- N. Identify internal and external influences that affect food choices. **2.1.N**
- N. Analyze advertising and marketing techniques used for food and beverages. **2.2.N**
- N. Identify internal and external influences that affect physical activity **2.3.N**

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### **3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- N. Identify resources for valid information about safe and healthy foods. **3.1.N**
- N. Use food labels to determine nutrient and sugar content. **3.2.N**

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### **4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- N. Demonstrate effective communication skills to ask for healthy food choices. **4.1.N**

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- N. Describe how to use a decision-making process to select nutritious foods and beverages. 5.1.N
- N. Describe how to use a decision-making process to select healthy options for physical activity. 5.2.N

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- N. Make a plan to choose healthy foods and beverages. 6.1.N
- N. Make a plan to choose physical activities at school and at home. 6.2.N

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- N. Practice how to take personal responsibility for eating healthy foods. 7.1.N
- N. Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. 7.2.N
- N. Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. 7.3.N
- N. Practice how to take personal responsibility for engaging in physical activity. 7.4.N

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- N. Support others in making positive food and physical activity choices. 8.1.N
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## Injury Prevention and Safety

### 1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- S. Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. 1.1.S
- S. Identify behaviors that may lead to conflict with others. 1.2.S
- S. Describe the different types of bullying and harassment. 1.3.S
- S. Examine the effects of bullying and harassment on others. 1.4.S
- S. Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis). 1.5.S
- S. Identify disaster preparedness procedures at home, at school, and in the community. 1.6.S
- S. Describe ways to seek assistance if worried, abused, or threatened. 1.7.S
- S. Explain the dangers of having weapons at school, at home, and in the community. 1.8.S
- S. Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities. 1.9.S
- S. Define a gang and how it is different from a club, sports team, or clique. 1.10.S
- S. Describe the dangers of gang activity 1.11.S
- S. Identify positive alternatives to gang activity. 1.12.S
- S. Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags. 1.13.S
- S. Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). 1.14.S
- S. Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call 9-1-1, a poison control center, or other local emergency number. 1.15.S
- S. Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls. 1.16.S
- S. Identify ways to prevent vision and hearing damage. 1.17.S
- S. Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior. 1.18.S
- S. Demonstrate escape strategies for cases of inappropriate touching or attempted abduction. 1.19.S

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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- S. Analyze how emotions contribute to both safe and violent behaviors. 2.1.S
- S. Examine the influence of violence in media and technology on health behavior. 2.2.S
- S. Explain that most young people do not use violence to deal with problems. 2.3.S

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- S. Identify accurate sources of information about injury prevention and safety. 3.1.S
- S. Demonstrate how to access emergency services and communicate effectively with emergency personnel. 3.2.S
- S. Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department). 3.3.S
- S. Identify trusted adults to report to if people are in danger of hurting themselves or others. 3.4.S
- S. Demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information. 3.5.S
- S. Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal. 3.6.S

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- S. Demonstrate the ability to use refusal skills in risky situations. 4.1.S
- S. Practice effective conflict resolution techniques with others. 4.2.S
- S. Report bullying, harassment, and other dangerous situations. 4.3.S
- S. Demonstrate refusal skills to avoid gang involvement. 4.4.S
- S. Demonstrate what to say and do when witnessing bullying. 4.5.S

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- S. Evaluate strategies to avoid potentially dangerous situations. 5.1.S
- S. Examine the consequences of bullying and harassment. 5.2.S
- S. Analyze the benefits of using nonviolent means to resolve conflicts. 5.3.S
- S. Evaluate how following family, school, and community rules can impact safety. 5.4.S

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- S. Make a personal commitment to use appropriate protective gear while engaging in activities. 6.1.S
- S. Make a personal commitment to stay away from people involved in gang activity. 6.2.S

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- S. Demonstrate strategies to avoid bullying and other types of harassment. 7.1.S
- S. Practice disaster preparedness procedures at home and at school. 7.2.S
- S. Use appropriate protective gear and equipment. 7.3.S
- S. Follow safety rules and laws at home, at school, and in the community. 7.4.S
- S. Demonstrate escape strategies for cases of inappropriate touching or attempted abduction. 7.5.S
- S. Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters. 7.6.S

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- S. Encourage specific measures to improve home or school safety. 8.1.S
- S. Offer friendship and support to someone who was bullied. 8.2.S
- S. Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts). 8.3.S

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**Alcohol, Tobacco, and Other Drugs**

**1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.**

- A. Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants. 1.1.A
- A. Identify ways to cope with situations involving alcohol, tobacco, and other drugs. 1.2.A
- A. Explain the differences between medicines and illicit drugs. 1.3.A
- A. Identify family and school rules about alcohol, tobacco, and drug use. 1.4.A
- A. Explain why individual reactions to alcohol and drug use may vary. 1.5.A

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**2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.**

- A. Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs. 2.1.A
- A. Examine advertising strategies used for alcohol, tobacco, and other drugs. 2.2.A

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**3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.**

- A. Identify sources of valid information regarding alcohol, tobacco, and other drugs. 3.1.A

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**4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.**

- A. Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs. 4.1.A
- A. Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used. 4.2.A

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**5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.**

- A. Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used. 5.1.A

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**6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.**

- A. Make a plan to choose healthy alternatives to tobacco and drug use. 6.1.A

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**7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.**

- A. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends. 7.1.A

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**8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.**

- A. Encourage others to be free of alcohol, tobacco, and other drugs. 8.1.A