



School District of Marshfield Health Standards –

GRADE 4

| Wisconsin Standards for Health Education Specific knowledge and skills that students will know and be able to do by the end of 4 th Grade | | Marshfield Student Learning Target (“I can ...”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets. | |
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| Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | | | |
| Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease. | | | |
| Describe basic concepts related to health promotion and disease prevention <ul style="list-style-type: none">Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors. 1:2:A1Describe the relationships among environment, healthy behaviors, and personal health. 1:2:A2 | | Describe basic concepts related to health promotion and disease prevention <ul style="list-style-type: none">I can describe ways to prevent accidents, injuries and communicable diseases.I can describe relationships among my environment, healthy behaviors and personal health. | |
| Apply health knowledge to health-related situations <ul style="list-style-type: none">Describe personal and environmental barriers to practicing healthy behaviors. 1:2:B2Compare various dimensions of health (e.g., emotional, mental, physical, social, and environmental). 1:2:B3 | | Apply knowledge of healthy behaviors <ul style="list-style-type: none">I can describe personal and environmental barriers to practicing healthy behaviors.I can compare various dimensions of health (ex: emotional, mental, physical, social, etc). | |
| Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | | |
| Learning Priority: Demonstrate interpersonal communication skills. | | | |
| Demonstrate communication skills that can improve health <ul style="list-style-type: none">Demonstrate effective verbal and nonverbal communication skills to enhance health. 4:2:A1Describe how to ask for assistance. 4:2:A2 | | Demonstrate communication skills that can improve health <ul style="list-style-type: none">I can demonstrate effective verbal and nonverbal communication skills to enhance my health.I can describe how to ask for help. | |
| Demonstrate communication skills that prevent, resolve, or reduce health risks <ul style="list-style-type: none">Identify refusal skills that avoid or reduce health risks. 4:2:B2 | | Demonstrate communication skills that prevent, resolve, or reduce health risks <ul style="list-style-type: none">I can identify refusal skills that avoid or reduce my health risks. | |
| Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. | | | |
| Learning Priority: Apply a decision-making process to evaluate health options. | | | |



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| <p>Continue to identify health-related situations that require a decision</p> <ul style="list-style-type: none"> Identify situations that require a thoughtful decision. 5:2:A1 List healthy options to health-related issues or problems. 5:2:A2 Choose the healthiest option when making a decision. 5:2:A3 | <p>Continue to identify health-related situations that require a decision</p> <ul style="list-style-type: none"> I can identify situations that require a thoughtful decision. I can list healthy options to health-related issues or problems. I can choose the healthiest option when making a decision. |
| <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> | |
| <p>Learning Priority: Apply goal-setting skills to improve health.</p> | |
| <p>Identify ways to achieve a personal health goal</p> <ul style="list-style-type: none"> Identify key family, school, and community members that can assist in achieving a personal health goal. 6:2:A2 | <p>Identify ways to achieve a personal health goal</p> <ul style="list-style-type: none"> I can identify key family, school, and community members that can help me in achieving a personal health goal. |
| <p>Practice appropriate goal-setting skills to achieve a personal health goal</p> <ul style="list-style-type: none"> Choose a clear and realistic personal health goal. 6:2:B1 | <p>Practice appropriate goal-setting skills to achieve a personal health goal</p> <ul style="list-style-type: none"> I can choose a clear and realistic personal health goal. |
| <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> | |
| <p>Learning Priority: Demonstrate a variety of health-enhancing behaviors.</p> | |
| <p>Identify health-enhancing practices</p> <ul style="list-style-type: none"> Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors. 7:2:A1 | <p>Identify health- enhancing practices</p> <ul style="list-style-type: none"> I can identify responsible personal health behaviors. |
| <p>Demonstrate health-enhancing behaviors</p> <ul style="list-style-type: none"> Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness. 7:2:B1 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use. 7:2:B2 | <p>Demonstrate health-enhancing behaviors</p> <ul style="list-style-type: none"> I can demonstrate behaviors that will maintain or improve my health. I can demonstrate behaviors that will avoid or reduce health risks. |
| <p>Social and Emotional Learning Competencies Specific knowledge and skills that students will know and be able to do by the end of Kindergarten</p> | <p>Marshfield Student Learning Target (“I can ...”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</p> |
| <p>Emotional Development</p> | |
| <p>Learning Priority: Understand and manage one’s emotions.</p> | |
| <p>Self-Management</p> <ul style="list-style-type: none"> Learners will be able to express their emotions to self and others in respectful ways. | <p>Self-Management</p> <ul style="list-style-type: none"> I can recognize socially appropriate responses to emotions. |



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Social Competence

Learning Priority: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

Social Awareness

- Learners will be able to demonstrate respect for others by discussing how stereotypes affect self and others.
- Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.

Social Awareness

- I can show respect for others when discussing stereotypes.
- I can identify and respect social norms for behavior.

Relationship Skills

- Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.
- Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.
- Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.
- Learners will be able to work cooperatively in a group to accomplish a set goal.

Relationship Skills

- I can recognize what a healthy relationship looks like.
- I can use social skills to establish and maintain positive relationships.
- I can change my behavior based upon the response of others.
- I can work with others to accomplish a goal.

Decision Making

- Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.

Decision Making

- I can think of different solutions for problems and consequences for my actions.