Wisconsin Health Education

Grades 3-5

Use functional health information to support health and well-being of self and others.
Description: The acquisition and application of functional health information provide a foundation for promoting health and well-being. This standard includes essential concepts based on established theories and models of health behavior and health promotion, focusing on both risk and protective factors that support overall wellness. Concepts such as health literacy, health promotion, health equity, social determinants of health, well-being, and health outcomes within individual, interpersonal, community, societal, and environmental contexts are emphasized. Functional information is applied through health-related skills, including analyzing influences, accessing resources, interpersonal communication de set

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a Strengths, assets, and protective factors. HE.S1.A

1 Explain how to build upon strengths and assets to support health and well-being. HE.S1.I1

b Dimensions of wellness. HE.S1.B

2 Describe health-promoting behaviors for the dimensions of wellness. HE.S1.I2

c Risk reduction and health-promoting behaviors. HE.S1.C

3 Explain ways to prevent or reduce risks for illnesses and injuries. HE.S1.I3

4 Explain ways to engage in health-promoting behaviors, including how to manage health conditions. HE.S1.I4

d Health literacy, environment, and access to care. HE.S1.D

5 Examine how health literacy supports health and well-being. HE.S1.I5

6 Examine how the environment affects personal and community health. HE.S1.I6

7 Explain when and why it is important to seek health care. HE.S1.I7

health practices, and advocacy. Wisconsin State Statutes and policies require specific health topics to be taught. Refer to the Appendices or the Wisconsin DPI Health page to determine what the required health topics are. By incorporating these legal and educational guidelines, this health education standard will empower students with the knowledge and skills necessary to enhance their well-being and contribute to healthier communities.

Analyze influences that affect health and well-being of self and others. Description: Health and well-being are affected by many, diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to: personal values and beliefs, perceived and social norms, family, peers, schools, communities, culture, media and technology, po en sta

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a Identify and analyze influences. HE.S2.A

1 Explain how various influences affect health and well-being. HE.S2.I1

b Equity and differences in influence. HE.S2.B

2 Determine the ways various influences affect the health and well-being of self and others. HE.S2.I2

c Respond to and manage influences. HE.S2.C

3 Explain how influences affect the health and well-being of people and communities in different ways. HE.S2.I3

4 Use strategies and resources in order to respond and manage influences that impact health and well-being. HE.S2.I4

the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to actively identify and use skills to recognize the types of influences, analyze the role of influences across a variety of wellness dimensions, in order to respond and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health equity, which can strengthen the use of other health skills, such as accessing information and advocacy.

Access valid and reliable resources to support health and well-being of self and others. Description: Access to valid and reliable health information, products, services, and resources is essential for promoting well-being, preventing and managing health issues, and supporting individual and community health. This standard highlights the im an resources while

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a Trusted adults, helpers, and help-seeking. HE.S3.A

1 Determine which trusted adults, other individuals, and other health resources are appropriate in various situations. HE.S3.I1

2 Demonstrate when and how to seek help from others at home, school or in the community. HE.S3.I2

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b Locate and access resources across settings. HE.S3.B

3 Locate home, school, and community resources to support health and well-being. HE.S3.I3

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c Evaluate validity/reliability and manage mis/disinformation. HE.S3.C

4 Determine the validity and reliability of health information, products, services, and other resources. HE.S3.I4

Explain how misinformation and disinformation affect health and well-being. HE.S3.I6

addressing misinformation in both digital and face-to-face settings. As media and technology shape how we learn and connect, students are encouraged to think critically about media messages and resources, assessing their credibility and impact on health and well-being.

Use effective interpersonal communication skills to support health and well-being of self and others. Description: Effective communication promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing non-violent communication skills helps individuals to see how they communicate and the ways in which their communication aff
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a Express needs, listen, and communicate appropriately. HE.S4.A

1 Express thoughts, feelings, wants, and needs to support health and well-being of self and others. HE.S4.I1

2 Practice effective communication skills in a variety of situations. HE.S4.I2

3 Explain appropriate and inappropriate communication across a variety of modes of communication and media formats. HE.S4.I3

4 Use active listening skills and strategies in a variety of situations. HE.S4.I4

b Safety communication, boundaries, refusal skills, and empathy. HE.S4.B

5 Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed. HE.S4.I5

6 Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others. HE.S4.I6

7 Demonstrate effective ways to communicate with kindness and compassion. HE.S4.I7

8 Demonstrate how to ask for and respond to consent. HE.S4.I8

9 Demonstrate refusal skills to use in a variety of situations. HE.S4.I9

c Conflict resolution, empathy, and perspective-taking. HE.S4.C

10 Demonstrate strategies to prevent, manage, or resolve conflict. HE.S4.I10

11 Demonstrate how to ask for and offer assistance to support the health of self and others. HE.S4.I11

12 Identify effective strategies to communicate with people who think or feel differently. HE.S4.I12

d Collaboration and negotiation. HE.S4.D

13 Identify effective collaboration skills in a variety of situations. HE.S4.I13

.4 Identify effective negotiation skills in a variety of situations. HE.S4.I14

Use a decision-making process to support health and well-being of self and others.
Description: Effective decision-making is needed to identify, adopt, and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and well-being. The decision-making process enables collaboration to improve quality of life within individual, interpersonal, community, societal, and environmental contexts.

a Recognize decisions and use a process/model. HE.S5.A

1 Determine situations that require a thoughtful decision-making process to maintain or improve health and well-being. HE.S5.I1

2 Determine whether assistance or collaboration is needed in making a health-related decision. HE.S5.I2

b Compare options and outcomes. HE.S5.B

3 Compare and contrast options and potential outcomes for a health-related decision. HE.S5.I3

c Make, implement, and evaluate decisions. HE.S5.C

4 Choose a health-promoting option when making a decision. HE.S5.I4

5 Reflect on the results of a health-related decision on self and others. HE.S5.I5

6 Select an individual, supported, or collaborative decision-making model to maintain or improve health and well-being. HE.S5.I6

Use a goal-setting process to support health and well-being of self and others.
Description: Goal-setting is a process to support short- and long-term health and well-being goals. In addition to achieving a goal, a goal-setting process includes using practices, habits, and routines in daily life. This standard includes the processes needed to plan, reach, and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health and well-being. Goal-setting supports as| pl| well-being within

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a Identify behaviors and set goals. HE.S6.A

1 Determine a health behavior to change or reinforce. HE.S6.I1

2 Set a goal and explain how the goal supports health and well-being. HE.S6.I2

b Supports/ barriers, planning, and resources. HE.S6.B

3 Determine whether assistance or collaboration is needed in setting a goal that supports health and well-being. HE.S6.I3

4 Identify supports and barriers that affect progress toward attaining a health-related goal. HE.S6.I4

5 Develop a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. HE.S6.I5

c Take action, monitor, and reflect. HE.S6.C

6 Track progress toward attaining a health-related goal. HE.S6.I6

7 Reflect on the goal-setting process and outcomes. HE.S6.I7

individual, interpersonal, community, societal, and environmental contexts.

Demonstrate practices and behaviors that may combine multiple health standards to support health and well-being of self and others. Description: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by leveraging self-awareness, adaptability, and technology, recognizing that health and well-being in real life are shaped by daily choices that require the integrated use of multiple health skills rather than isolated actions. Whether navigating stress, avoiding substance use, seeking help for a friend, or building a healthy sleep routine, students must analyze influences, access reliable information and services, communicate effectively, make decisions, set goals, self-manage, and at times advocate for themselves and others. Standard 7 makes this action-oriented, transferable use of skills visible and accessible by emphasizing the shift fro he th

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a Practices/behaviors and supports/barriers. HE.S7.A

1 Examine practices and behaviors that support health and well-being of self and others. HE.S7.I1

2 Demonstrate practices and behaviors that support health and well-being of self and others. HE.S7.I2

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b Coping, reflection, and resilience. HE.S7.B

4 Apply coping strategies to reduce risky behaviors. HE.S7.I4

5 Create a personal resilience toolkit that supports individual health and well-being. HE.S7.I5

practices that promote both personal and collective well-being.

Advocate to promote health and well-being of self and others. Description: Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for self and others. Practicing advocacy helps students be informed, civic-minded members of their community, who are inclusive of individual, cultural, historical, and other differences.

a Self-advocacy and supporting others. HE.S8.A

1. Recognize situations in which advocacy supports the health and well-being of self and others. HE.S8.I1
2. Explain how collaboration and communication support advocacy. HE.S8.I2
3. Identify advocacy skills and strategies to support health and well-being. HE.S8.I3
4. Demonstrate how to advocate for health and well-being. HE.S8.I4