

Health Education Grade 4 Supplemental Teaching Resources

Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
<p>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify internal and external influences that affect food choices</p> <p>A2. Analyze advertising and marketing techniques used for food</p> <p>B1. Examine changes in hygiene habits that should be made upon entering puberty.</p> <p>B2. Analyze how sleep habits affect puberty.</p> <p>B3. Evaluate how media affects choices/attitudes regarding growth and development</p> <p>C1. Analyze how emotions contribute to both safe and violent behaviors</p> <p>C2. Examine the influence of violence in media on health behaviors</p> <p>C3. Explain the dangers of having weapons at school, home, community</p> <p>D1. Identify internal and external influences that affect use</p> <p>D2. Examine advertising strategies used ATOD</p> <p>D3. Explain why individual reactions to ATOD differ</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p>Hygiene Video</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
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<p>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</p>	<p>Performance will be satisfactory when the student is able to:</p> <p>A1. Identify resources for valid information about safe and healthy foods</p> <p>A2. Use food labels to determine nutrient and sugar content</p> <p>A3. Identify how to keep food safe through proper food preparation and storage</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing</p>

	<ul style="list-style-type: none"> A4. Explain how food can contain germs that cause illness B1. Describes the difference between communicable and noncommunicable diseases. B2. Identify sources of valid information to answer questions about puberty. C1. Identify accurate sources of information about injury prevention and safety C2. Identify safe people and places to go to if feeling unsafe or threatened C3. Demonstrate how to provide accurate information to 911 C3. Demonstrate how to read and follow labels of common household products concerning danger and safe use, storage, and proper disposal C5. Describe safety hazards: fire, water, dangerous objects, being home alone, using media D1. Identify sources of valid information regarding ATOD D2. Explain the differences between medicines and illicit drugs 	<p>within the site's LMC)</p> <p>Communicable disease</p>
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to:</p> <ul style="list-style-type: none"> A1. Demonstrate effective communication skills to ask for healthy food choices B1. Demonstrate effective communication skills needed to develop and maintain healthy relationships C1. Demonstrate the ability to use refusal skills in risky situations C2. Practice effective conflict resolution techniques with others C3. Report bullying, harassment, and other dangerous situations C4. Demonstrate what to say when witnessing bullying C5. Identify behaviors that may lead to conflict with others C6. Identify behaviors that may lead to conflict with others 	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	<p>C7. Examine the effects of bullying and harassment D1. Demonstrate refusal skills to resist pressure to experiment ATOD D2. Practice effective verbal communication to request for help in dealing with situations regarding ATOD</p>	
<p>Above objective aligned with AASD Content Domain(s): Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		
<p>Essential Learning Objective</p>	<p>Performance Indicators</p>	<p>Supplemental Teaching Resources</p>
<p>4. Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Describe how to use a decision making process to select nutritious foods A2. Describe how to use a decision making process to select physical activities C1. Evaluate strategies to avoid potentially dangerous situations C2. Examine the consequences of bullying and harassment C3. Analyze the benefits of using nonviolent means to resolve conflict C4. Evaluate how following family, school, and community rules can impact safety C5. Demonstrate escape strategies for inappropriate touching or attempted abduction D1. Evaluate strategies to avoid situations where ATOD are being used D2. Describe the harmful short and long-term effects of alcohol, nicotine, other drugs including inhalants D3. Identify ways to cope with social situations involving ATOD</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Health; Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs</p>		

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<p>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>Performance will be satisfactory when the student is able to: A1. Make a plan to choose healthy foods and beverages A2. State the recommended number of serving and serving sizes for different food groups B1. Demonstrate the importance of good personal hygiene habits B2. Explain how germs are spread and practice skills for avoiding and preventing disease D1. Make a plan to choose healthy alternatives to ATOD</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>
<p>Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Growth, Development, and Sexual Health; Alcohol, Tobacco and Other Drugs</p>		
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<p>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>Performance will be satisfactory when the student is able to: A1. Demonstrate how to take responsibility for healthy foods A2. Demonstrate how to take responsibility for limiting sugar consumption A3. Describe the relationship between food intake, physical activity, and good health A4. Explain the importance of drinking water, especially vigorous activity B1. Demonstrate the importance of good personal hygiene habits B2. Explain how germs are spread and practice skills for avoiding and preventing disease. C1. Demonstrate strategies to avoid bullying and other types of harassment C2. Demonstrate use of appropriate protective equipment C3. Describe ways to seek assistance if worried, abused, or threatened</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

	C4. Explain the importance of wearing safety equipment C5. Explain what to do if poisoned C6. Identify ways to prevent vision and hearing damage D1. Use a variety of effective coping strategies when faced with ATOD use and abuse by family and friends	
Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Growth, Development, and Sexual Health; Injury Prevention and Safety; Mental, Emotional and Social Health		
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7. Students will demonstrate the ability to advocate for personal, family, and community health.	Performance will be satisfactory when the student is able to: A1. Support other in making positive food and physical activity choices C1. Encourage ways to improve safety at home or school	<i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes & Holly Alperin (also available for public viewing within the site's LMC)
Above objective aligned with AASD Content Domain(s): Nutritional and Physical Activity; Injury Prevention and Safety		

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