

Number	Wording	PWY Lessons – Grade 4	PWY Lessons – Grade 5
1.5.1	List examples of the physical, social, emotional, and intellectual dimensions of health.	4–3, 4–4, 4–5	5–2, 5–3, 5–4, 5–6, Add-On D, Add-On E,
1.5.2	Describe benefits of practicing health-promoting behaviors.	4–6, Add-On B, Add-On C, Add-On D	5–2, 5–3, 5–4, 5–5, 5–6, Add-On B, Add-On C, Add-On D, Add-On G, Add-On H
1.5.3	Explain potential consequences of practicing unhealthy behaviors.	Add-On B, Add-On C	5–5, 5–7, Add-On B, Add-On C
1.5.4	Compare and contrast safe and unsafe situations, people, and events	Add-On F	Add-On F
1.5.5	Describe practices and behaviors that prevent or reduce health risks (e.g., eating vegetables and fruits daily)	4–4, 4–5	5–5, 5–7, Add-On G, Add-On H
1.5.6	Explain ways to engage in healthy practices and behaviors (e.g., daily moderate to vigorous physical activity)	4–4, 4–5, 4–6	5–5, 5–6, 5–7,
1.5.7	Explain ways to prevent common childhood injuries and health problems (e.g., recommendations for swimming safety and strategies for managing emotions)	Add-On F	5–5, 5–6, 5–7, Add-On F, Add-On G, Add-On H
2.5.1	Examine influences of family and culture on health behaviors.	4–2,	5–5,
2.5.2	Describe how peers influence health behaviors.		5–5, 5–6, 5–7
2.5.3	Describe ways in which schools and neighborhoods influence health behaviors		5–7,
2.5.4	Explain how media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) influence health behaviors.		5–5,
2.5.5	Identify positive internal and external influences on personal health behaviors	4–2,	5–5,
3.5.1	Use functional health literacy skills (e.g., reading, writing, and speaking) to access valid and reliable health information to learn about health behaviors.	4–1, 4–4, 4–5, 4–6,	5–1, 5–5, 5–6, 5–7

3.5.2	Access multimodal health messages (e.g., words, pictures, numbers, and/or gestures) in print or electronic materials to practice interactive health literacy	4-4, 4-5, 4-6,	5-2, 5-3, 5-4,
3.5.3	Discuss which trusted adults and resource people in the community (e.g., doctor, dentist, nurse, police officer, firefighter, faith-based leader, elders) can help a person obtain credible health information and trustworthy services.	4-1, 4-4, 4-5	5-1, 5-3, 5-5, Add-On E, Add-On G, Add-On H
3.5.4	Document interactive health literacy by talking with a trusted adult or health professional about health information to be a proactive, well-informed patient.	4-1, 4-4, 4-5	5-1, 5-3, 5-5
3.5.5	Read a variety of print material (e.g., books, magazines, billboards) from valid and reliable health resources to develop functional health knowledge	4-4, 4-5	5-1, 5-4
3.5.6	Interpret visual and numerical representations (e.g., graphs, figures, tables, charts) to understand a health product.		
3.5.7	Write about a health-related product that supports a health decision or health habit	4-6,	5-5,
3.5.8	Evaluate healthy and unhealthy messages depicted in the media and in advertisements	4-2,	5-5,
4.5.1	Explain how effective interpersonal communication can benefit personal health and well-being.	4-1, 4-3, 5-1, Add-On F	5-1, 5-3, 5-5, Add-On F
4.5.2	Demonstrate effective verbal and nonverbal interpersonal communication skills.	4-1, 4-2, 4-3, 5-1, Add-On F,	5-1, 5-3, 5-5, 5-6, 5-7, Add-On F
4.5.3	Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.	4-2,	5-1, 5-6, 5-7
4.5.4	Demonstrate how to ask for help to support personal health.	4-1, 4-4, 4-5, Add-On F	5-1, 5-7, Add-On F
4.5.5	Demonstrate refusal skills to avoid or reduce health risks.	Add-On F	5-7, Add-On F
4.5.6	Demonstrate how to communicate kindness, empathy, compassion, and care toward others.	4-1, 4-2, 4-3, Add-On F,	5-1, 5-6, 5-7, Add-On F
4.5.7	Identify ways to show respect for another person's consent or nonconsent (e.g., personal space).	Add-On F,	5-6, 5-7, Add-On F
4.5.8	Explain how to use collaboration and negotiation skills that support healthy behaviors and relationships.		
4.5.9	Demonstrate healthy ways to manage and resolve conflict.		5-6, 5-7
5.5.1	Identify procedural steps in decision making.		
5.5.2	Assess when help is needed and when it is not	Add-On F	5-5, 5-6, 5-7,

	needed to make a health decision.		Add-On F
5.5.3	Explain how family, peers, trusted adults, and media can affect a health decision.		5–5, 5–6, 5–7
5.5.4	Identify options when making a health-related decision.		
5.5.5	Predict the potential consequences of each option.		
5.5.6	Choose a health-promoting option that aligns with personal values when making an effective decision		
5.5.7	Reflect on the outcomes of an effective health decision.		
6.5.1	Set a realistic personal health goal.	4–6,	5–5,
6.5.2	Explain the health and related benefits of reaching a personal health goal.	4–6,	5–5,
6.5.3	Develop a basic plan for achieving a personal health goal.	4–6,	5–5,
6.5.4	Describe people, information, and resources to help achieve a personal health goal.		5–5,
6.5.5	Determine potential barriers in achieving a personal health goal.	4–6,	
6.5.6	Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers).	4–6,	
6.5.7	Explain that effort, determination, and resilience can help toward achieving a personal health goal.		
7.5.1	Demonstrate age and developmentally appropriate observable health and safety practices.	4–6,	5–5,
7.5.2	Reflect on the ability to perform observable practices that promote health and prevent or reduce the risk of disease and injury.		
7.5.3	Explain the importance of making health and safety practices into health habits.		
8.5.1	Demonstrate how to persuade others to make healthy choices (e.g., persuading others not to bully).	4–3,	5–6, 5–7
8.5.2	Demonstrate how to persuade others to make positive health choices (e.g., persuading others to avoid all tobacco products).	4–3,	5–6, 5–7