



# School District of Marshfield Health Standards –

## GRADE 5

<b>Wisconsin Standards for Health Education</b> <i>Specific knowledge and skills that students will know and be able to do by the end of 5<sup>th</sup> Grade</i>		<b>Marshfield Student Learning Target (“I can ...”)</b> <i>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.</i>	
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>			
<b>Learning Priority:</b> Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease.			
<b>Describe basic concepts related to health promotion and disease prevention</b> <ul style="list-style-type: none"> <li>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. <b>1:2:A1</b></li> <li>Describe the relationships among environment, healthy behaviors, and personal health. <b>1:2:A2</b></li> </ul>		<b>Describe basic concepts related to health promotion and disease prevention</b> <ul style="list-style-type: none"> <li>I can describe ways to prevent accidents, injuries and communicable diseases.</li> <li>I can describe the relationships among my environment, healthy behaviors and personal health.</li> </ul>	
<b>Apply health knowledge to health-related situations</b> <ul style="list-style-type: none"> <li>Describe personal and environmental barriers to practicing healthy behaviors. <b>1:2:B2</b></li> </ul>		<b>Apply knowledge of healthy behaviors</b> <ul style="list-style-type: none"> <li>I can describe personal and environmental barriers to practicing healthy behaviors.</li> </ul>	
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>Learning Priority:</b> Identify how influences can impact health behaviors.			
<b>Identify influences</b> <ul style="list-style-type: none"> <li>Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors. <b>2:2:A1</b></li> <li>Give examples of messages from external factors that can influence health behaviors. <b>2:2:A2</b></li> <li>Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors. <b>2:2:A3</b></li> </ul>		<b>Identify influences</b> <ul style="list-style-type: none"> <li>I can describe external factors that can influence my health behaviors.</li> <li>I can give examples of messages from external factors that can influence my health behaviors.</li> <li>I can describe internal factors that can influence my health behaviors.</li> </ul>	
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
<b>Learning Priority:</b> Demonstrate interpersonal communication skills.			
<b>Demonstrate communication skills that prevent, resolve, or reduce health risks</b> <ul style="list-style-type: none"> <li>Identify refusal skills that avoid or reduce health risks. <b>4:2:B2</b></li> </ul>		<b>Demonstrate communication skills that prevent, resolve, or reduce health risks</b> <ul style="list-style-type: none"> <li>I can identify refusal skills that avoid or reduce my health risks.</li> </ul>	



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### Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

**Learning Priority:** Apply a decision-making process to evaluate health options.

**Continue to identify health-related situations that require a decision**

- List healthy options to health-related issues or problems. **5:2:A2**

**Continue to identify health-related situations that require a decision**

- I can list healthy options to health-related issues or problems.

### Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

**Learning Priority:** Apply goal-setting skills to improve health.

**Practice appropriate goal-setting skills to achieve a personal health goal**

- Choose a clear and realistic personal health goal. **6:2:B1**

**Practice appropriate goal-setting skills to achieve a personal health goal**

- I can choose a clear and realistic personal health 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 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**

**Demonstrate health-enhancing behaviors**

- I can demonstrate behaviors that will avoid or reduce health risks.

### 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 express their emotions to self and others in respectful ways.

**Self-Management**

- I can recognize socially appropriate responses to emotions.

### 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 demonstrate respect for others by discussing how stereotypes affect self and others.

**Social Awareness**

- I can show respect for others when discussing stereotypes.



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<ul style="list-style-type: none"><li>Learners will be able to identify and respect social norms for behavior and safe interactions across different settings.</li></ul>	<ul style="list-style-type: none"><li>I can identify and respect social norms for behavior.</li></ul>
<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"><li>Learners will be able to, with adult guidance, recognize, establish, and maintain healthy and rewarding relationships.</li><li>Learners will be able to effectively communicate clearly, listen well, and cooperate with others to build healthy relationships.</li><li>Learners will be able to independently adapt behavior based upon peer feedback and environmental cues.</li><li>Learners will be able to work cooperatively in a group to accomplish a set goal.</li></ul>	<p><b>Relationship Skills</b></p> <ul style="list-style-type: none"><li>I can recognize what a healthy relationship looks like.</li><li>I can use social skills to establish and maintain positive relationships.</li><li>I can change my behavior based upon the response of others.</li><li>I can work with others to accomplish a goal.</li></ul>
<p><b>Decision Making</b></p> <ul style="list-style-type: none"><li>Learners will be able to make constructive choices about personal behavior and social interaction in order to evaluate the consequences of various actions with consideration of well-being for oneself and others.</li></ul>	<p><b>Decision Making</b></p> <ul style="list-style-type: none"><li>I can think of different solutions for problems and consequences for my actions.</li></ul>