Publisher: *[Enter Publisher Name]*

Program Title *[Enter Program Title]*

Approved by the State Board of Education on May 8, 2019

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Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grade Four

(Download and use to cite where instructional resources fully address each standard)

## Nutrition and Physical Activity

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1.1.N | Identify and define key nutrients and their functions. |  |  |  |  |
| 4.1.2.N | State the recommended number of servings and serving sizes for different food groups. |  |  |  |  |
| 4.1.3.N | Describe the relationship between food intake, physical activity, andgood health. |  |  |  |  |
| 4.1.4.N | Identify how to keep food safe through proper food preparation and storage. |  |  |  |  |
| 4.1.5.N | Explain how food can contain germs that cause illness. |  |  |  |  |
| 4.1.6.N | Explain the importance of drinking plenty of water, especially during vigorous physical activity. |  |  |  |  |
| 4.1.7.N | Describe the benefits of moderate and vigorous physical activity. |  |  |  |  |
| 4.1.8.N | Identify ways to increase and monitor physical activity*.* |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.2.1.N | Identify internal and external influences that affect food choices. |  |  |  |  |
| 4.2.2.N | Analyze advertising and marketing techniques used for food and beverages. |  |  |  |  |
| 4.2.3.N | Identify internal and external influences that affect physical activity. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.3.1.N | Identify resources for valid information about safe and healthy foods. |  |  |  |  |
| 4.3.2.N | Use food labels to determine nutrient and sugar content. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.4.1.N | Demonstrate effective communication skills to ask for healthy food choices. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.5.1.N | Describe how to use a decision-making process to select nutritious foods and beverages. |  |  |  |  |
| 4.5.2.N | Describe how to use a decision-making process to select healthy options for physical activity. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.6.1.N | Make a plan to choose healthy foods and beverages. |  |  |  |  |
| 4.6.2.N | Make a plan to choose physical activities at school and at home. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.7.1.N | Practice how to take personal responsibility for eating healthy foods. |  |  |  |  |
| 4.7.2.N | Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. |  |  |  |  |
| 4.7.3.N | Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. |  |  |  |  |
| 4.7.4.N | Practice how to take personal responsibility for engaging in physical activity. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.8.1.N | Support others in making positive food and physical activity choices. |  |  |  |  |

## Injury Prevention and Safety

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1.1.S | Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. |  |  |  |  |
| 4.1.2.S | Identify behaviors that may lead to conflict with others. |  |  |  |  |
| 4.1.3.S | Describe the different types of bullying and harassment. |  |  |  |  |
| 4.1.4.S | Examine the effects of bullying and harassment on others. |  |  |  |  |
| 4.1.5.S | Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis). |  |  |  |  |
| 4.1.6.S | Identify disaster preparedness procedures at home, at school, and in the community. |  |  |  |  |
| 4.1.7.S | Describe ways to seek assistance if worried, abused, or threatened. |  |  |  |  |
| 4.1.8.S | Explain the dangers of having weapons at school, at home, and in the community. |  |  |  |  |
| 4.1.9.S | Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities. |  |  |  |  |
| 4.1.10.S | Define a gang and how it is different from a club, sports team, or clique. |  |  |  |  |
| 4.1.11.S | Describe the dangers of gang activity. |  |  |  |  |
| 4.1.12.S | Identify positive alternatives to gang activity. |  |  |  |  |
| 4.1.13.S | Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags. |  |  |  |  |
| 4.1.14.S | Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). |  |  |  |  |
| 4.1.15.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. |  |  |  |  |
| 4.1.16.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. |  |  |  |  |
| 4.1.17.S | Identify ways to prevent vision and hearing damage. |  |  |  |  |
| 4.1.18.S | Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior. |  |  |  |  |
| 4.1.19.S | Demonstrate escape strategies for cases of inappropriate touching or attempted abduction. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.2.1.S | Analyze how emotions contribute to both safe and violent behaviors. |  |  |  |  |
| 4.2.2.S | Examine the influence of violence in media and technology on health behavior. |  |  |  |  |
| 4.2.3.S | Explain that most young people do not use violence to deal with problems. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.3.1.S | Identify accurate sources of information about injury prevention and safety. |  |  |  |  |
| 4.3.2.S | Demonstrate how to access emergency services and communicate effectively with emergency personnel. |  |  |  |  |
| 4.3.3.S | Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department). |  |  |  |  |
| 4.3.4.S | Identify trusted adults to report to if people are in danger of hurting themselves or others. |  |  |  |  |
| 4.3.5.S | Demonstrate how to dial 9-1-1 or other emergency numbers and how to provide appropriate information. |  |  |  |  |
| 4.3.6.S | Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.4.1.S | Demonstrate the ability to use refusal skills in risky situations. |  |  |  |  |
| 4.4.2.S | Practice effective conflict resolution techniques with others. |  |  |  |  |
| 4.4.3.S | Report bullying, harassment, and other dangerous situations. |  |  |  |  |
| 4.4.4.S | Demonstrate refusal skills to avoid gang involvement. |  |  |  |  |
| 4.4.5.S | Demonstrate what to say and do when witnessing bullying. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.5.1.S | Evaluate strategies to avoid potentially dangerous situations. |  |  |  |  |
| 4.5.2.S | Examine the consequences of bullying and harassment. |  |  |  |  |
| 4.5.3.S | Analyze the benefits of using nonviolent means to resolve conflicts. |  |  |  |  |
| 4.5.4.S | Evaluate how following family, school, and community rules can impact safety. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.6.1.S | Make a personal commitment to use appropriate protective gear while engaging in activities. |  |  |  |  |
| 4.6.2.S | Make a personal commitment to stay away from people involved in gang activity. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.7.1.S | Demonstrate strategies to avoid bullying and other types of harassment. |  |  |  |  |
| 4.7.2.S | Practice disaster preparedness procedures at home and at school. |  |  |  |  |
| 4.7.3.S | Use appropriate protective gear and equipment. |  |  |  |  |
| 4.7.4.S | Follow safety rules and laws at home, at school, and in the community. |  |  |  |  |
| 4.7.5.S | Demonstrate escape strategies for cases of inappropriate touching or attempted abduction. |  |  |  |  |
| 4.7.6.S | Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.8.1.S | Encourage specific measures to improve home or school safety. |  |  |  |  |
| 4.8.2.S | Offer friendship and support to someone who was bullied. |  |  |  |  |
| 4.8.3.S | Encourage others’ safety behaviors (e.g., wearing bicycle helmets and seat belts). |  |  |  |  |

## Alcohol, Tobacco, and Other Drugs

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1.1.A | Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants. |  |  |  |  |
| 4.1.2.A | Identify ways to cope with situations involving alcohol, tobacco, and other drugs. |  |  |  |  |
| 4.1.3.A | Explain the differences between medicines and illicit drugs*.* |  |  |  |  |
| 4.1.4.A | Identify family and school rules about alcohol, tobacco, and drug use. |  |  |  |  |
| 4.1.5.A | Explain why individual reactions to alcohol and drug use may vary. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.2.1.A | Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs. |  |  |  |  |
| 4.2.2.A | Examine advertising strategies used for alcohol, tobacco, and other drugs. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.3.1.A | Identify sources of valid information regarding alcohol, tobacco, and other drugs. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.4.1.A | Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs. |  |  |  |  |
| 4.4.2.A | Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.5.1.A | Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.6.1.A | Make a plan to choose healthy alternatives to tobacco and drug use. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.7.1.A | Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family or friends. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.8.1.A | Encourage others to be free of alcohol, tobacco, and other drugs. |  |  |  |  |