

Standards 2-8 Skill and Practice Expectations – Grades 3-5

Curriculum:		Grade:		Date:	
				Reviewer #:	

Check the box if the skill expectation is addressed in the curriculum AND provides reasonable opportunities for students to practice the skill.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- Identify how friends and family can influence ideas regarding gender roles, identity, and expression.** *H2.Se5.4*
- Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression.** *H2.Se5.5a*
- Identify trusted adults to ask questions about gender identity and sexual orientation.** *H2.Se5.5b*
- Explain importance of communicating with trusted adults about relationships.** *H2.Se6.4a*
- Understand ways family, friends, and peers can have a positive or negative influence on relationships.** *H2.Se6.4b*
- Identify relevant influences of peers on relationships. *SH2.5.1*
- Identify relevant influences of culture on relationships. *SH2.5.2*
- Describe how relevant influences of media and technology affect personal relationships. *SH2.5.3*

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

- N/A—No WA Learning Standards**

Standards 2-8 Skill and Practice Expectations – Grades 3-5

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- Demonstrate ways to show respect for all people.** *H4.Se5.4*
- Identify trusted adults to communicate with about relationships.** *H4.Se6.3a*
- Identify positive ways to communicate differences of opinion while maintaining relationships.** *H4.Se6.3b*
- Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships.** *H4.Se6.4*
- Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships. *SH4.5.1*
- Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself. *SH4.5.2*
- Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty. *SH4.5.3*
- Demonstrate how to effectively communicate support for peers who are progressing through puberty. *SH4.5.4*

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

- N/A—No WA Learning Standards**

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

- N/A—No WA Learning Standards**

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

- Identify ways to manage physical, social, and emotional changes that occur during puberty.** *H7.Se.2.5*

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

- Promote ways to show respect for all people.** *H8.Se5.5*
- Understand how to support a peer to recognize healthy and unhealthy relationships.** *H8.Se6.5*
- Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender expression or other personal characteristics. *SH8.5.1*