



School District of Marshfield Health Standards –

GRADE 3

Wisconsin Standards for Health Education Specific knowledge and skills that students will know and be able to do by the end of 3 rd Grade		Marshfield Student Learning Target (“I can ...”) These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.	
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Learning Priority: Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease.			
Describe basic concepts related to health promotion and disease prevention <ul style="list-style-type: none">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		Describe basic concepts related to health promotion and disease prevention <ul style="list-style-type: none">I can describe ways to prevent accidents, injuries and communicable diseases.	
Apply health knowledge to health-related situations <ul style="list-style-type: none">Compare various dimensions of health (e.g., emotional, mental, physical, social, and environmental). 1:2:B3		Apply knowledge of healthy behaviors <ul style="list-style-type: none">I can compare various dimensions of health (ex: emotional, mental, physical, social, etc).	
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.			
Learning Priority: Demonstrate interpersonal communication skills.			
Demonstrate communication skills that can improve health <ul style="list-style-type: none">Demonstrate effective verbal and nonverbal communication skills to enhance health. 4:2:A1Describe how to ask for assistance. 4:2:A2		Demonstrate communication skills that can improve health <ul style="list-style-type: none">I can demonstrate effective verbal & nonverbal communication skills to enhance my health.I can describe how to ask for help.	
Demonstrate communication skills that prevent, resolve, or reduce health risks <ul style="list-style-type: none">Identify refusal skills that avoid or reduce health risks. 4:2:B2		Demonstrate communication skills that can improve health <ul style="list-style-type: none">I can identify refusal skills that avoid or reduce my health risks.	
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
Learning Priority: Apply goal-setting skills to improve health.			
Identify ways to achieve a personal health goal <ul style="list-style-type: none">Identify key family, school, and community members that can assist in achieving a personal health goal. 6:2:A2		Identify ways to achieve a personal health goal <ul style="list-style-type: none">I can identify key family, school and community members that help me in achieving a personal health goal.	
Practice appropriate goal-setting skills to achieve a personal health goal <ul style="list-style-type: none">Choose a clear and realistic personal health goal. 6:2:B1Develop a plan for reaching the goal. 6:2:B2		Practice appropriate goal-setting skills to achieve a personal health goal <ul style="list-style-type: none">I can choose a clear and realistic personal health goal.I can develop a plan for reaching the goal.	



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

- I can track progress toward achieving my goal.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Priority: Demonstrate a variety of health-enhancing behaviors.

Identify health-enhancing practices

- 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**

Identify health- enhancing practices

- I can identify responsible personal health behaviors.

Demonstrate health-enhancing behaviors

- 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**

Demonstrate health-enhancing behaviors

- I can demonstrate behaviors that will maintain or improve my health.

Social and Emotional Learning Competencies

Specific knowledge and skills that students will know and be able to do by the end of Kindergarten

Marshfield Student Learning Target (“I can ...”)

*These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.
This is not an inclusive list of learning targets.*

Emotional Development

Learning Priority: Understand and manage one’s emotions.

Self-Management

- Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.

Self-Management

- I can use my voice and body to demonstrate emotions.

Focus Attention

- Learners will begin to, with adult guidance, focus their attention by demonstrating a variety of strategies to tolerate distractions.

Focus Attention

- I can demonstrate ways to avoid distractions.

Social Competence

Learning Priority: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

Social Awareness

- Learners will be able to present their own point of view.
- Learners will be able to recognize and respect that individual differences are important to self and others.
- Learners will be able to demonstrate positive behaviors as established in classroom and schoolwide expectations.

Social Awareness

- I can present my own point of view.
- I can recognize and respect differences in people.
- I can demonstrate and follow PBIS expectations.



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Relationship Skills

- Learners will be able to identify the different relationships they have with others.
- Learners will be able to describe in simple terms how words, tone, and body language are used to communicate with others.
- Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.
- Learners will be able to demonstrate listening skills, start and stop conversations, and take turns in conversations.

Decision Making

- Learners will be able to, with adult guidance, generate possible choices and actions they could take in a given situation, including positive and negative options.

Relationship Skills

- I can identify that I am closer to some people than others.
- I can describe how words, tone and body language help us communicate.
- I can change my behavior based on how others are responding.
- I can effectively listen and take turns speaking with others.

Decision Making

- I can recognize positive and negative outcomes for the choices I make.