School District of La Crosse

K-5 Health Curriculum

Developed for Implementation in 2004-2005

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November 2004
Approved 1/19/05

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Jerry Kember, Superintendent
Guiding Principles for Curriculum Development
School District of LaCrosse

Board of Education's ENDS Policies
Adopted 2001

E-1 District Mission
Students will discover their talents and abilities and will be prepared to pursue their dreams and aspirations while contributing effectively to their diverse communities.

E-2 Academic Achievement Goals
Students will demonstrate continuous improvement toward a high level of individual success in all required and elective academic/curricular areas using multiple measures of performance.

E-3 Involved Citizenship
Students will strive for mutual understanding as contributing citizens in a diverse world.

E-4 Responsible Life Choices
Students will acquire the knowledge and skills necessary to make effective and responsible life choices.

Wisconsin Academic Model Standards
All district curricula will be aligned to the Wisconsin Model Academic Standards available on the web at http://www.dpi.state.wi.us/dpi/standards/pdf/health.pdf

District Non-Discrimination Policy
It is the policy of the School District of La Crosse that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreation, or other program or activity because of the person’s sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13 Wis. Stats., and/or section 504 of the Rehabilitation Act of 1973.
Philosophy of Teaching/Learning in this Curriculum

The health education program of the School District of La Crosse teaches life-long habits in the five dimensions of life: emotional, social, intellectual, physical, and moral. The goal of the curriculum is to produce healthy and self-confident young adults now and in the future. This challenge will be met by providing an interesting and updated curriculum to meet the personal health needs of our students.
# Elementary Health Education Curriculum

## Grade 1

<table>
<thead>
<tr>
<th>Personal Health</th>
<th>Nutrition</th>
<th>Other</th>
<th>Shared Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disease Prevention</td>
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<tr>
<td>Adequate sleep and rest</td>
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<tr>
<td>Safety</td>
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<td></td>
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<tr>
<td>Traffic, water, home, weather</td>
<td>Health snacks</td>
<td></td>
<td>Emotional Health</td>
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<td></td>
<td>Food groups/preferences</td>
<td></td>
<td>Fitness (PE)</td>
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<td>DARE</td>
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</tbody>
</table>

## Grade 2

<table>
<thead>
<tr>
<th>Dental Health</th>
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<tbody>
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<tr>
<td>Preventing disease and infection</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Over the counter/ prescription drugs, bike, helmet, roller blades, scooters, etc. safety</td>
<td>Food guide pyramid</td>
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<tr>
<td></td>
<td>Eating a variety</td>
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</tbody>
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## Grade 3

<table>
<thead>
<tr>
<th>Emotional Health</th>
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</thead>
<tbody>
<tr>
<td>Lost and Change</td>
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<tr>
<td>Social Awareness</td>
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<tr>
<td>Diet</td>
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<tr>
<td>Digestive system</td>
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<tr>
<td>Dietary guidelines, nutrients</td>
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<tr>
<td>Influences on choices</td>
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<tr>
<td>Reading labels</td>
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</tbody>
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## Grade 4

<table>
<thead>
<tr>
<th>Human Growth &amp; Development</th>
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</thead>
<tbody>
<tr>
<td>Families and relationships</td>
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<tr>
<td>External body parts</td>
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<tr>
<td>Central Nervous System: Five Senses</td>
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<tr>
<td>Safety</td>
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<tr>
<td>Reinforcement of previous skills, plus first aid skills</td>
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## Grade 5

<table>
<thead>
<tr>
<th>Wellness/Life Skills</th>
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</thead>
<tbody>
<tr>
<td>Blending a lifestyle plan together to include fitness, nutrition, personal relationships, drug awareness and safety</td>
<td>ATOD (with DARE)</td>
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<td></td>
<td>Long- and short-term use of tobacco</td>
<td></td>
<td>Emotional Health</td>
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<tr>
<td></td>
<td>Influences on use</td>
<td></td>
<td>Fitness (PE)</td>
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<tr>
<td></td>
<td>Long- and short-term effects of alcohol</td>
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<td>DARE</td>
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<tr>
<td></td>
<td>Resistance/refusal skills</td>
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<tr>
<td></td>
<td>Long-/short-term effects of inhalants and other currently used drugs</td>
<td>Communication skills</td>
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<td></td>
<td>Community resources to help with drug problems</td>
<td></td>
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<tr>
<td></td>
<td>Communication skills</td>
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</tbody>
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*Revised 11/24/04 - Approved January 2005*
Health: Kindergarten

Unit: Personal Health - Kindergarten

Unit Sub-Topics:
- Cleanliness
- Toothbrushing
- Germ Control
- Proper Clothing Choices

Wisconsin State Standards:
A.4.3, B.4.1, B.4.2, B.4.3, B.4.4

Time Line:

Learner Outcomes:
To understand the relationship between their personal health behaviors and disease prevention
- Describe germs as the cause of illness
- Identify the sources of germs that cause illness
- Determine the range of behaviors that can prevent the spread of germs and, therefore, illness
- Demonstrate skills in handwashing, bathing, hairwashing, toothbrushing and flossing, and clothing selection that matches the season
- Conclude that they can affect their own health and the health of others by choosing to perform personal health care behaviors daily

Instructional Strategies:
- Large group discussion
- Small group discussion
- Demonstration and practice
- Role playing

Integration:
- Guidance
- Fitness (Physical Education)
- D.A.R.E.

Suggested Activities/Resources:
- "Those Itsy Bitsy Teeny Tiny Not So Nice Head Lice"
- "Those Mean Nasty Dirty Downright Disgusting But Invisible Germs"
- "Those Icky Sticky Smelly Cavity Causing But Invisible Germs"

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Kindergarten

Unit: Safety - Kindergarten

Time Line: On-going during school year

Unit Sub-Topics:
- Traffic
- Water
- Home
- Weather

Wisconsin State Standards:
B.4.5, B.4.6, C.4.1, C.4.2, C.4.3, C.4.4,
G.4.2, G.4.3, G.4.4

Learner Outcomes:
To recognize threats to safety and behave in ways that reduces the risk of injury for themselves and others.
- Conclude that traffic risks can be reduced, demonstrate risk reducing skill and encourage that behavior in others
- Describe and demonstrate safe bike riding behaviors; including wearing a helmet and other protective gear, following safety rules, responding to traffic signs
- Conclude that wearing a seat belt prevents injury and regularly wears a seatbelt
- Describe and demonstrate safe walking behaviors by following pedestrian safety rules
- Describe safe motor vehicle behaviors, including wearing seat belt, having children ride in back seat, following bus riding rules, and avoiding riding with an impaired driver
- Recognize characteristics of water safety and demonstrate skill in being water safe, including using personal flotation devices in water vehicles; swimming under the supervision of an adult, and/or with a buddy; and describing precautions to be taken when entering water
- Evaluating safety hazards presented in the home
- Determine safety precautions to be taken to prevent fire and when fire occurs, including creating an escape plan, knowing how to get help; staying safe around electricity; performing stop, drop, and roll; demonstrating fire prevention strategies
- Recognize and encourage behaviors that prevent injury in the home including knowing how and when to get help, how to help others safely and smartly, preventing animal bites, choking, poisoning, and knowing medicine cabinet safety
- Recognizing the signs of weather threats and describing/demonstrating the action to be taken, including tornado, flood, snow/ice storm, and extreme temperatures

Instructional Strategies:
- Large Group Discussion
- Small Group Discussion
- Demonstration
- Role Playing
Integration:
- Guidance
- Fitness (Physical Education)
- D.A.R.E.

Suggested Activities/Resources:
- Read trade books on subject matter
- Resource People (i.e. guidance, police officer, D.A.R.E.)

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Kindergarten

Unit: Nutrition

Time Line: 1-2 Week Theme

Unit Sub-Topics:
- Healthy Snacks
- Food Groups/Preferences

Wisconsin State Standards:

Learner Outcomes:
To describe/demonstrate healthy eating and conclude that good food choices keep us healthy
- Describe the short- and long-term benefits of healthy eating
- Make food selections that include choices from each of the food groups described in the food guide pyramid, in appropriate proportions
- Recognize that there are healthier choices within each food group, including foods with less fat, sugar
- Determine that individuals may have specific food needs in order to be healthy, including people with allergies, an active lifestyle, etc.
- Conclude that healthy diets include more water, fruits, vegetables, grains, and calcium rich food
- Identify foods that include healthier choices
- Describe and make snacks that include healthier food choices
- Describe people, situations, conditions that might influence personal food choices

Instructional Strategies:
- Large and small group discussion
- Cooking and tasting different food groups

Integration:
- Emotion Health (Guidance)
- Fitness (Physical Education)
- D.A.R.E.

Suggested Activities/Resources:
- “Berenstain Bears and Too Much Junk Food”
- School Nutrition Staff
- Dramatic Play Center (Grocery Store, Restaurant, Pizza Shop)

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: First Grade

Unit: Personal Health

Time Line: Minimum of 5 lessons in addition to incidental teaching throughout the year

Unit Sub-Topics:
- Disease Prevention
- Adequate Sleep and Rest

Wisconsin State Standards:
B.4.1, B.4.2, B.4.3, B.4.4

Learner Outcomes:
To understand the relationship between their personal health behaviors and disease prevention
- Describing ways that each individual can help the immune system work to prevent disease and illness, including getting immunizations, covering sneezes and cough, frequent hand-washing, using sun screen, and wearing protective clothing
- Identify agents that may cause diseases and determine ways that one can avoid contact with these agents, including staying at home when feverish; eating fresh, well-cooked, clean foods; reacting quickly to symptoms of head lice and other similar conditions; brushing teeth, body and hair regularly; using clean eating utensils; not sharing eating utensils or other items that might carry germs
- Determine symptoms that should be reported to an adult to help them aid in keeping children healthy

Instructional Strategies:
- Group discussions
- Demonstrations

Integration:
- Emotional Health (Guidance)
- Fitness (Physical Education)

Suggested Activities/Resources:
- "Sleep is for Everyone"
- Head Lice Video
- Hand washing Glow light from school nurse

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: First Grade

Unit: Safety

Time Line: Minimum of 5 Lessons

Unit Sub-Topics:
- Strangers
- Bike
- Fire Safety
- Pedestrian Safety

Wisconsin State Standards:

Learner Outcomes:
To recognize threats to safety and behave in ways that reduces the risk of injury for themselves and others.
- Describe situations that might cause a fire
- Describe/demonstrate how to get help in case of a fire
- Identify fire injury prevention strategies, including developing a family fire escape plan, and what to do if there is a fire at school or in the home
- Determine the people in the community who can help in fire emergencies
- Describe/demonstrate ways to be a safe pedestrian
- Recognize child abuse and determine ways to get help for self and others
- Predict what should be done when encountering strangers and determine the people in the community who can help when a stranger seems threatening
- Describe comfortable and uncomfortable touch and how to safely/smartly respond to each

Instructional Strategies:
- Firefighter Presentation
- Use of Hazard House
- Group discussion
- Role Playing
- Risk Watch, Lessons 2 and 7
- Show Video

Integration:
- Emotional Health (Guidance)
- Fitness (Physical Education)
- D.A.R.E.
- Fire Fighters
- Officer Friendly
Suggested Activities/Resources:
- Risk Watch
- Hazard House
- Video “Wash Those Hands”

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: First Grade

Unit: Human Growth and Development

Time Line: Minimum of 8 lessons

Unit Sub-Topics:
- Families and Relationships
- External Body Parts
- Central Nervous System: 5 Senses

Wisconsin State Standards:

Learner Outcomes:
- To consider types of families and the role each member plays as part of a family
- Recognize the diversity of family structures and determine behaviors that show respect for this diversity
- Determine the actions of a responsible family member
- Consider the changes in families, including birth, marriage, divorce, death
- To describe external body parts and the five senses and determine how they contribute to being healthy
- Describe external body parts and how they might help maintain health
- Determine personal behaviors that contribute to individual health, including eye and ear safety, keeping skin healthy and clean; general body hygiene to include bathing and wearing clean clothes
- Identify conditions/symptoms that might suggest poor health, including itching, swelling, discomfort, pain
- Determine people to go to for help and how to ask for help
- Identify the five senses and how they help contribute to individual health
- Recognize the five senses as part of the central nervous system, which is directed by the brain and nerves

Instructional Strategies:
- Read Books
- Class Discussions
- Use of Models
- Use of Videos

Integration:
- Emotional Health (Guidance)
- Fitness (Physical Education)
Suggested Activities/Resources:
- "The Magic School Bus Explores the Senses"
- "The Magic School Bus Inside the Human Body"
- Eye Model
- Ear Model
- Videos: “Take Care of Your Eyes”, “Take Care of Your Ears”, “Me and My Body”, “Me and My Family”

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Second Grade

**Unit:** Personal Health

**Time Line:** Minimum of 6-8 Lessons

**Unit Sub-Topics:**
- Preventing Disease and Infection
- Dental Health

**Wisconsin State Standards:**

**Learner Outcomes:**
To understand the relationship between their personal health behaviors and disease prevention
- Recognize causes of both communicable and chronic disease
- Identify examples of both communicable and chronic diseases most likely to affect children in elementary school, and then their families
- Describe behaviors that prevent communicable and chronic disease
- Identify dental health problems as an example of a disease caused by germs in the mouth
- Determine causes of poor dental health
- Identify and practice good health techniques including brushing, flossing, good nutrition, use of fluoride and regular dental checkups.
- Develop a health plan that includes behaviors that will prevent disease including exercise, nutritional choices, good personal hygiene

**Instructional Strategies:**
- Demonstration of Brushing/Flossing

**Integration:**
- Interpersonal Relationships
- Violence Prevention (Guidance)
- D.A.R.E.

**Suggested Activities/Resources:**
- "Germs Make Me Sick"
- "The Berenstain Bears Visit the Dentist"
- Videos: “Take Care of Your Teeth”, “Blood borne Pathogens and Other Traveling Germs”, “Take Care of Your Skin, Hair, Nails”

**Suggested Assessments:**
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Second Grade

Unit: Safety

Time Line: 3 Lessons

Unit Sub-Topics:
- Over-the-Counter Prescription Drugs
- Bike, Helmet, Roller Blade, Scooter, etc. Safety

Wisconsin State Standards:
A.4.3, A.4.4, C.4.3, C.4.4

Learner Outcomes:
To consider the role that personal safety behaviors and knowledge has on maintaining health
- Differentiate between medicinal and non-medicinal drugs
- Determine the benefits of correct use of medicine and the risk of unsafe use
- Identify school rules for taking medicines in school
- Determine a safe plan for use of medicines at home
- Consider the precautions that should be taken to play safely, including wearing protective gear when biking, roller blading, riding a scooter, boating, swimming; using safe facilities to do these activities, etc.
- Develop a personal safety plan that considers precautions necessary to be safe and have fun

Instructional Strategies:
- Risk Watch Lesson
- Demonstration of Bike Safety
- Class Discussion
- Watch Videos

Integration:
- Interpersonal Relationships
- Violence Prevention (Guidance)
- D.A.R.E.

Suggested Activities/Resources:
- Risk Watch
- Video: “Safety: If You Feel the Danger”

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Third Grade

Unit: Nutrition

Time Line: 2-4 weeks/Incidental all year long

Wisconsin State Standards:
A.4.2, A.4.3, B.4.1, B.4.2, B.4.3, B.4.4,
C.4.1, C.4.3, C.4.5, E.4.1, E.4.2, E.4.4,
G.4.2, G.4.4

Unit Sub-Topics:
• Digestive System
• Dietary Guidelines/Nutrients
• Influences on Choices
• Reading Labels

Learner Outcomes:
Recognize the role of a balanced diet and the skills necessary for health growth and development, maintaining eating optimum health and preventing disease
• Determine the long- and short-term benefits of healthy eating
• Select a variety of proportions of foods that are consistent with the Food Guide Pyramid and the Dietary Guidelines
• Identify and select healthier food choices including more fruits, vegetables, grains and calcium rich foods; increasing water intake; decreasing fat intake; moderating sugar intake; and responding to personal nutritional preferences, restrictions and barriers
• Identify the components of a food label and their importance in making health food choices
• Recognize the role that personal likes and dislikes, family, peers, and culture have on healthy eating
• Determine the ways that marketing, packaging, and advertising influences food choices
• Describe the structure and function of the key parts of the digestive system
• Identify conditions and disease that affect digestions and ways to keep this system functioning well

Instructional Strategies:
• Reading factual information digestive system
• Discuss/Explore current “Food Guide Pyramid” (subject to change)

Integration:
• Emotional Health (Guidance)
• Refusal/Resistance Skills (Used most frequently in relationship to tobacco and alcohol)
• Fitness (Physical Education)
• D.A.R.E.
Suggested Activities/Resources:
  - "What Happens To A Hamburger?"
  - Digestive System Model
  - Recipe Book
  - County Health Department Nutrition Plays
  - Play – Digestion/Food Pyramid
  - Building Cooks/Food Service
  - Classroom/Building Posters

Suggested Assessments:
  - Teacher Observation
  - Teacher Assessment (Oral/Written)
  - Demonstration
Health: Third Grade

Unit: Personal Health

Time Line: On going throughout year

Unit Sub-Topics:
- Selecting Consumer Products for Being Healthy
- Protective Clothing
- Benefits of Exercise for Disease Prevention
- Adequate Sleep and Rest

Wisconsin State Standards:

Learner Outcomes:
To identify and demonstrate personal health behaviors and decisions that promote health
- Choose clean clothing that is appropriate for a variety of situations; i.e., coats, hats and boots in snowy weather; light colored, lightweight clothing for hot temperatures; supportive athletic shoes for playing, etc.
- Recall the benefits and regularly demonstrate hand washing, bathing, hair washing, tooth brushing and flossing
- Use prescribed and over-the-counter medicines appropriately under the supervision of a trusted adult, including sunscreen
- Recognize the value of regular health care screenings
- Identify various health care providers that help maintain and promote personal health
- Recognize the benefits of a variety of types of exercise, adequate rest and sleep as forms of disease prevention that they can employ

Instructional Strategies:
- Classroom discussion/seasons

Integration:
- Emotional Health (Guidance)
- Refusal/Resistance Skills (Used most frequently in relationship to tobacco and alcohol)
- Fitness (Physical Education)
- D.A.R.E.
- Girls on the Run Program (for information Hamilton/Emerson/Jerry Berns)

Suggested Activities/Resources:
- Hand Washing – Health Assistants, Building Cooks/Food Service Workers
- Posters in classroom/building

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Third Grade

Unit: Safety

Unit Sub-Topics:
- Emotional Health
- Loss and Change
- Self-Awareness
- Social Skills

Time Line: Integrated/On going all year

Wisconsin State Standards:

Learner Outcomes:
To develop a healthy awareness of self that includes positive communication skills and ability to respond to life change
- Determine personal assets and strengths
- Recognize positive role models
- Evaluate the groups to which they belong and describe a sense of being connected to others
- Accept a sense of power or control over their own decision making
- Demonstrate effective techniques for building and maintaining friendships in peer as well as adult groups
- Respect diversity in others, to include mental and physical abilities, culture, race/ethnicity
- Use effective communication/speaking skills to include assertive language, “I” statements, eye contact, nonverbal communication
- Develop effective listening skills to include reflective listening
- Discriminate between abusive and healthy communication in relationships
- Identify personal resources and support and an awareness of when, why, and how to get help from whom
- Accept that conflict arises from loss and change
- Describe and demonstrate skills for responding to loss and change

Instructional Strategies:
- Role Playing
- Group Discussions

Integration:
- Emotional Health (Guidance)
- Refusal/Resistance Skills (Used most frequently in relationship to tobacco and alcohol)
- Fitness (Physical Education)
- D.A.R.E.
Suggested Activities/Resources:
- R.O. Bear Coulee Council on Alcohol
- Display “I” message statement/poster of emotions

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Third Grade

Unit: Nutrition

Time Line: 2-4 weeks/Incidental all year long

Unit Sub-Topics:
- Digestive System
- Dietary Guidelines/Nutrients
- Influences on Choices
- Reading Labels

Wisconsin State Standards:
A.4.2, A.4.3, B.4.1, B.4.2, B.4.3, B.4.4,
C.4.1, C.4.3, C.4.5, E.4.1, E.4.2, E.4.4,
G.4.2, G.4.4

Learner Outcomes:
Recognize the role of a balanced diet and the skills necessary for health growth and development, maintaining eating optimum health and preventing disease
- Determine the long- and short-term benefits of healthy eating
- Select a variety of proportions of foods that are consistent with the Food Guide Pyramid and the Dietary Guidelines
- Identify and select healthier food choices including more fruits, vegetables, grains and calcium rich foods; increasing water intake; decreasing fat intake; moderating sugar intake; and responding to personal nutritional preferences, restrictions and barriers
- Identify the components of a food label and their importance in making health food choices
- Recognize the role that personal likes and dislikes, family, peers, and culture have on healthy eating
- Determine the ways that marketing, packaging, and advertising influences food choices
- Describe the structure and function of the key parts of the digestive system
- Identify conditions and disease that affect digestions and ways to keep this system functioning well

Instructional Strategies:
- Reading factual information digestive system
- Discuss/Explore current “Food Guide Pyramid” (subject to change)

Integration:
- Emotional Health (Guidance)
- Refusal/Resistance Skills (Used most frequently in relationship to tobacco and alcohol)
- Fitness (Physical Education)
- D.A.R.E.
Suggested Activities/Resources:
- "What Happens To A Hamburger?"
- Digestive System Model
- Recipe Book
- County Health Department Nutrition Plays
- Play – Digestion/Food Pyramid
- Building Cooks/Food Service
- Classroom/Building Posters

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
# Health: Fourth Grade

**Unit:** Safety

**Time Line:** On-going and Risk Watch Lessons

**Unit Sub-Topics:**
- Reinforcement of previous skills plus first aid skills

**Wisconsin State Standards:**

**Learner Outcomes:**
- To reinforce previously learned safety skills and develop the ability to use first aid in injury situations in a variety of settings
- Assess potential fire hazards; ways to prevent them; how to respond when there is a fire including using an established escape plan, getting help, getting out of a building smartly
- Describing water safety including personal flotation devices, buddy systems, swimming precautions, and adult supervision
- Analyze the safety of various traffic/pedestrian safety situations and recognize the need for bicycle helmets, safety belts, being safe in cars (riding in back seat), walking safety strategies; biking safely; bus riding safety; riding with an impaired driver
- Recognize child abuse and describe ways to get help
- Demonstrate ways to deal with strangers
- Discriminate between appropriate and inappropriate touch and strategize ways to respond to keep safe and comfortable
- Demonstrate the ability to use appropriate responses in an injury situation including getting help; order of steps for helping others; universal precautions (infection control procedures); preventing animal bites, choking, and poisoning; practicing medicine cabinet safety; treating minor wound and burns

**Instructional Strategies:**
- Discussion
- Role Play
- Read Aloud

**Integration:**
- Communication (Guidance or D.A.R.E.)
- Conflict Resolution (Guidance or D.A.R.E.)
- Dealing with Bullies/Avoiding Threatening Situations (Guidance or D.A.R.E.)
- Fitness (Physical Education)
Suggested Activities/Resources:
- Video – “Safety: Out of the Danger Zone”
- Risk Watch
- Fire Department
- Guest Speakers

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Fourth Grade

Unit: Human Growth and Development

Unit Sub-Topics:
- Emotional/Physical/Social Changes
- Puberty/Adolescence
- Growing and Aging
- Disease Prevention
- Immune/Integumentary System
- Chronic and Infectious Disease including HIV/AIDS
- Male and Female Reproductive System

Time Line: 15-20 Lessons

Wisconsin State Standards:

Learner Outcomes:
- Develop an awareness and positive attitude about growth and change and encourage personal skills for positive sexuality
  - Recognize the indicators and impact of emotional/physical/social changes on health and well-being
  - Determine the stages in development and the characteristics that identify these stages, i.e., infancy, puberty, adolescence, adulthood and elderly
  - Describe the influences of family, society, and culture on the healthy transition through various life stages
  - Accept that growth and change is a healthy, positive life dimension
  - Describe chronic and communicable disease most likely to effect the lives of children personally or in their families (including HIV/AIDS) and determine ways to prevent these conditions

Instructional Strategies:
- Read aloud
- Anonymous questions box
- Classroom discussion

Suggested Activities/Resources:
- "It's So Amazing: A book about Eggs, Sperm, Birth, Babies, and Families"
- "Life's Greatest Miracles" Video
- Speaker – Teen Health Gundersen Lutheran
- Fourth Grade Kit (books)
- “Just Around the Corner – For Girls”
- “Just Around the Corner – For Boys”
- “The Immune System: Our Internal Defender” (re AIDS/Immune System)
• “The Immune System: Doing Its Part”

• “AIDS: Facts for Kids”
• Always Girls videos and materials
• Always Boys videos and materials
• AIDS Resource Center Information – Updated (kit)

Suggested Assessments:
• Teacher Observation
• Teacher Assessment (Oral/Written)
• Demonstration
Health: Fourth Grade

Unit: Human Body Systems

Time Line: 15 lessons (3 weeks)

Unit Sub-Topics:
- Skeletal System
- Muscular System

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, B.4.1, B.4.2, B.4.4,
C.4.1, C.4.3, C.4.5, E.4.1, E.4.2, E.4.4,
G.4.2, G.4.4

Learner Outcomes:
To describe the basic structure and function of the skeletal and muscular systems
- Recognize the key organs in these systems and describe how they function
- Conclude that the systems work together to help the body function at its optimum
- Describe and demonstrate behaviors that enhance the function of these four systems
- Identify diseases or conditions that affect these systems and describe ways to prevent these problems

Instructional Strategies:
- Classroom discussions

Suggested Activities/Resources:
- Human Skeleton Model
- See Health Kit Books
- Parade of Programs – Slim Goodbody
- “Dem Bones” Song
- Guest Speakers (P.T. Teachers, Doctors, Chiropractors)

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Fifth Grade

Unit: Personal Health

Unit Sub-Topics:
- Wellness/Life Skills
- Blending a Lifestyle Plan Together to Include Fitness, Nutrition, Personal Relationships, Drug Awareness and Safety
- Body Image
- Gender Issues

Wisconsin State Standards:

Learner Outcomes:
- To develop a lifestyle plan that includes the variety of social/emotional/physical health information learned and the behaviors that respond to this knowledge with thought to how an individual can function for him/herself in a community of others in safe, productive, healthy ways
- Describe a healthy, balanced lifestyle
- Develop a healthy lifestyle plan including fitness choices, proper nutrition, healthy personal relationships, drug-free choices, safety awareness, conflict management and positive communication
- Assess one’s abilities and attitudes that influence their living a healthy lifestyle, to include self awareness, body image, personal connections, gender awareness, empathy for diversity, responsibilities for self and others

Instructional Strategies:
- Class Discussion
- Role Play
- Park and Recreation
- Boys & Girls Club
- Peer Relations
- Morning Meeting

Integration:
- Emotional Health (Guidance)
- Relationships: Family, Peer Community (Guidance)
- Fitness (PE)
- D.A.R.E.
Suggested Activities/Resources:
- Morning meetings – ongoing peer relationship
- Role Play

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Fifth Grade

Unit: Personal Health

Time Line:

Wisconsin State Standards:

Unit Sub-Topics:
• Disease Prevention

Learner Outcomes:
• To become aware of the structure and function of the immune system, its link to each of the other body systems and the of the individual, family, and community in using disease prevention strategies
• Describe the lines of defense and therefore how the body response to germ invasions
• Identify and practice behaviors that enhance the function of the immune system and prevent disease
• Assess one’s own disease prevention behaviors and recognize that attitudes influence physical health
• Recognize the symptoms and effects of a variety of chronic and communicable disease, with their accompanying treatments (including HIV/AIDS, diabetes, asthma, epilepsy, and other chronic and other diseases the children may be experiencing themselves or in their families; common communicable diseases
• Describe the causes/influences on the development and prevention of diseases
• Conclude that chronic disease present challenges for individuals that others can help with
• Identify health resources that help respond to disease prevention or treatment including physicians, public health officials, nurses, dentists, optometrists, etc.

Instructional Strategies:

Integration:
• Emotional Health (Guidance)
• Relationships: Family, Peer Community (Guidance)
• Fitness (PE)
• D.A.R.E.

Suggested Activities/Resources:
• Videotapes
• Pamphlets
• Class Discussion
• Role Play
Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Fifth Grade

Unit: ATOD

Unit Sub-Topics:
- Alcohol, Tobacco, and Other Drugs (ATOD)
- Long- and short-term use of tobacco
- Influences on use
- Long- and short-term effects of alcohol
- Resistance/refusal skills
- Long-/short-term effects of inhalants and other currently used drugs
- Community resources to help
- Communication Skills

Wisconsin State Standards:
A.4.1, A.4.2, A.4.3, A.4.5, A.4.6,
B.4.1, B.4.3, B.4.6, C.4.1, C.4.2, C.4.5, C.4.6,
E.4.2, E.4.4, F.4.1, F.4.2, F.4.3, F.4.4,

Learner Outcomes:
- To identify a variety of drugs that may have positive or negative influences on social/emotional/physical health and well-being and develop a life goal to include drugs wisely, safely and legally
- Describe the long-/short-term effects of tobacco use
- Recognize nicotine as the addictive drug in tobacco
- Describe the harmful effects of tobacco smoke to self and others
- Evaluate the relative risks of different types of tobacco
- Describe the long-/short-term effects of alcohol and inhalant use to include dependence and addiction; social/emotional/physical effects; risks; signs and behaviors of AOD use; benefits of not using AOD
- Demonstrate the resistance/refusal skills necessary to respond appropriately to drug use challenges
- Recognize the positive and negative influences on use by peers, family, culture, laws and self
- Value the right to refuse and to encourage others not to use drugs illegally or inappropriately
- Identify and describe the services provided by the community for drug use prevention
- Accept personal responsibility for choices about alcohol and other non-medicinal drug use
- Make a personal commitment not to use

Instructional Strategies:
- Role Play
Integration:
- Emotional Health (Guidance)
- Relationships: Family, Peer, Community (Guidance)
- Fitness (PE)
- D.A.R.E.

Suggested Activities/Resources:
- D.A.R.E.
- Books
- Newspaper
- Class Discussion
- TATU Presentation

Suggested Assessments:
- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
Health: Fifth Grade

Unit: Body Systems

Unit Sub-Topics:
- Respiratory System
- Cardiovascular System
- Central Nervous System
- Skeletal System
- Muscular System

Time Line:

Wisconsin State Standards:
A.4.2, A.4.3, B.4.1, B.4.2, B.4.3
B.4.4., C.4.1, C.4.3, C.4.5, E.4.1, E.4.2,
E.4.4, G.4.2, G.4.4

Learner Outcomes:
- To describe the basic structure and function of the respiratory and cardiovascular system and ways to enhance optimum function.
- Recognize the key organs in these systems and describe how they function
- Conclude that the systems work together to help the body function at its optimum
- Describe and demonstrate behaviors that enhance the function of these four systems
- Identify diseases or conditions that affect these systems and describe ways to prevent these problems

Instructional Strategies:
- Worksheets
- Textbooks
- Videos

Integration:
- Spinal Cord Presentation
- Jump Rope for Heart
- School Walk
- Perrot Park
- Field Trips
- Science Museum

Suggested Activities/Resources:
- “Eyes and Ears”
- “Muscles: Our Muscular System”
- “Bones: Our Skeletal System”
- “The Brain: Our Nervous System”
- “The Heart: Our Circulatory System”
- Skeleton
Suggested Assessments:

- Teacher Observation
- Teacher Assessment (Oral/Written)
- Demonstration
### A. Health Promotion and Disease Prevention

*Students in Wisconsin will understand concepts related to personal health promotion and disease prevention.*

**By the end of grade 4, students will be able to:**

| A.4.1 | Identify positive mental, emotion, social, and physical factors that influence health |  |  |  |  |  |  |  |  |  |  |  |
|-------|----------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|
|       |                                                                                   | X | X |   |   |   |   |   |   |   |   |
| A.4.2 | Describe how family, school, and community environments influence personal health |   |   | X | X | X |   |   |   |   |   |
|       |                                                                                   |   |   |   |   |   |   |   |   |   |   |
| A.4.3 | Identify ways to be healthy during childhood                                        |   |   | X | X | X | X |   |   |   |   |   |
| A.4.4 | Explain how childhood diseases and injuries can be prevented or treated            |   |   | X | X | X |   |   |   |   |   |   |
| A.4.5 | Describe the basic structure and functions of the human body systems              |   |   |   |   |   |   |   |   |   |   | X |

**By the end of grade 8, students will be able to:**

| A.8.1 | Describe the interrelationship of mental, emotional, social, and physical health during adolescence |  |  |  |  |  |  |  |  |  |  |
|-------|--------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|
|       |                                                                                                  | X | X |   |   |   |   |   |   |   |
| A.8.2 | Analyze how environments and personal health are interrelated                                   |   |   |   |   |   |   |   |   |   |   |
| A.8.3 | Describe ways to enhance health and reduce risks during adolescence                           |   |   | X | X | X |   |   |   |   |   |
| A.8.4 | Describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems |   |   |   |   |   |   |   |   |   |   |
| A.8.5 | Explain how health is influenced by the interaction of body systems                          |   |   |   |   |   |   |   |   |   |   |
| A.8.6 | Describe how family and peers influence the personal health of adolescents                  |   |   |   |   |   |   |   |   |   |   |
| A.8.7 | Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death |   |   |   |   |   |   |   |   |   |   |

**By the end of grade 12, students will be able to:**

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<tr>
<th>A.12.1</th>
<th>Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood</th>
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<td>A.12.2</td>
<td>Analyze how the environment influences the health of the community</td>
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<td>A.12.3</td>
<td>Describe how to enhance health and reduce risks throughout life</td>
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<td>A.12.4</td>
<td>Analyze how the prevention and control of health problems are influenced by education, research, and advanced in all health-care fields</td>
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<td>A.12.5</td>
<td>Explain the impact of personal health behaviors on the functioning of body systems</td>
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<td>A.12.6</td>
<td>Analyze how the family, peers, and community influence the health of individuals</td>
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<td>A.12.7</td>
<td>Analyze how behavior can impact health maintenance and disease and injury prevention</td>
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<td>A.12.8</td>
<td>Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention</td>
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### B. Healthy Behaviors

**Students in Wisconsin will practice behaviors to promote health, prevent disease, and reduce health risks.**

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<tr>
<th>By the end of grade 4, students will be able to:</th>
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<tr>
<td>B.4.1 Identify responsible health behaviors</td>
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<td>B.4.2 Identify personal health needs</td>
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<td>B.4.3 Compare relative risk of various behaviors</td>
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<td>B.4.4 Demonstrate strategies to improve or maintain personal health</td>
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<td>B.4.5 Develop and practice injury prevention and management strategies for personal health</td>
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<td>B.4.6 Demonstrate ways to avoid and reduce threatening situations</td>
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<tr>
<td>B.8.1 Explain the importance of assuming responsibility for personal health behaviors</td>
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<td>B.8.2 Analyze a personal health assessment to determine health strengths and risks</td>
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<td>B.8.3 Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe</td>
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<td>B.8.4 Demonstrate strategies to improve and maintain personal and family health</td>
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<td>B.8.5 Develop and practice injury prevention and management strategies for personal and family health</td>
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<td>B.8.6 Demonstrate ways to avoid and reduce threatening situations</td>
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<tr>
<td>B.12.1 Analyze the role of individual responsibility for enhancing health</td>
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<td>B.12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction</td>
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<td>B.12.3 Analyze the short-term and long-term consequences of various behaviors</td>
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<td>B.12.4 Demonstrate strategies to improve and maintain personal, family, and community health</td>
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<td>B.12.5 Develop and practice injury prevention and management strategies for personal, family, and community health</td>
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<td>B.12.6 Continue to demonstrate ways to avoid and reduce threatening situations</td>
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## C. Goal Setting and Decision Making

Students in Wisconsin will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

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<th>By the end of grade 4, students will be able to:</th>
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<tbody>
<tr>
<td>C.4.1 Demonstrate the ability to apply a decision-making process to health issues</td>
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<td>C.4.2 Explain when to ask for assistance in making health-related decisions and setting health goals.</td>
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<tr>
<td>C.4.3 Predict outcomes of positive health decisions for themselves.</td>
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<td>C.4.4 Set a personal health goal and track progress toward achievement</td>
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<td>C.4.5 Analyze how behaviors may have both good and bad consequences</td>
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<td>C.8.1 Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues</td>
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<td>C.8.2 Analyze how health-related decisions are influenced by individuals, family, and community values</td>
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<td>C.8.3 Analyze how decisions regarding health behaviors have consequences for themselves and others</td>
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<td>C.8.4 Develop and implement a personal health plan addressing personal strengths, needs, and health risks</td>
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<tr>
<td>C.12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks</td>
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<td>C.12.2 Apply knowledge of individual, family, and community influences to decision-making processes</td>
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<td>C.12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community</td>
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<td>C.12.4 Develop, implement, and evaluate an effective plan for a health and productive life</td>
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### D. Information and Services

**Students in Wisconsin will demonstrate the ability to access valid health information and services**

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<td>D.4.1 Identify valid health information, products, and services</td>
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<td>D.4.2 Demonstrate the ability to locate resources from home, school, and community that provide valid health information</td>
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<td>D.4.3 Explain how the media influences the selection of health information, products, and services</td>
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<td>D.4.4 Demonstrate the ability to name school and community health services</td>
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<td>D.8.1 Analyze the validity of health information, products, and services</td>
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<td>D.8.4 Demonstrate the ability to locate health products and services</td>
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<td>D.8.5 Compare the costs and validity of health products</td>
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<td>D.8.7 Identify potential health careers</td>
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<td>D.12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information</td>
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<td>D.12.3 Evaluate factors that influence personal selection of health products and services</td>
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<td>D.12.4 Demonstrate the ability to access school and community health services for themselves and others</td>
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<td>D.12.5 Analyze the cost and accessibility of health-care services</td>
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<td>D.12.6 Analyze situations requiring professional health services</td>
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<td>D.12.7 Evaluate potential health careers based upon interests and abilities</td>
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E. Culture, Media, and Technology

Students in Wisconsin will analyze the impact of culture, media, technology, and other factors on health.

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<td>E.4.2 Explain how the media influences thoughts, feelings, and health behaviors</td>
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<td>E.4.3 Describe ways technology can influence personal health</td>
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<td>E.4.4 Explain how information from school and family influences health</td>
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<td>E.8.2 Analyze how messages from the media and other sources influence health behaviors</td>
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<td>E.8.4 Analyze how information from peers influences health</td>
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<td>E.12.2 Evaluate the effect of media and other factors on personal, family, and community health</td>
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<td>E.12.4 Analyze how information from the community influences health</td>
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# F. Communication

**Students in Wisconsin will demonstrate the ability to use effective interpersonal communication skills to enhance health.**

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<th>By the end of grade 4, students will be able to:</th>
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<tr>
<td>F.4.1 Distinguish between and demonstrate verbal and nonverbal communication</td>
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<tr>
<td>F.4.2 Describe and demonstrate healthy ways to express needs, wants, and feelings</td>
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<tr>
<td>F.4.3 Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others</td>
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<tr>
<td>F.4.4 Describe and demonstrate attentive-listening skills to build and maintain healthy relationships</td>
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<tr>
<td>F.4.5 Identify possible causes of conflict</td>
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<td>F.4.6 Identify and demonstrate healthy ways to resolve conflict</td>
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<th>By the end of grade 8, students will be able to:</th>
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<tr>
<td>F.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health</td>
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<tr>
<td>F.8.2 Demonstrate healthy ways to express needs, wants, and feelings</td>
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<tr>
<td>F.8.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others</td>
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<tr>
<td>F.8.4 Demonstrate communication skills to build and maintain healthy relationships</td>
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<tr>
<td>F.8.5 Analyze possible causes of conflict</td>
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<td>F.8.6 Demonstrate strategies to resolved conflict in healthy ways</td>
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<th>By the end of grade 12, students will be able to:</th>
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<tr>
<td>F.12.1 Demonstrate skills to communicate effectively with family, peers, and others</td>
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<tr>
<td>F.12.2 Demonstrate healthy ways to express needs, wants, and feelings</td>
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<tr>
<td>F.12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others</td>
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<tr>
<td>F.12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others</td>
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<tr>
<td>F.12.5 Analyze possible causes of conflict</td>
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<tr>
<td>F.12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways</td>
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## G. Advocacy

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

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<td>G.4.1</td>
<td>Describe a variety of methods to convey accurate health information and ideas</td>
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<td>G.4.2</td>
<td>Convey valid information and express opinions about health issues</td>
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<td>G.4.3</td>
<td>Identify community organizations that advocate for healthy individuals, families, schools, and communities</td>
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<td>G.4.4</td>
<td>Demonstrate the ability to influence and support others in making positive health choices</td>
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<tbody>
<tr>
<td>G.8.1</td>
<td>Analyze various methods to accurately express health information and ideas</td>
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<td>G.8.2</td>
<td>Convey valid information and express opinions about health issues</td>
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<td>G.8.3</td>
<td>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities</td>
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<td>G.8.4</td>
<td>Demonstrate the ability to influence and support others in making positive health choices</td>
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<td>G.8.5</td>
<td>Identify barriers to effective promotion of information, ideas, feelings, and opinions about health issues and explore options to overcome them</td>
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### By the end of grade 12, students will be able to:

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<td>Evaluate the effectiveness of various methods to accurately express health information and ideas</td>
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<td>Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues</td>
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<td>G.12.6</td>
<td>Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience</td>
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