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|  |  | **Grade 3** | **Grade 4** | **Grade 5** |
| **Physical Health**The student will demonstrate knowledge and skills to make healthy decisions that reduce health risks and enhance health of oneself and others. | **Body Systems**Examine the structure, function, and relationships of body systems and their relevance to personal health. | * Identify the major structures and functions of the digestive system.
* Describe the role of the digestive system in providing energy for the body.
 | * Identify the major structures and function of the immune system.
* Describe the effects of nutrition, personal hygiene, and sleep on the immune system.
 | * Identify the major structures, functions and importance of the integumentary system and how to care for this system.
* Describe how to care for eyes and ears including how to prevent hearing and vision loss.
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| **Nutrition**Identify and explain healthy eating strategies for enhancing and maintaining personal health. | * Describe digestion and ways to maintain this body function.
* Explore how grains are grown and the nutritional benefits of eating whole grains.
* Explain your school’s food policy as it related to food allergens.
* Identify foods that often cause food allergies and list safe alternatives.
 | * Identify foods that contain saturated and trans fats and describe the effects of these fats on overall health.
* Explore serving sizes, additives, preservatives, sodium, and added sugar in a variety of foods and beverages along with their effect on health.
* Identify ways to moderate intake of foods high in saturated and trans fats, understanding the role of serving size.
 | * Define micro- and macronutrients and how the body uses each.
* Explain the Recommended Dietary Allowance (RDA).
* Analyze and interpret information on food packaging, such as Nutrition Fact Labels, ingredient lists, and health claims.
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| **Physical Health**Obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. | * Evaluate how sleep, physical activity, screen time and healthy food choices affect health.
* Explain the importance of good personal hygiene (e.g., hand washing, dental care).
 | * Explain how varying levels of physical activity, rest, and sleep positively and negatively affect mental and physical health.
* Explain the importance of good personal hygiene (e.g., hand washing, dental care).
 | * Describe ways to promote heart health.
* Examine the health risks associated with unprotected sun exposure and identify strategies to protect against the harmful effects of the sun.
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| **Mental Health and Wellness**The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships. | **Mental Wellness/Social and Emotional Skills**Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships. | * Describe feelings and emotions that result from experiencing change.
* Explain how to identify, express, and respond to emotions in a healthy way and design effective management strategies.
* Describe the benefits of friendship and make a list of the qualities of a good friend
* Demonstrate behaviors to make and keep friends and behaviors that may cause a friendship to end.
* Define conflict and identify when conflict may occur between family and friends.
* Describe and demonstrate healthy ways to resolve conflict, including determining when adult help is needed.
 | * Identify feelings and emotions associated with loss and grief and their impact on one’s health.
* Describe and identify healthy coping mechanisms and resources for dealing with loss and grief.
* Describe self-concept, how it can be influenced by internal and external factors.
* Explain that the development of one’s self-concept is an essential ongoing life skill.
* Explain how bullying impacts individuals and affects one's health.
* Practice initiating, sustaining, and ending conversations.
* Analyze positive strategies for resolving conflict including showing compassion for others.
 | * Define positive self-image, recognize the importance of developing and maintaining a positive self-image, and analyze positive and negative influences on self-image.
* Define stress, identify physical and emotional responses caused by stress, identify positive and negative ways to manage stress in variety of situations, and

practice positive strategies for managing stress.* Identify the importance of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.
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| **Safety and Prevention**The student will describe ways to prevent common childhood injuries and health problems. | **Disease Prevention/Health Promotion**Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. | * Identify areas for personal health improvement, and set goals for adopting positive health practices.
* Describe the difference between communicable and noncommunicable diseases.
* Analyze the importance of prevention and early detection of disease.
 | * Describe the causes of communicable diseases and analyze strategies/create a plan to prevent the spread of communicable diseases.
 | * Describe types and causes of noncommunicable/chronic diseases and explore methods to reduce risks associated with these conditions.
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| **Safety/Injury Prevention**Identify and demonstrate safety and first aid knowledge to prevent and treat injuries. | * Explain the need for personal safety when interacting with others online, create online safety strategies, and discuss when adult assistance may be needed in online interactions
* Demonstrate proper behavior during safety drills at school and practice disaster-preparedness at school and at home.
 | * Explain appropriate protective gear when engaged in physical activities and explain the health consequences of not following safety practices.
* Describe safe and unsafe Internet use, explain the consequences of unsafe use, and develop strategies for safe Internet use and online gaming.
 | * Analyze why people choose to follow or not follow safety rules at school.
* Examine one’s role and the role of others in causing or preventing injuries at school
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| **Violence Prevention**Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. | * Describe what bullying is and how to identify it.
* Discuss and demonstrate ways to safely stand up to bullying, advocate for yourself and others when bullied, and to report bullying/get help.
* Explain the benefits of and demonstrate positive, direct, respectful, and assertive communication with family and friends .
 | * Explain the difference between teasing and taunting and when these actions can be considering bullying.
* Identify and demonstrate steps to resolve conflicts in a variety of situations.
* Explain the importance of seeking assistance from a trusted adult when in an unsafe or uncomfortable situation and how to identify trusted adults at home, in school, and in the community.
 | * Define and describe harassment.
* Identify and practice ways to respond to and report harassing behaviors.
* Define cyberbullying and its effect on one’s health.
* Identify and practice ways to respond to and report cyberbullying and how to offer support and friendship to someone who is being cyberbullied.
* Identify and demonstrate effective verbal and nonverbal communication skills for resolving conflict situations in school and at home.
* Recognize the influence of violence in the media.
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| **Substance Abuse Prevention**Understand the difference between use and misuse of different substances and their impact on health. | * Describe the proper and improper use of prescription and nonprescription medication, the consequences of disregarding medical recommendations.
* Identify body systems that are affected by the use of alcohol, tobacco, nicotine products, common household inhalants, and other drugs and substances.
* Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances.
 | * Compare the short- and long- term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs
* Examine the factors that can influence an individual’s decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs including peer pressure.
* Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances.
 | * Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.
* Explain the connection between mental health and substance abuse and describe how to get help and assistance with mental health and substance abuse problems.
* Identify prevention resources and strategies for avoiding alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
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| **Community/****Environmental Health**Describe ways in which safe and healthy school and community environments can promote personal health. | * Explain what happens with waste and recycled materials and analyze how reducing, reusing, and recycling promotes a healthier environment.
* Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.
 | * Describe the effects of water pollution on health and develop strategies to reduce water pollution.
* Identify community health issues, possible solutions for this issue, and volunteer opportunities to address this issue.
 | * Describe the effects of air and noise pollution on heath and the environment.
* Describe strategies to decrease the impact of air quality and noise pollution on body functions and the environment.
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