# GRADE 4: HEALTH CURRICULUM FRAMEWORKS

## NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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<tr>
<th>Minnesota Benchmark</th>
<th>Activities</th>
<th>Resources*</th>
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| The student will describe the basic structure and functions of the human body systems. | **Unit: Family Life, Growth, and Development**  
  - Describe the physical changes during puberty.  
  - Understand the biological differences between boys and girls.  
  **Unit: Personal Health**  
  - Make a model of a body system and explain how it works. | Body Changes Curriculum |
| The student will compare the effects of positive and negative behavior on personal health. | **Unit: Drug Use Prevention**  
  - Predict consequences of positive and negative behaviors on personal health.  
  - Describe how alcohol and other drugs can affect health and behavior.  
  - Identify risk factors that contribute to tobacco use.  
  - Describe the effects of tobacco use on the human body. | |

## NATIONAL STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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| The student will identify characteristics of valid health information and health-promoting products and services. | **Unit: Nutrition**  
  - Discuss, interpret, and compare the information on food labels. |

## NATIONAL STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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| The student will describe communication skills to build and maintain healthy relationships. | **Unit: Emotional, Intellectual, and Social Health**  
  - Use assertive statements and “I” statements in student-created skits about relationship scenarios.  
  - Describe problems that arise in friendships and suggest ways to deal with them. |
| The student will demonstrate healthy ways to express needs, wants and feelings.     | **Unit: Emotional, Intellectual, and Social Health**  
  - Identify healthy and unhealthy methods for handling strong emotions.  
  - Demonstrate how to handle potentially unsafe or uncomfortable situations (e.g., playground incidents, friendship problems). |

*The following resources are available throughout the year in all units: Harcourt: “Your Health,” Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads*
### NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.

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| The student will demonstrate the ability to apply a decision-making process to health issues and problems. | **Unit:** Nutrition  
- Identify criteria to choosing healthful snacks.  
- Evaluate food choices and the impact of nutrition on health and energy. | |

### NATIONAL STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

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| (none available)    | **Unit:** Emotional, Intellectual, and Social Health  
- 10 ways to display positive friendship behavior. | |

### NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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| The student will demonstrate skills to manage stress. | **Unit:** Emotional, Intellectual, and Social Health  
- Participate in and practice various stress-reduction techniques. | |

### NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.

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| The student will demonstrate the ability to influence and support others in making positive health choices. | **Unit:** Personal Health  
- Create a personal safety plan to use in crisis situations. | |

*The following resources are available throughout the year in all units: Harcourt: “Your Health,” Brain Pop, “Scholastic News,” Morning Meeting, Leveled Readers, Apps for iPads*

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Northfield Public Schools  
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