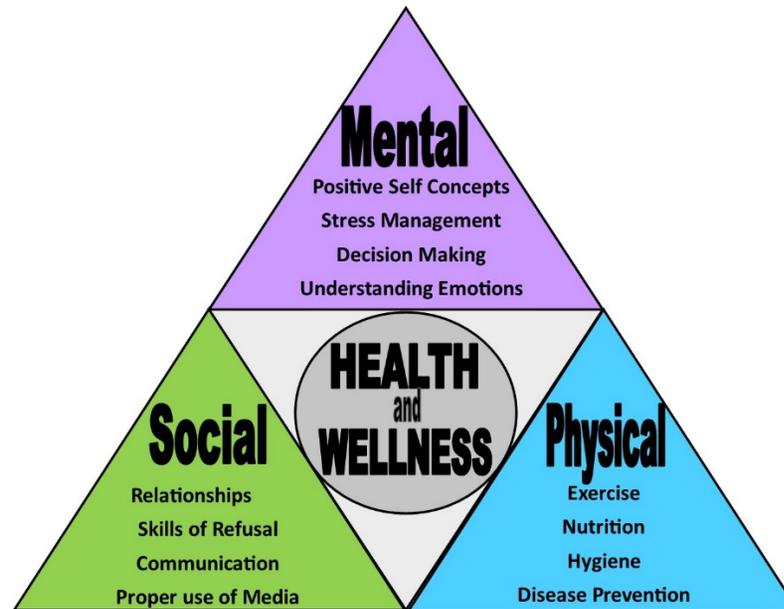


# Fourth Grade

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands.

The Health Triangle is a tool to show how the three elements of health are interconnected and need to be balanced to achieve overall health and wellness. The image below has some examples of mental, physical, and social health. The Health Education Core Standards are designed to incorporate each area of the triangle within each strand.



## Strand 1: Health Foundations and Protective Factors of Healthy Self (HF)

Goal: Students will develop and practice basic skills for goal setting, decision-making, and healthy relationships.

### Standard 4.HF.1

Set a specific and measurable short-term goal and track the progress.

#### Concepts and Skills to Master

- List possible improvements students can make and discuss how to turn these into goals.
- Complete a goal template and display around the room. Students can update them each day to track progress.

#### Critical Background Knowledge

Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.

#### Related Standards: Current Grade Level

Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.

#### Related Standards: Future Grade Level

Standard 5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

### Standard 4.HF.2

Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.

#### Concepts and Skills to Master

- List common choices students are faced with and have them identify possible positive and negative consequences of each.
- Discuss how our own choices can influence those around us.

#### Critical Background Knowledge

Standard 3.HF.5: Explain how trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) are resources for advice and guidance when making decisions.

#### Related Standards: Current Grade Level

Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.

#### Related Standards: Future Grade Level

Standard 5.HF.2: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

### Standard 4.HF.3

Recognize and accept that reasonable people can have differing opinions.

#### Concepts and Skills to Master

- Brainstorm ways to accept the difference in opinions of others and maintain a healthy relationship. Write solution to personal experience.

#### Critical Background Knowledge

Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.

#### Related Standards: Current Grade Level

Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.

<b>Related Standards: Future Grade Level</b>
Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
<b>Standard 4.HF.4</b>
Distinguish between healthy and unhealthy relationships.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Identify characteristics of healthy and unhealthy relationships (friends or family).</li> <li>• Describe at least 3 healthy and unhealthy characteristics of relationships.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.HF.4: Describe the qualities of a healthy relationship.
<b>Related Standards: Current Grade Level</b>
Standard 4.MEH.2: Practice strategies to manage inappropriate or harmful comments and behaviors from others. Standard 4.HD.3: List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.
<b>Related Standards: Future Grade Level</b>
Standard 6.HF.5: Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.
<b>Academic Language</b>
<p><b>Goal:</b> The result or achievement toward which effort is directed.</p> <p><b>Personal Boundaries:</b> Guidelines, rules or limits that a person creates to identify reasonable, safe and permissible ways for other people to behave towards them and how they will respond when someone passes those limits.</p> <p><b>Trusted Adult:</b> : An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.</p>
<b>Assessment Exemplars</b>
Students will be able to set a short-term, measurable goal to be completed within 30 days and track its progress on a given chart.

## Strand 2: Mental and Emotional Health (MEH)

Goal: Students will identify and practice strategies that promote positive mental and emotional health.

### Standard 4.MEH.1

Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).

#### Concepts and Skills to Master

- List activities each student likes to do that makes them feel better.
- Practice a variety of stress management activities during the week as 5-minute brain breaks (e.g., relaxation exercise, breathing, music, chair stretching).

#### Critical Background Knowledge

Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

#### Related Standards: Current Grade Level

Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.

#### Related Standards: Future Grade Level

Standard 5.MEH.1: Practice a variety of stress management techniques.

### Standard 4.MEH.2

Practice strategies to manage inappropriate or harmful comments and behaviors from others.

#### Concepts and Skills to Master

- Model for students how to respond and report inappropriate comment and behaviors.
- Discuss different ways comments and behaviors can be inappropriate or harmful (e.g., bullying, harassment, physical harm, discrimination).

#### Critical Background Knowledge

Standard 3.MEH.2: Define positive and negative stress and identify how each type feels. Identify behaviors or ways to alleviate stress.

#### Related Standards: Current Grade Level

Standard 4.HF.4: Distinguish between healthy and unhealthy relationships

#### Related Standards: Future Grade Level

Standard 5.MEH.2: Demonstrate how to obtain and offer assistance to enhance the health of self and others in harmful situations

#### Academic Language

**Bullying:** To seek harm, intimidate, or coerce another individual.

#### Assessment Exemplars

Coming soon

### Standard 4.MEH.3

Define empathy and practice demonstrating empathy with peers.

#### Concepts and Skills to Master

- Define empathy and practices demonstrating with others. Reinforce often and through various means (e.g., reading, writing, speaking, art, role play).

#### Critical Background Knowledge

Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
<b>Related Standards: Current Grade Level</b>
Standard 4.HF.3: Recognize and accept that reasonable people can have differing opinions. Standard 4.MEH.4: Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help. Standard 4.SDP.5: Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
<b>Related Standards: Future Grade Level</b>
Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
<b>Standard 4.MEH.4</b>
Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Guided discussion on ways to support others and list who can be a support when needed (e.g., parent, teacher, counselor).</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.
<b>Related Standards: Current Grade Level</b>
Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.
<b>Related Standards: Future Grade Level</b>
Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
<b>Academic Language</b>
<p><b>Empathy:</b> The ability to identify with or understand the perspective, experiences, or motivations of another individual and to comprehend and share another individual's emotional state.</p> <p><b>Stress Management:</b> Techniques aimed at preventing stress or controlling a person's stress level through self-care, relaxation, and managing the response to stressful situations.</p> <p>See <a href="#">Health Terms and Law and Policy for Health Education</a> for more details</p>
<b>Assessment Exemplars</b>
Have students create a poster about their favorite way to reduce stress or things they like to do to make them feel better (i.e., exercise, mindfulness, brain break activities).

### Strand 3: Safety and Disease Prevention (SDP)

Goal: Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.

#### Standard 4.SDP.1

Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.

##### Concepts and Skills to Master

- Demonstrate basic first aid
- Understand the importance of immediate response in emergency situations (e.g., calling 911, stopping bleeding, opening an airway).

##### Critical Background Knowledge

N/A

##### Related Standards: Current Grade Level

Standard 4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

Standard 4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.

##### Related Standards: Future Grade Level

Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

#### Standard 4.SDP.2

Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.

##### Concepts and Skills to Master

- Develop safety plan for a variety of common locations (e.g., home, school)
- Talk about why and how to call 911 or adult.
- Review procedures for emergency situations, discuss changes in different locations (e.g., park, movie theater, store).

##### Critical Background Knowledge

Standard 3.SDP.1: Explain and practice procedures to follow in case of emergency which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings. Describe how to react and promptly report to a trusted adult or emergency services.

##### Related Standards: Current Grade Level

Standard 4.MEH.1: Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).

Standard 4.SDP.1: Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

##### Related Standards: Future Grade Level

Standard 5.SDP.1: Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

<b>Standard 4.SDP.3</b>
Identify and practice ways to prevent common childhood injuries.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Identify safe behaviors (e.g., helmet use, water safety, sun safety, carrying sharp objects, foods).</li> <li>Role play and practice safety practices.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school, and in the community.
<b>Related Standards: Current Grade Level</b>
Standard 4.SDP.1: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions. Standard 4.SDP.2: Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.
<b>Related Standards: Future Grade Level</b>
Standard 5.SDP.2: Explain a variety of healthy behaviors (for example, diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety) that avoid or reduce health risks.
<b>Standard 4.SDP.4</b>
Discuss use and misuse of current technology and develop a personal safety plan for technology use.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Develop personalized technology safety plan (time limits, social media, strangers, photos). Involve parents if possible.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (for example, dangerous activities, unsafe challenges, purchasing choices, eating behaviors).
<b>Related Standards: Current Grade Level</b>
Standard 4.SAP.3: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.
<b>Related Standards: Future Grade Level</b>
Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health and develop a personal safety plan for technology use.
<b>Academic Language</b>
<b>Media:</b> Includes all print, online, social, radio and television media sources.
<b>Assessment Exemplars</b>
Coming soon
<b>Standard 4.SDP.5</b>
Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Create brochures on common chronic health conditions. Stress importance that these are not contagious.</li> <li>Guest speakers to talk about living with chronic health condition and how important it is to be treated with empathy.</li> </ul>
<b>Critical Background Knowledge</b>

Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (for example, doctor, dentist, counselor).
<b>Related Standards: Current Grade Level</b>
Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.
<b>Related Standards: Future Grade Level</b>
Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.
<b>Standard 4.SDP.6</b>
Describe procedures to follow when encountering another person’s blood or body fluid.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Review procedures to help when someone is bleeding (e.g., friend on the playground, family member at home, stranger in the community).</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.SDP.4: Describe procedures to follow when encountering another person’s blood or other bodily fluids.
<b>Related Standards: Current Grade Level</b>
Standard 4.SDP.1: Describe how immediate response increases a victim’s chance for survival and demonstrate the proper use of basic first aid in a variety of situations.
<b>Related Standards: Future Grade Level</b>
Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person’s blood and other bodily fluids.
<b>Academic Language</b>
<p><b>Chronic Disease:</b> A long-term disease that is not passed from person to person, generally cannot be prevented by vaccines or cured by medication. Treatment and life-style changes can reduce symptoms and people can live and manage symptoms over a long period of time. Common examples include: diabetes, cancer, asthma, epilepsy, hypertension, arthritis, heart disease.</p> <p><b>Universal Precautions:</b> Approach to infectious control to treat all human blood and certain body fluids as if they were known to be infectious for pathogens. See <a href="#">Health Terms and Law and Policy for Health Education</a> for more details</p>
<b>Assessment Exemplars</b>
Students will be able to create a booklet with your personal & family safety plans to follow in emergencies (i.e., fire, earthquake, lockdown, lockout, evacuation, shelter in place) for home, school, and community - include safe use of technology.

## Strand 4: Substance Abuse Prevention (SAP)

Goal: Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.

### Standard 4.SAP.1

Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.

#### Concepts and Skills to Master

- Review goals from 4.HF.1 and discuss how substance use would impact goal success.
- Discuss limitations substance use may cause (e.g., clean air act prevents smoking or vaping in public places, health impacts of substance use prevent activity).

#### Critical Background Knowledge

Standard 3.SAP.1: Demonstrate how to respond when approached by an individual and asked to make a poor choice.

#### Related Standards: Current Grade Level

Standard 4.HF.1: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.  
Standard 4.HF.2: Describe how choices can have positive and negative consequences and give examples of how a person's decisions can be positively or negatively influenced by others, including peers.

#### Related Standards: Future Grade Level

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free from alcohol, tobacco, nicotine and other substances.

### Standard 4.SAP.2

Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.

#### Concepts and Skills to Master

- Diagram, chart, or foldable on the effects on each area of health.
- Research the total health effects of a substance and share with the class or display around the room and students can evaluate others' research.

#### Critical Background Knowledge

Standard 3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (for example, smoking, vaping, inhalants, candy, dust, pollutants).

Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (for example, intoxicants, energy drinks, chemicals, poisons).

#### Related Standards: Current Grade Level

Standard 4.SAP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.

#### Related Standards: Future Grade Level

Standard 5.SAP.2: Practice ways to resist negative peer pressure and positively influence relations with peers in a variety of situations.

### Standard 4.SAP.3

Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.

#### Concepts and Skills to Master

- Review songs, commercials, video clips that promote substance use. Identify when media is targeting students and brainstorm how to avoid falling for tactics.

<b>Critical Background Knowledge</b>
N/A
<b>Related Standards: Current Grade Level</b>
Standard 4.SDP.4: Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.
<b>Related Standards: Future Grade Level</b>
Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
<b>Standard 4.SAP.4</b>
Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>• Explain the dangers of taking medicine when symptoms are not present, stress only taking medicine with adult supervision and at appropriate dosage.</li> <li>• Discuss the appropriate use of common medicines and discuss when and why it may be appropriate to take (with adult supervision).</li> </ul>
<b>Critical Background Knowledge</b>
Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.
<b>Related Standards: Current Grade Level</b>
Standard 4.SAP.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.
<b>Related Standards: Future Grade Level</b>
Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other substances can cause illness, injury, and complications with body development, overall health, and behavior.
<b>Academic Language</b>
<p><b>Drug:</b> A chemical substance that is used to cause changes in the body or behavior</p> <p><b>Goal:</b> The result or achievement toward which effort is directed.</p> <p><b>Over-The-Counter (OTC):</b> Medicines sold without the need of a healthcare provider’s prescription.</p> <p><b>Vaping:</b> Inhaling and exhaling the vapor produced an electronic cigarette or similar device.</p> <p>See <a href="#">Health Terms and Law and Policy for Health Education</a> for more details</p>
<b>Assessment Exemplars</b>
4.SAP.3: Students will preview an advertisement (i.e., commercial, magazine) and identify tactics of how they are marketing their product to look safe, fun, and enjoyable. They will discuss in groups these tactics.

## Strand 5: Nutrition (N)

Goal: Students will identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.

### Standard 4.N.1

Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).

#### Concepts and Skills to Master

- Label each nutrient with the correct function in the human body.
- Identify common sources of nutrients (carbohydrates in grain products, vitamin C in citrus fruits, protein in meats and nuts, etc.).

#### Critical Background Knowledge

Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.

#### Related Standards: Current Grade Level

Standard 4.N.2: Locate key nutrition items on nutrition facts label.

Standard 4.N.3: Recognize that calories are needed for growth and body function and that

Standard 4.N.4: Examine how health can be managed through healthy eating and physical activity

#### Related Standards: Future Grade Level

Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.

### Standard 4.N.2

Locate key nutrition items on nutrition facts label.

#### Concepts and Skills to Master

- Using copies of food labels for common items (e.g., cereal, snack bars, candy) have students locate serving size, calories, fat, and sugar

#### Critical Background Knowledge

N/A

#### Related Standards: Current Grade Level

Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).

Standard 4.N.5: Analyze marketing tactics used for food and beverages.

#### Related Standards: Future Grade Level

Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.

### Standard 4.N.3

Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.

#### Concepts and Skills to Master

- Review definition for calorie (unit of energy) and how nutritious food has calories. Review nutritional needs to determine healthy calorie range for various ages and activity levels. Stress: calories are not bad. They are needed for energy.

<b>Critical Background Knowledge</b>
Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.
<b>Related Standards: Current Grade Level</b>
Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).
<b>Related Standards: Future Grade Level</b>
Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.
<b>Standard 4.N.4</b>
Examine how health can be managed through healthy eating and physical activity.
<b>Concepts and Skills to Master</b>
Understand the health benefits of healthy eating and physical activity and how the balance of both contributes to a healthy body.
<b>Critical Background Knowledge</b>
Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.
<b>Related Standards: Current Grade Level</b>
Standard 4.N.1: Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).
<b>Related Standards: Future Grade Level</b>
Standard 5.N.4: Explain the role of healthy eating and physical activity in maintaining health.
<b>Standard 4.N.5</b>
Analyze marketing tactics used for food and beverages.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Review commercials, print ads, and grocery store layout. Analyze how students are targets for certain products. Discuss how to manage and choose healthy food options.</li> </ul>
<b>Critical Background Knowledge</b>
Standard 3.N.4: Discuss how family, peers, culture, and media influence eating habits.
<b>Related Standards: Current Grade Level</b>
Standard 4.N.2: Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.
<b>Related Standards: Future Grade Level</b>
Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.
<b>Standard 4.N.6</b>
Identify foods that are grown and produced in Utah.
<b>Concepts and Skills to Master</b>
<ul style="list-style-type: none"> <li>Examine images of foods produced in Utah and discuss why Utah produces various food.</li> </ul>
<b>Critical Background Knowledge</b>
N/A
<b>Related Standards: Current Grade Level</b>
Social Studies Standards

**Related Standards: Future Grade Level**

Standard 5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.

**Academic Language**

**Basic Nutrients:** Carbohydrates, proteins, fats, vitamins, minerals and water.

**Calorie:** A unit of heat energy. Used to measure the energy content of food and activity.

**Eating Habits:** Why and how people eat, which foods they eat, and with whom they eat, as well as the ways people obtain, store, use, and discard food. Individual, social, cultural, religious, economic, environmental, and political factors all influence people’s eating habits.

**Food Environment:** The physical, social, economic, cultural, and political factors that impact the food within a community or region.

**Nutrition Facts Label:** A label required on packaged food which may include: percent daily value, calories, serving size, nutrient information and added sugar.

**Assessment Exemplars**

Students will create a poster to identify basic nutrients and their functions on a nutritional facts label, compare healthy and unhealthy facts labels, and share a marketing tactic for food and/or a beverage they have found.

## Strand 6: Human Development (HD)

Goal: Students will learn basic anatomy and physiology of body systems, universal precautions, and skills to build healthy relationships. Utah Code requires parental notification for instruction on child sexual abuse prevention.

### Standard 4.HD.1

Describe the skeletal and muscular systems and their basic functions.

#### Concepts and Skills to Master

- Label major muscles and bones and describe how they work together for movement.
- Discuss ways to care for and strengthen the muscular and skeletal systems.

#### Critical Background Knowledge

Standard 2.HD.1: Identify the proper names for body parts.

Standard 3.HD.2: Identify the building blocks of the human body (for example, cells, tissues, organs, organ systems, organisms).

#### Related Standards: Current Grade Level

Science LS1.A Standard 4.1.1: Construct an explanation from evidence that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

#### Related Standards: Future Grade Level

Standard 5.HD.2: Describe the basic structures of the reproductive and endocrine systems and identify their respective functions.

### Standard 4.HD.2

Explain reasons why having good hygiene is important for health and well-being.

#### Concepts and Skills to Master

- List reasons for having good hygiene (e.g., health, social, self-esteem).
- Describe different ways of practicing good hygiene (e.g., oral hygiene, bathing, using deodorant, hand washing).

#### Critical Background Knowledge

Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being.

#### Related Standards: Current Grade Level

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

#### Related Standards: Future Grade Level

Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.

#### Academic Language

See

#### Assessment Exemplars

Coming soon

### Standard 4.HD.3

List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

#### Concepts and Skills to Master

- Students list at least three adults they can talk with and report to if they feel uncomfortable, have been abused, or feel unsafe. Prompt students to think of someone when they are home, at school, in the community, etc.
- Discuss scenarios that might require reporting to more than one adult (e.g., were not believed, nothing was done, one could not help).
- Guest Speaker: Prevent Child Abuse Utah

**Critical Background Knowledge**

Standard 3.HD.3: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

**Related Standards: Current Grade Level**

Standard 4.HF.4: Distinguish between healthy and unhealthy relationships.

**Related Standards: Future Grade Level**

Standard 5.HD.6: Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.

**Academic Language**

**Trusted Adult:** An adult, or adults, chosen by the student, that makes the student feel safe, secure, and comfortable. Examples include, but are not limited to parent, guardian, relative, teacher, counselor, and clergy.

See [Health Terms and Law and Policy for Health Education](#) for more details

**Assessment Exemplars**

Students will be able to color a graphic and label the major muscles (i.e., biceps, quadriceps, triceps, glutes, hamstrings).

Students will practice who they will talk to if they feel uncomfortable and make a list of adults that can tell if they aren't believed.