

Granite School District  
4<sup>th</sup> Grade Health Curriculum Map

	<b>Core Standards/Objectives Enduring Understanding</b>	<b>Skills</b>	<b>Concepts/Content Vocabulary</b>	<b>Essential Questions</b>
<b>Day 1 Thru 26</b>	<p><u>Enduring Understanding:</u> Students learn behaviors that will protect their mental and emotional health. Topics covered include health and wellness, responsible decision making, and dealing with emotions.</p>	<p>You will learn to identify three parts of total health, How to improve health. What steps to follow to practice healthful behaviors? You will learn to identify personality traits. To identify the six traits of good character. What factors influence decisions? How to tell difference between a responsible decision and a wrong decision. Some healthful ways to express emotions. How your body responds to stress. What steps to follow to manage stress</p>	<p>Attitude, bored, caring,, character, emotion, fear, grief, health, life skill, long-term goal, personality, resistance skills, risk behavior, sadness, self-concept, self-respect, stress, values, wellness, wrong decision</p>	<p>Identify characteristics of positive self-worth. Apply the decision-making process, i.e., identify the problem, gather information, identify alternatives, predict the immediate and long-term consequences, make the best choice, act, evaluate results. Identify factors that may influence decision-making. Describe assertiveness. Recognize how physical, mental, and social health interrelate. Define stress.</p>
	<p>Standard I/Objectives: Emphasis Concepts The students will learn ways to improve mental health and manage stress</p> <p>Key Expressing emotions</p> <ul style="list-style-type: none"> <li>• Reducing stress</li> <li>• Your self-concept</li> <li>• Responsible decisions</li> <li>• Good character and your health</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Draw picture illustrating different emotions and then make a collage. Write descriptions about family members and shared traits. Invite a small group of students to brainstorm a list of risk behaviors. Invite students to imagine that they have just met a student from a foreign country who has a unique personality trait, such as bowing to elders or covering his or her mouth when laughing. Write about these traits and how they differ from theirs.</p>			<p>Sunburst videos; Should I speak up? Building character. How to say no. All about responsibility Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more</p>

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<b>Day 27 Thru 53</b>	<p><u>Enduring Understanding:</u> This introduces students to the health implications of alcohol, tobacco, and other drugs. The difference between safe use of medicinal drugs and drug misuse and abuse is discussed.</p>	<p>.You will learn what rules to follow in taking prescription drugs, and over the counter drugs. Ways to prevent misuse, and abuse Ways that alcohol harms physical health, mental, and emotional health, and family and social health. How to use resistance skills if pressured to drink alcohol. What types of help are available to someone with a drinking problem? Ways tobacco harms health. Ways second hand smoke harms health. Ten reasons to say no to tobacco use. Ways that the misuse or abuse of stimulants and depressants harms health</p>	<p>Alcohol, alcoholism, depressant, drug misuse, marijuana, medicine, nicotine, over- the-counter drugs, prescription drugs, steroid, stimulant</p>	<p>Analyze how social messages regarding the use of alcohol, tobacco, and other drugs may misrepresent the negative effects of each. Identify a variety of social, health, and economic problems associated with the abuse of alcohol, tobacco, and other drugs. List and explain the steps for decision-making and refusal skills. Demonstrate decision-making and refusal skills in responding to negative influences Name role models or people who you admired. Summarize how a variety of strengths and talents contribute to the uniqueness of people.</p>
	<p>Standard II/Objectives: Emphasis Concepts The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse</p> <p>○ Safe drug use</p> <ul style="list-style-type: none"> <li>• Alcohol and health</li> <li>• Tobacco and health</li> <li>• Drug abuse</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have Students produce a skit showing healthful behaviors when taking prescription drugs. Ask Students to use facts from this lesson about the effects of alcohol and design an ad aimed at persuading young people not to drink. Have students prepare a certificate to encourage a smoker who has quit. Ask them to include illustrations of some of the health benefits of quitting smoking. Direct students to make warning labels for an illegal drug. Have the labels list the hazards and harmful effects of the drug. Have students form a circle and toss a beanbag or other soft object to each other. Ask each person who receives the beanbag to state a reason for staying drug free.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>Day 54 Thru 79</b>	<p><u>Enduring Understanding:</u> Students learn about human anatomy, as well as the stages of growth and development over the life cycle</p>	<p>You will learn how your body is organized. How body systems work together. The structure and function of the skeletal system. The structure and function of the muscular system. The structure and function of skin. The structure and function of the digestive system, circulatory system, respiratory system, and nervous system. The factors that affect your growth. Ways that you have changed since birth. Ways that you are changing during childhood.</p>	<p>Adolescence, adulthood, body system, bone marrow, cell, childhood, circulation, death, digested, heredity, hormone, infancy, joints, learning disability, neuron, organ, posture, respiration, tissue</p>	<p>Review the major body systems and their functions. Describe the cardiovascular and respiratory systems. Show respect for the uniqueness of others, regardless of gender, abilities, talents, strengths, characteristics. Respect personal boundaries. Identify hereditary influences on body types. Recognize the physical changes associated with development. Model ways to show care and acceptance of the body.</p>
	<p>Standard III/Objectives: Emphasis Concepts The students will understand and respect self and others related to human development and relationships</p> <p><b>Key</b> Your body systems</p> <ul style="list-style-type: none"> <li>• Bones, muscles, and skin</li> <li>• More body systems</li> <li>• The stages of the life cycle</li> <li>• Your future growth</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			<b>Learning Extensions</b>
	<p>Design a food-group guide Have students draw pictures to represent various body systems and label each picture with the name and function of the body system it illustrates. Have small groups of students write lyrics to a song or rap about the structure and function of the skeletal system. Ask students to draw a comic strip illustrating the journey of an oxygen molecule in the body.</p>			<p>Sunburst videos: Set your own goals Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a></p>
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<b>Day 80 Thru 107</b>	<p><u>Enduring Understanding:</u> Students learn about communicable and non-communicable diseases, as well as the difference between acute and chronic diseases.</p>	<p>You will learn kinds of pathogens that cause disease. Ways pathogens enter the body. Habits that keep germs from spreading. How body defenses work. Habits that help protect you from diseases spread by pathogens. Symptoms of communicable diseases. The causes, symptoms, and treatments for some common childhood illnesses. The causes of and treatment for HIV infection and AIDS. How HIV is and is not spread.</p>	<p>Allergy, Antibiotic, Asthma, Cancer, Chronic disease, communicable disease, diabetes, heart attack, immune, pathogens, symptom, treatment, vaccine, HIV, AID</p>	<p>Explain how communicable diseases are spread. Compare modes of transmission diseases. List ways that people cannot contract HIV. Demonstrate proper hand washing. List reasons to avoid contact with blood and other body fluids.</p>
	<p>Standard IV/Objectives: Emphasis Concepts The students will understand concepts related to health promotion and disease prevention.</p> <p>0 ← * Diseases that spread</p> <ul style="list-style-type: none"> <li>• The body's defenses</li> <li>• Treating disease</li> <li>• Chronic Diseases</li> <li>• Heart disease</li> <li>• Cancer</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have students make a crossword puzzle based on the diseases. Divide the class into several teams. Instruct them to design a short skit in which they prepare to give first aid to someone who is bleeding. Ask students to draw a stick figure and label it to show the parts of the body through which most germs enter the body. Have students think about common illnesses they may have had. Ask them to describe how they felt.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>Day 108 Thru 134</b>	<p><u>Enduring Understanding:</u> Students learn how to prevent injuries and stay safe in a number of situations.</p>	<p>You will learn safety rules to prevent falls. Safety rules to follow in a fire and how to make a fire escape plan for your family. Safety rules in case of an earthquake. Ways to prevent poisoning. Safety rules to follow for swimming and ways to prevent drowning. Ways to stay safe in different weather conditions. Ways to stay safe from strangers at home, at school, and in the community. About unsafe touching. Ways to prevent injuries from weapons.</p>	<p>Accident, Emergency, First aid, Flood, gang, hurricane, injury, lighting, poison, safe touch, seat belt, sprain, thunderstorm, tornado, unconscious, violence weapon</p>	<p>List recreational and athletic activities and potential injuries. Identify safety equipment and procedures needed for various recreational and athletic activities. Practice safety precautions associated with changes in weather. Analyze dares, risks, and challenges. Identify procedures for responding to minor injuries. Know the general emergency numbers to call for more severe injury or situation. Predict how constructive behavior might reduce conflict.</p>
	<p>Standards V/Objectives: Emphasis Concepts</p> <p><b>Key</b> The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict</p> <ul style="list-style-type: none"> <li>• How you can be a good sport and a good teammate.</li> <li>• Ways to prevent injuries when you play sports.</li> <li>• Safety at home and school</li> <li>• Being safe from violence and gangs</li> <li>• How to handle an emergency</li> <li>• First aid skills</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have students fold a sheet of paper to make two columns: first aid kit and emergency medical help. Ask them to list situations that require each kind of aid</p> <p>Invite students to write a paragraph based on this main idea: I could get injured if I join a gang.</p> <p>Have students make posters with tips to use when a stranger calls or comes to the door and a list of emergency phone numbers.</p> <p>Have students draw pictures illustrating one safety rule each for riding a bicycle, scooter, and skateboard.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>Day 135 Thru 151</b>	<p><u>Enduring Understanding:</u> Students will learn about nutrients, MyPyramid, and food labels, and use them to make responsible and healthful food choices. They will also learn about food allergies, food borne illnesses, and how to achieve and maintain a healthful weight.</p>	<p>You will learn about six kinds of nutrients. Why your body needs water, vitamins, and minerals How to use MyPyramid. How to follow the dietary guidelines. How to read a food label. What a balanced diet is. How to choose healthful meals and snacks. The ways people react to food</p>	<p>Additive, advertisement, balanced diet, body image, calorie, dietary guidelines, MyPyramid, nutrient, overweight, vitamin</p>	<p>Name vitamins and minerals vital to a healthy body. Name foods rich in key vitamins and minerals. Estimate the number of calories needed for growth and body function. Predict the change in caloric requirements due to participation in activities. Plan a balanced food intake for one day Recognize individual growth patterns</p>
	<p>Standard VI/Objectives: Emphasis Concepts The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness</p> <p>🔑 Getting the nutrients your body needs</p> <ul style="list-style-type: none"> <li>• Making healthful food choices</li> <li>• Food labels and food ads</li> <li>• Eating healthful meals and snacks</li> <li>• A healthful weight</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Have students fold a sheet of paper in half. Ask them to list on the left side at least five favorite snacks foods. Have them list on the right food choices they think would be more healthful. Have student’s list 15 favorite foods. Have them identify to which food group each belongs. Have students suggest a more healthful food choice to replace a food if it is from the fats, oils, and sweets group. Have students collect food labels for two types of similar food products that are sold in different forms. Ask students to compare the Nutrition facts for the products. Have students make a list of their ten favorites snacks. Then ask them to write sentences explaining what influences them to choose each snack. Have students describe how each of their senses sight, smell, touch, sound, and taste—can help them identify a food that had spoiled.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>

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<b>Day 152 Thru 178</b>	<p><u>Enduring Understanding:</u> Students learn about protecting the environment and the links between environment and their own health. Students will learn to apply critical thinking skills to television advertisement; how to budget time and money; how to choose healthful entertainment; and the role of the community in promoting and protecting health</p>	<p>You will learn what purpose advertisements and commercials serve To identify responsible ways to spend money, time. What health careers benefit your community? Where health helpers work in your community. What the term environment means. To identify kinds of land, air and water pollution. Ways to keep land clean and safe.</p>	<p>Clinic, commercial, community, entertainment, media, psychiatrist, air pollution, environment, natural resources, recycle, smog, water pollution</p>	<p>Identify needs of Utah and or its citizens Examine situation when people or groups assist Utah Plan, implement, and report on services benefiting Utah Identify the strategies and techniques used in a variety of media List various health professionals within the school system and the services provided Define the role of each health professional within the schools system</p>
	<p>Standard VII/Objectives: Emphasis Concepts The students will understand the value of service and effective consumer practices.</p> <ul style="list-style-type: none"> <li>• Consumers and advertising</li> <li>• Wise buys</li> <li>• Community health care</li> <li>• A healthful environment</li> <li>• Reducing pollution</li> <li>• Conserving resources</li> </ul>			
	<b>Suggested Assessments and Learning Activities</b>			
	<p>Make an illustrated booklet describing how to save energy at home. Learn about one kind of health helper and report to the class. Research and make a poster describing the types of recreation available in the community.</p>			<p>Visit <a href="http://www.mmhhealth.com">www.mmhhealth.com</a> for more activities and games</p>