|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **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. |
| **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. |
| **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. |
| **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. |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |