

# 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

**Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Identify valid sources of health information.**

- 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
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**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
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**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
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**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
  - 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
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**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
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**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