North Dakota Health

# Grade 4

Adopted 2008

**Standard 1: Growth and Development**

**1: Students understand the fundamental concepts of growth and development.**

Human Growth and Development

1. Explain the cycle of growth and development in humans from infancy to late adulthood 4.1.1
2. Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness) 4.1.2

Body Systems

3. Describe how basic structure and functions of the human body systems are interrelated (e.g., skeletal system and muscular system work together to allow for movement) 4.1.3

**Standard 2: Personal Health**

**2: Students understand concepts related to the promotion of health and the prevention of disease.**

Personal Health

1. Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety) 4.2.1
2. Explain the relationship between food choices and personal health (e.g., unhealthy food choices contribute to high cholesterol, diabetes, heart disease, high risk of cancer, high blood pressure) 4.2.2

Disease and Illness

3. Describe the different types of pathogens (e.g., bacteria, viruses, fungi, protists) and the diseases they cause 4.2.3

Safety and Injury Prevention

4. Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites) 4.2.4

**Standard 3: External Health Factors**

**3: Students understand the effect of external factors on the health of individuals, families, communities, and the environment.**

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External Influences on Health

1. Explain how health careers (e.g., dietician, doctor, nurse) benefit an individual's community 4.3.1
2. Explain the importance of health care workers and how they benefit an individual's community (e.g., EMTs-monitoring participants in sporting events and ambulance rescue, school nurse-vision and hearing screenings) 4.3.2
3. Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services) 4.3.3
4. Describe the different types of health-related advertisements and commercials in the media (e.g., testimonials, bandwagon) 4.3.4
5. Explain how a reduction in land, air, and water pollution can benefit our health (e.g., recycle, noise, plant trees) 4.3.5

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**Standard 4: Communication Skills**

**4: Students demonstrate the ability to use communication skills to enhance health.**

Interpersonal Communication

1. Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other) 4.4.1

Conflict Resolution

2. Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise) 4.4.2

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**Standard 5: Decision Making and Goal Setting**

**5: Students demonstrate the ability to use decision making and goal setting skills to enhance health.**

Goal Setting

1. Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid) 4.5.1

Decision Making

2. Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships. 4.5.2

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**Standard 6: Consumer Health**

**6: Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.**

Access and Use of Health Information, Products, and Services

1. Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC) 4.6.1
2. Describe ways to budget time and money to make health related decisions (e.g., recreation centers/movie, swimming/television) 4.6.2

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**Sta Advocacy**

**Students demonstrate the ability to advocate for personal, family, and community health.**

Advocating for Health

1. Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters) 4.7.1