Wisconsin Health Education

Grades 3, 4, 5

Adopted 2011

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease.

A. Describe basic concepts related to health promotion and disease prevention.

1:2:A1. 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:A1

1:2:A2. Describe the relationships among the environment, healthy behaviors, and personal health. 1:2:A2

1:2:A3. Explain ways to prevent the spread of communicable diseases. 1:2:A3

B. Apply health knowledge to health-related situations.

1:2:B1. Describe when it is important to seek health care. 1:2:B1

1:2:B2. Describe personal and environmental barriers to practicing healthy behaviors. 1:2:B2

1:2:B3. Compare various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational). 1:2:B3

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Identify how influences can impact health behaviors.

A. Identify influences.

2:2:A1. Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. 2:2:A1

2:2:A2. Give examples of messages from external factors that can influence health behaviors. 2:2:A2

2:2:A3. Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. 2:2:A3

B. Explore possible impacts of influences.

2:2:B1. Describe how internal and external factors interact to influence health behaviors. 2:2:B1

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Students will demonstrate the ability to identify valid sources of health information.

to access valid information and products and services to enhance health.	A. List sources of valid health information. 3:2:A1. Identify characteristics of valid health information, products, and services. 3:2:A1 3:2:A2. Discuss ways to locate valid health information. 3:2:A2 B. Identify valid health information to promote health. 3:2:B1. Identify valid sources of health information. 3:2:B1
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	**Demonstrate interpersonal communication skills.** A. Demonstrate communication skills that can improve health. 4:2:A1. Demonstrate effective verbal and nonverbal communication skills to enhance health. 4:2:A1 4:2:A2. Describe how to ask for assistance. 4:2:A2 B. Demonstrate communication skills that prevent, resolve, or reduce health risks. 4:2:B1. Demonstrate ways to prevent health risks and conflict through communications. 4:2:B1 4:2:B2. Identify refusal skills that avoid or reduce health risks. 4:2:B2 4:2:B3. Discuss nonviolent strategies to reduce, manage, or resolve conflict. 4:2:B3
Students will demonstrate the ability to use decision-making skills to enhance health.	**Apply a decision-making process to evaluate health options.** A. Continue to identify health-related situations that require a decision. 5:2:A1. Identify situations that require a thoughtful decision. 5:2:A1 5:2:A2. List healthy options to health-related issues or problems. 5:2:A2 5:2:A3. Choose the healthiest option when making a decision. 5:2:A3 B. Examine and apply how a decision-making process can enhance health. 5:2:B1. Determine when assistance is needed in making a health-related decision. 5:2:B1 5:2:B2. Examine the potential outcomes of each option when making a health-related decision. 5:2:B2
Students will demonstrate the ability to use goal-setting skills to enhance health.	**Apply goal-setting skills to improve health.** A. Identify ways to achieve a personal health goal. 6:2:A1. Identify resources to assist in achieving a personal health goal. 6:2:A1 6:2:A2. Identify key family, school, and community members that can assist in achieving a personal health goal. 6:2:A2

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B. Practice appropriate goal-setting skills to achieve a personal health goal.

6:2:B1. Choose a clear and realistic personal health goal. 6:2:B1

6:2:B2. Develop a plan for reaching the goal. 6:2:B2

6:2:B3. Track progress toward goal achievement. 6:2:B3

Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Demonstrate a variety of health-enhancing behaviors.

A. Identify health-enhancing behaviors.

7:2:A1. 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

B. Demonstrate health-enhancing behaviors.

7:2:B1. 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

7:2:B2. 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

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

Describe advocacy and health-related situations for which it is appropriate.

A. Define advocacy.

8:2:A1. State opinions about health issues. 8:2:A1

8:2:A2. Discuss factual information about health issues with family members or trusted adults. 8:2:A2

8:2:A3. Define advocacy. 8:2:A3

B. Describe situations where advocacy is appropriate.

8:2:B1. Discuss situations where advocacy may be used. 8:2:B1

8:2:B2. List types of situations in which one could model health-enhancing behaviors. 8:2:B2

8:2:B3. Encourage family members to engage in health-enhancing behaviors through actions or suggestions. 8:2:B3