

# CLAY COMMUNITY SCHOOLS – CURRICULUM HEALTH & WELLNESS STANDARDS

## GRADES 3 - 5

### **Standard 1** – Grades 3 -5

<b>5.1.1</b>	Describe the relationship between healthy behaviors and personal health.
<b>5.1.2</b>	Identify examples of emotional, intellectual, physical, and social health.
<b>5.1.3</b>	Explain ways in which school and community environments can promote personal health.
<b>5.1.4</b>	Describe ways to prevent common childhood injuries and health problems.
<b>5.1.5</b>	Recognize when it is important to seek health care.

### **Standard 2** – Grades 3 -5

<b>5.2.1</b>	Describe how the family influences personal health practices and behaviors.
<b>5.2.2</b>	Describe how the school and community can support personal health practices and behaviors.
<b>5.2.3</b>	Explain how the media can influence thoughts, feelings, and health behaviors.
<b>5.2.4</b>	Recognize how peers can influence healthy and unhealthy behaviors.
<b>5.2.5</b>	Identify the influence of culture on health beliefs, practices, and behaviors.
<b>5.2.6</b>	Describe ways technology can influence personal health.

### **Standard 3** – Grades 3 -5

<b>5.3.1</b>	Identify characteristics of valid health information, products, and services.
<b>5.3.2</b>	Locate resources from home, school, and community that provide valid health information.

### **Standard 4** – Grades 3 -5

<b>5.4.1</b>	Formulate effective (assertive) verbal and nonverbal communication strategies.
<b>5.4.2</b>	Demonstrate the ability to actively listen to enhance health.
<b>5.4.3</b>	Explain healthy ways to express needs, wants and feelings.
<b>5.4.4</b>	Determine ways to communicate kindness and respect for others.
<b>5.4.5</b>	Describe refusal skills to avoid or reduce health risks.
<b>5.4.6</b>	Model how to ask for assistance to enhance personal health.
<b>5.4.7</b>	Analyze strategies to prevent and manage conflict.
<b>5.4.8</b>	Recognize barriers to healthy communication.

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### **Standard 5 – Grades 3 -5**

<b>5.5.1</b>	Identify personal health decisions and influences.
<b>5.5.2</b>	Locate and use information to enhance health.
<b>5.5.3</b>	Predict health risk of decisions to self and others.
<b>5.5.4</b>	Identify important steps to take when making a health related decision.
<b>5.5.5</b>	Describe how personal health decisions are connected to subsequent decisions.
<b>5.5.6</b>	Assume responsibility for personal health decisions.

### **Standard 6 – Grades 3 -5**

<b>5.6.1</b>	Explain the benefits of planning and setting personal health goals.
<b>5.6.2</b>	Develop a personal health goal and a plan to achieve it.
<b>5.6.3</b>	Identify possible barriers to achieving the personal health goal.
<b>5.6.4</b>	Demonstrate how to achieve the personal health goal and express awareness of possible barriers in the plan.
<b>5.6.5</b>	Examine the impact of personal choices on the personal health goal.
<b>5.6.6</b>	Identify who can help in achieving the personal health goal.
<b>5.6.7</b>	Monitor and evaluate progress towards achieving the personal health goal.

### **Standard 7 – Grades 3 -5**

<b>5.7.1</b>	Explain character traits and behaviors of a healthy and safe person.
<b>5.7.2</b>	Identify specific ways to avoid or reduce health and safety risks.

### **Standard 8 – Grades 3 -5**

<b>5.8.1</b>	Identify personal, family, school or community health and safety concerns.
<b>5.8.2</b>	Select a health or safety issue on which to take a stand.
<b>5.8.3</b>	Locate evidence about the health or safety issue.
<b>5.8.4</b>	Identify groups, or others who advocate for the health issue.
<b>5.8.5</b>	Clarify personal beliefs regarding the health or safety issue.
<b>5.8.6</b>	Take a clear health-enhancing stand.
<b>5.8.7</b>	Use a communication technique to inform others about a health or safety issue.
<b>5.8.8</b>	Identify an audience and adapt the health or safety message and communication technique to the characteristics of the individual or group.