California Health

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

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

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

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

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

Skip to main content

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

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

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

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

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

Skip to main content

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

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

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

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

Skip to main content

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

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

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

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

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

Alcohol. Tobacco. and Ot

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

Skip to main content

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

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

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

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

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

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

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

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