

Fourth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (3 hours)	<p>A1. Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants. □</p> <p>A2. Identify ways to cope with situations involving alcohol, tobacco, and other drugs. □</p> <p>A3. Explain the difference between medicines and illicit drugs. □</p> <p>A.4 Identify family and school rules about alcohol, tobacco and drug use. □</p> <p>A5. Explain why individual reactions to alcohol and drug use may vary. □</p>	<p>A5. Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs. □</p> <p>A6. Examine advertising strategies used for alcohol, tobacco, and other drugs. □</p>	<p>A7. Identify sources of valid information regarding alcohol, tobacco, and other drugs. □</p>	<p>A8. Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs. □</p> <p>A9. Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used. □</p>	<p>A10. Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used. □</p>	<p>A11. Make a plan to choose healthy alternatives to tobacco and drug use. □</p>	<p>A12. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends. □</p>	<p>A13. Encourage others to be free of alcohol, tobacco, and other drugs. □</p>	<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

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Nutrition and Physical Activity (4 hours)	<p>N1. Identify and define key nutrients and their functions. □</p> <p>N2. Recall the recommended number of servings and serving sizes for different food groups. □</p> <p>N3. Describe the relationship between food intake, physical activity, and good health. □</p> <p>N4. Identify how to keep food safe through proper food preparation and storage. □</p> <p>N5. Explain how food can contain germs that cause illness. □</p> <p>N6. Explain the importance of drinking plenty of water, especially during vigorous physical activity. □</p> <p>N7. Describe the benefits of moderate and vigorous physical activity. □</p> <p>N8. Identify ways to increase and monitor physical activity. □</p>	<p>N9. Identify internal and external influences that affect food choices. □</p> <p>N10. Analyze advertising and marketing techniques used for food and beverages. □</p> <p>N11. Identify internal and external influences that affect physical activity. □</p>	<p>N12. Identify resources for valid information about safe and healthy foods. □</p> <p>N13. Use food labels to determine nutrient and sugar content. □</p>	<p>N14. Demonstrate effective communication skills to ask for healthy food choices. □</p>	<p>N15. Describe how to use a decision-making process to select nutritious foods and beverages. □</p> <p>N16. Describe how to use a decision-making process to select healthy options for physical activity. □</p>	<p>N17. Make a plan to choose healthy foods and beverages. □</p> <p>N18. Make a plan to choose physical activities at school and home. □</p>	<p>N19. Practice how to take personal responsibility for eating healthful foods. □</p> <p>N20. Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. □</p> <p>N21. Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. □</p> <p>N22. Practice how to take personal responsibility for engaging in physical activity. □</p>	<p>N23. Support others in making positive food and physical activity choices. □</p>	Health Textbook

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Injury Prevention and Safety (8 hours)	<p>S1. Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. □</p> <p>S2. Identify behaviors that may lead to conflict with others. □</p> <p>S3. Describe the different types of bullying and harassment. □</p> <p>S4. Examine the effects of bullying and harassment on others. □</p> <p>S5. Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., flood, earthquake, and tsunami). □</p> <p>S6. Identify disaster preparedness procedures at home, school, and community. □</p> <p>S7. Describe ways to seek assistance if worried, abused, or threatened. □</p> <p>S8. Explain the dangers of weapons at school, home, and in the community. □</p> <p>S9. Explain the importance of safety at play, including wearing helmets, pads, mouth guards, water safety vests, and other safety equipment. □</p> <p>S10. Define a gang and how it is different from a club, sports team, or clique. □</p> <p>S11. Describe the dangers of gang activity. □</p> <p>S12. Identify positive alternatives to gang activity. □</p> <p>S13. Demonstrate the proper lifting and carrying techniques for handling heavy backpacks and book bags. □</p> <p>S14. Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). □</p> <p>S15. Explain what to do if someone is poisoned (e.g., by household cleaning or paint products) by calling 9-1-1, poison control center, or other local emergency number. □</p> <p>S16. Identify ways to reduce risk of injuries in case of fire, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls. □</p> <p>S17. Identify ways to prevent vision and hearing damage. □</p> <p>S18. Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior. □</p> <p>S19. Demonstrate strategies to get away in cases of inappropriate touching or abduction. □</p>	<p>S20. Analyze how emotions affect safety and violence-related behaviors. □</p> <p>S21. Examine the influence of violence in media and technology on health behavior. □</p> <p>S22. Explain that most young people do not use violence to deal with problems. □</p>	<p>S23. Identify accurate sources of information about injury prevention and safety. □</p> <p>S24. Demonstrate how to access and communicate effectively with emergency services. □</p> <p>S25. Identify safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor). □</p> <p>S26. Identify trusted adults to report to if people are in danger of hurting themselves or others. □</p> <p>S27. Demonstrate how to dial 9-1-1 or other emergency numbers and provide appropriate information. □</p> <p>S28. Demonstrate the ability to read and follow labels of common household products about dangers and safe use, storage, and proper disposal. □</p>	<p>S29. Demonstrate the ability to use refusal skills in risky situations. □</p> <p>S30. Practice effective conflict resolution techniques with others. □</p> <p>S31. Report bullying, harassment, and other dangerous situations. □</p> <p>S32. Demonstrate refusal skills to avoid gang involvement. □</p> <p>S33. Demonstrate what to say and do when witnessing bullying. □</p>	<p>S34. Evaluate strategies to avoid potentially dangerous situations. □</p> <p>S35. Examine the consequences of bullying and harassment. □</p> <p>S36. Analyze the benefits of using nonviolent means to solve conflicts. □</p> <p>S37. Evaluate how following family, school, and community rules can impact safety. □</p>	<p>S38. Make a personal commitment to use appropriate protective gear while engaging in activities. □</p> <p>S39. Make a personal commitment to stay away from people involved in gang activity. □</p>	<p>S40. Demonstrate strategies to avoid bullying and other types of harassment. □</p> <p>S41. Practice disaster preparedness procedures at home and school. □</p> <p>S42. Use appropriate protective gear and equipment. □</p> <p>S43. Follow safety rules and laws at home, school, and in the community. □</p> <p>S44. Demonstrate strategies to get away in cases of inappropriate touching or attempted abduction. □</p> <p>S45. Demonstrate the ability to develop and execute a fire and earthquake escape plan. □</p>	<p>S46. Encourage specific measures to improve home or school safety. □</p> <p>47. Offer friendship and support to someone who was bullied. □</p> <p>S48. Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts). □</p>	<p><u>Required Curriculum</u> Second Step</p>

