



# KINDERGARTEN HEALTH STANDARDS AND INSTRUCTION GUIDE

2023

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
_____H.K.1	The student will identify and describe key health and safety concepts.	<ul style="list-style-type: none"><li>Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day)</li></ul>	
		<ul style="list-style-type: none"><li>Recognize the need for regular physical activity</li></ul>	
		<ul style="list-style-type: none"><li>Describe different types of physical activity</li></ul>	
		<ul style="list-style-type: none"><li>Recognize the importance of a regular bedtime routine and enough sleep</li></ul>	
		<ul style="list-style-type: none"><li>Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet)</li></ul>	
		<ul style="list-style-type: none"><li>Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused</li></ul>	
		<ul style="list-style-type: none"><li>Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors)</li></ul>	
		<ul style="list-style-type: none"><li>Identify that hand washing reduces the chance of becoming sick</li></ul>	
		<ul style="list-style-type: none"><li>Describe the function of the teeth and how to take care of them</li></ul>	
		<ul style="list-style-type: none"><li>Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt)</li></ul>	
		<ul style="list-style-type: none"><li>Describe pedestrian safety, to include using sidewalks and crosswalks</li></ul>	



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		<ul style="list-style-type: none"><li>Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward</li></ul>	
		<ul style="list-style-type: none"><li>Describe emergency and nonemergency situations</li></ul>	
		<ul style="list-style-type: none"><li>Identify emotions (e.g., happiness, sadness, anger, fear, frustration)</li></ul>	
		<ul style="list-style-type: none"><li>Describe what it means to be a friend and to show consideration and concern for others</li></ul>	
		<ul style="list-style-type: none"><li>Identify household products that are harmful or poisonous</li></ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____ H.K.2	The student will identify healthy decisions.	<ul style="list-style-type: none"><li>Describe healthy meal choices that include all food groups</li></ul>	
		<ul style="list-style-type: none"><li>Identify positive physical activity options and the benefits of being physically active every day</li></ul>	
		<ul style="list-style-type: none"><li>Describe alternatives to television watching</li></ul>	
		<ul style="list-style-type: none"><li>Identify situations that require the use of each of the five senses</li></ul>	
		<ul style="list-style-type: none"><li>Describe how medicine can be helpful or harmful and recognize poison warning labels</li></ul>	
		<ul style="list-style-type: none"><li>Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu)</li></ul>	



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		<ul style="list-style-type: none"><li>• Explain how hand washing helps remove bacteria and viruses that can make people sick and describe situations where it is important to wash hands</li></ul>	
		<ul style="list-style-type: none"><li>• Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming)</li></ul>	
		<ul style="list-style-type: none"><li>• Recognize how the body's parts work together</li></ul>	
		<ul style="list-style-type: none"><li>• Identify the meaning of safety signs, symbols, and warning labels</li></ul>	
		<ul style="list-style-type: none"><li>• Identify safe choices when walking, riding in a car and bus, and riding a bike</li></ul>	
		<ul style="list-style-type: none"><li>• Describe sun safety practices</li></ul>	
		<ul style="list-style-type: none"><li>• Compare emergency and nonemergency situations</li></ul>	
		<ul style="list-style-type: none"><li>• Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride)</li></ul>	
		<ul style="list-style-type: none"><li>• Discuss how to express and handle emotions appropriately.</li></ul>	
		<ul style="list-style-type: none"><li>• Identify why friends are important and how to cooperate and share with others</li></ul>	
		<ul style="list-style-type: none"><li>• Describe and model personal space, identifying ways to tell someone they are entering one's personal space</li></ul>	
		<ul style="list-style-type: none"><li>• Recognize that not all products advertised or sold are healthy or safe</li></ul>	



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		<ul style="list-style-type: none"> <li>Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances</li> </ul>	
ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
_____ K.3	The student will describe and demonstrate behaviors that promote health and prevent injury and disease.	<ul style="list-style-type: none"> <li>Describe a variety of healthy snacks foods</li> </ul>	
		<ul style="list-style-type: none"> <li>Recognize that not all food products advertised or sold are healthy</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe ways to participate regularly in physical activities inside and outside of school</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe ways to calm down before bed to prepare for sleeping</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe ways to protect the five senses</li> </ul>	
		<ul style="list-style-type: none"> <li>Discuss why medicines should only be taken under the supervision of an adult</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate proper hand washing</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate how to brush and floss teeth correctly</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags)</li> </ul>	



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		<ul style="list-style-type: none"><li>Describe common safety rules and practices for individuals, families, and communities</li></ul>	
		<ul style="list-style-type: none"><li>Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials)</li></ul>	
		<ul style="list-style-type: none"><li>Describe why it is important to ask adults for help in an emergency and how to ask for help</li></ul>	
		<ul style="list-style-type: none"><li>Demonstrate how to call 9-1-1</li></ul>	
		<ul style="list-style-type: none"><li>Practice using words to identify emotions</li></ul>	
		<ul style="list-style-type: none"><li>Identify strategies for making friends</li></ul>	
		<ul style="list-style-type: none"><li>Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others</li></ul>	
		<ul style="list-style-type: none"><li>Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change</li></ul>	



# GRADE 1 HEALTH STANDARDS AND INSTRUCTION GUIDE

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ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____ H.1.1	The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health	<ul style="list-style-type: none"><li>Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach)</li></ul>	
		<ul style="list-style-type: none"><li>Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory)</li></ul>	
		<ul style="list-style-type: none"><li>Describe correct posture for sitting, standing, and walking</li></ul>	
		<ul style="list-style-type: none"><li>Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices</li></ul>	
		<ul style="list-style-type: none"><li>Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment</li></ul>	
		<ul style="list-style-type: none"><li>Identify that medicines can be both helpful and harmful</li></ul>	
		<ul style="list-style-type: none"><li>Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad</li></ul>	





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		<ul style="list-style-type: none"><li>Describe characteristics that are unique to each individual</li></ul>	
		<ul style="list-style-type: none"><li>Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others</li></ul>	
		<ul style="list-style-type: none"><li>Identify items and materials that can be reduced, recycled, or reused</li></ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
_____H.1.2	The student will explain that good health is related to healthy decisions.	<ul style="list-style-type: none"><li>Describe the importance of having a healthy heart, brain, and lungs</li></ul>	
		<ul style="list-style-type: none"><li>Select behaviors that help keep the heart, brain, and lungs healthy</li></ul>	
		<ul style="list-style-type: none"><li>Practice correct posture for sitting, standing, and walking</li></ul>	
		<ul style="list-style-type: none"><li>Discuss the importance of personal hygiene, to include care of one's teeth</li></ul>	
		<ul style="list-style-type: none"><li>Recognize that physical activity is a form of healthy entertainment</li></ul>	
		<ul style="list-style-type: none"><li>Determine how sleep habits affect mood and academic performance</li></ul>	
		<ul style="list-style-type: none"><li>Compare and contrast healthy and less-healthy food choices</li></ul>	



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		<ul style="list-style-type: none"><li>Identify “sometimes foods” that can fit into a healthy diet with balance, variety and moderation</li></ul>	
		<ul style="list-style-type: none"><li>Explain the importance of making healthy decisions and how unhealthy decisions affect the body</li></ul>	
		<ul style="list-style-type: none"><li>Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles</li></ul>	
		<ul style="list-style-type: none"><li>Compare and contrast personal safety behaviors at home, at school, and in the community</li></ul>	
		<ul style="list-style-type: none"><li>Explain the harmful effects of misusing medicines and drugs</li></ul>	
		<ul style="list-style-type: none"><li>Explain how medications may look similar but have different functions</li></ul>	
		<ul style="list-style-type: none"><li>Identify appropriate ways a person may express the emotions of happy, unhappy, or mad</li></ul>	
		<ul style="list-style-type: none"><li>Explain the role of listening in building and maintaining friendships</li></ul>	
		<ul style="list-style-type: none"><li>Explain the importance of responsible behaviors when interacting with others</li></ul>	
		<ul style="list-style-type: none"><li>Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution</li></ul>	





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ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____ H.1.3	The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.	<ul style="list-style-type: none"><li>• Identify home safety rules and guidelines for emergencies</li></ul>	
		<ul style="list-style-type: none"><li>• Practice fire safety procedures</li></ul>	
		<ul style="list-style-type: none"><li>• Describe the importance of pedestrian safety and identify ways to stay safe when crossing or playing near a street</li></ul>	
		<ul style="list-style-type: none"><li>• Explain ways to stay safe when riding in a bus and automobile</li></ul>	
		<ul style="list-style-type: none"><li>• List playground safety rules, and report hazards on the playground</li></ul>	
		<ul style="list-style-type: none"><li>• Explain how protective gear reduces injuries</li></ul>	
		<ul style="list-style-type: none"><li>• Describe water safety and ways to reduce risks around water</li></ul>	
		<ul style="list-style-type: none"><li>• Identify the importance of sun safety</li></ul>	
		<ul style="list-style-type: none"><li>• Create safety rules for medications in the home</li></ul>	
		<ul style="list-style-type: none"><li>• Identify medicines that are helpful and harmful explaining the harmful effects of misusing medicines and drugs</li></ul>	



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		<ul style="list-style-type: none"><li>• Explain why it is dangerous to sniff, taste, or swallow unknown substances</li></ul>	
		<ul style="list-style-type: none"><li>• Identify individuals or community agencies that keep people safe</li></ul>	
		<ul style="list-style-type: none"><li>• Describe how to report a dangerous situation</li></ul>	
		<ul style="list-style-type: none"><li>• Demonstrate ways to express emotions appropriately</li></ul>	
		<ul style="list-style-type: none"><li>• Demonstrate cooperation with friends and classmates</li></ul>	
		<ul style="list-style-type: none"><li>• Demonstrate responsible behaviors when interacting with others</li></ul>	
		<ul style="list-style-type: none"><li>• Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation</li></ul>	



## GRADE 2 HEALTH STANDARDS AND INSTRUCTION GUIDE

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ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____H.2.1	The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.	<ul style="list-style-type: none"><li>Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system)</li></ul>	
		<ul style="list-style-type: none"><li>Identify foods that come from plants and animals</li></ul>	
		<ul style="list-style-type: none"><li>Name a variety of healthy foods and recognize the benefits of eating a healthy breakfast</li></ul>	
		<ul style="list-style-type: none"><li>Describe why fruits and vegetable are essential components of a healthy diet and identify ways to incorporate them into daily food choices</li></ul>	
		<ul style="list-style-type: none"><li>Identify characteristics of foods that should be consumed in limited quantities</li></ul>	
		<ul style="list-style-type: none"><li>Identify foods and beverages that contain sugar and caffeine</li></ul>	
		<ul style="list-style-type: none"><li>Recognize that germs cause colds and flu and can be spread from person to person (communicable).</li></ul>	
		<ul style="list-style-type: none"><li>Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts</li></ul>	



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		<ul style="list-style-type: none"> <li>Explain the importance of assuming responsibility for personal safety</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain emotions associated with disappointment, loss, and grief</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe situations in which conflict may occur</li> </ul>	
		<ul style="list-style-type: none"> <li>Define self-image, and identify that individuals are unique</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain how media (e.g., television, movies, Internet) influences behavior</li> </ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
____ H.2.2	The student will identify personal health decisions and health habits that influence health and wellness throughout life.	<ul style="list-style-type: none"> <li>Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe, practice and demonstrate lifting and carrying techniques for backpacks and school supplies</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain how regular physical activity and healthy eating habits</li> </ul>	



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		and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy	
		<ul style="list-style-type: none"><li>• Use a decision-making process to select healthy foods</li></ul>	
		<ul style="list-style-type: none"><li>• Identify ways to increase physical activity</li></ul>	
		<ul style="list-style-type: none"><li>• Explain the need for regular health checkups and screenings</li></ul>	
		<ul style="list-style-type: none"><li>• Explain why parents/guardians keep health records for their children</li></ul>	
		<ul style="list-style-type: none"><li>• Recognize the harmful effects of drugs, alcohol, and tobacco</li></ul>	
		<ul style="list-style-type: none"><li>• Recognize that tobacco smoke is harmful to health and should be avoided</li></ul>	
		<ul style="list-style-type: none"><li>• Describe the use of refusal skills to make good decisions</li></ul>	
		<ul style="list-style-type: none"><li>• Identify why medicines should only be taken under the supervision of an adult</li></ul>	
		<ul style="list-style-type: none"><li>• Explain healthy ways to express the emotions associated with disappointment, loss, and grief</li></ul>	
		<ul style="list-style-type: none"><li>• Discuss how to express needs and wants appropriately</li></ul>	
		<ul style="list-style-type: none"><li>• Use appropriate strategies to object to teasing and bullying</li></ul>	



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		<ul style="list-style-type: none"> <li>Discuss how to show respect for the similarities and differences between individuals and how empathy, compassion, and acceptance help one understand others</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe the use of nonviolent strategies to resolve conflicts</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe characteristics of a trusted friend and a trusted adult</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe how to work and play cooperatively</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe how self-image influences personal success</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>	<b>CORE CONCEPTS</b>	<b>RESOURCES</b>
____H.2.3	The student will describe the influences and factors that impact health and wellness.	<ul style="list-style-type: none"> <li>Describe how heredity influences health and wellness</li> </ul>	
		<ul style="list-style-type: none"> <li>Design a meal with food from each food group</li> </ul>	
		<ul style="list-style-type: none"> <li>Explain how different dietary customs and traditions influence health</li> </ul>	
		<ul style="list-style-type: none"> <li>Describe how to keep food safe from harmful germs.</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases</li> </ul>	





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		<ul style="list-style-type: none"><li>• Explain why it is dangerous to sniff, taste, or swallow unknown substances</li></ul>	
		<ul style="list-style-type: none"><li>• Identify emergency resources, services, and health care professionals in the community that influence health and wellness</li></ul>	
		<ul style="list-style-type: none"><li>• Identify adults who can help with disappointment, loss, and grief</li></ul>	
		<ul style="list-style-type: none"><li>• Develop a plan to use appropriate strategies to object to teasing and bullying</li></ul>	
		<ul style="list-style-type: none"><li>• Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community</li></ul>	
		<ul style="list-style-type: none"><li>• Identify and discuss how to show respect for similarities and differences between and among individuals</li></ul>	
		<ul style="list-style-type: none"><li>• Describe how the environment influences health and how to protect the environment</li></ul>	



## GRADE 3 HEALTH STANDARDS AND INSTRUCTION GUIDE

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Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions (responsible decision making) and the impact of personal decisions on oneself and others (self-awareness and social awareness).

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.3.1 The student will explain that health habits and practices impact personal growth and development.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify the major structures and functions of the digestive system</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Explain the importance of water and healthy food choices for digestion and body function</li><li>Identify whole grain and refined grain food items</li><li>Identify foods that most often cause a food allergy</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>Identify areas for personal health improvement and set goals for adopting positive health practices</li><li>Describe the difference between communicable and noncommunicable diseases</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation,	<ul style="list-style-type: none"><li>Describe feelings and emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers and losing a loved one</li></ul>	



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	and healthy relationships	<ul style="list-style-type: none"><li>Describe the benefits of friendship and make a list of the qualities of a good friend</li><li>Define conflict and identify when conflict may occur between family and friends</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>Explain safety rules at home and when riding in a motor vehicle</li><li>Explain the need for personal safety when interacting with others online</li><li>Identify different safety drills that are important for home and school</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>Describe the proper and improper use of prescription and nonprescription medication, the consequences of disregarding medical recommendations</li><li>Identify body systems that are affected by the use of alcohol, tobacco, nicotine products, common household inhalants, and other drugs and substances. Discuss the short-term and long-term effects of these substances on the body</li><li>Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances.</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>Describe what bullying is and how to identify it</li><li>Explain the benefits of positive communication on relationships with family and friends</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy	<ul style="list-style-type: none"><li>Explain what happens with waste and recycled materials</li></ul>	



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	school and community environments can promote personal health		
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Describe how food molecules are digested</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Describe why digestion is important for body function</li><li>Explain the difference between a whole grain and a refined grain and the nutritional benefits of eating whole grains</li><li>Explain your school's food policy as it relates to food allergens (e.g. peanut-free classrooms, cafeteria options for children with food allergies)</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Evaluate how sleep, physical activity, screen time and healthy food choices affect health</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>List the benefits of goal setting for personal health</li><li>Analyze the importance of prevention and early detection of disease</li></ul>	



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	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Explain how to identify, express, and respond to emotions in a healthy way and design effective management strategies</li><li>• Demonstrate behaviors to make and keep friends and behaviors that may cause a friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises)</li><li>• Describe and demonstrate healthy ways to resolve conflict, including determining when adult help is needed</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Explain the importance of following safety rules at home and when riding in a motor vehicle</li><li>• Identify situations when adult assistance may be needed with online interactions</li><li>• Demonstrate proper behavior during safety drills at school</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Describe the proper and improper use of prescription and nonprescription medication, the consequences of disregarding medical recommendations</li><li>• Identify body systems that are affected by the use of alcohol, tobacco, nicotine products, common household inhalants, and other drugs and substances. Discuss the short-term and long-term effects of these substances on the body</li><li>• Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances.</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Discuss and demonstrate ways to safely stand up to bullying, advocate for yourself and others when bullied, and to report bullying/get help</li><li>• Explain the benefits of and demonstrate positive, direct, respectful, and assertive communication with family and friends</li></ul>	





# GRADE 3 HEALTH STANDARDS AND INSTRUCTION GUIDE

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	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"> <li>Analyze how reducing, reusing, and recycling promotes a healthier environment</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>	<b>CORE CONCEPTS</b>	<b>RESOURCES</b>
____ H.3.3 The student will promote health and safety at school and at home.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Describe the role of the digestive system in providing energy for the body</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>Identify healthy food and beverage choices to support digestion and body function</li> <li>Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science)</li> <li>List alternatives (e.g., stickers, pencils, games) for school celebrations that are safe for someone with a food allergy</li> </ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"> <li>Set a goal for a positive health practice and monitor progress</li> </ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"> <li>Identify areas for personal health improvement</li> <li>Identify healthcare professionals who can help prevent and detect health concerns</li> </ul>	





## GRADE 3 HEALTH STANDARDS AND INSTRUCTION GUIDE

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	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading or creative expressions such as writing, art, music or dance</li><li>• Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior)</li><li>• Demonstrate health ways to resolve conflict, including determining when adult help is needed</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle</li><li>• Create strategies for personal safety when online</li><li>• Practice disaster-preparedness at school and at home</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Create a health message about the proper use of prescription and nonprescription medications</li><li>• Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Describe how to report bullying and how to advocate for oneself and for others who are bullied</li><li>• Demonstrate positive ways to communicate with family and friends</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community</li></ul>	



## GRADE 4 HEALTH STANDARDS AND INSTRUCTION GUIDE

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Students in grade four continue to recognize the dignity and self-worth of the human person as a child of God. They will learn and apply skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community, which aligns with responsible decision making as a critical part of healthy social and emotional development.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify the major structures and function of the immune system</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Identify foods that contain saturated and trans fats</li><li>Describe the importance of protein for growth and development</li><li>Explore serving sizes, additives, preservatives, sodium, and added sugar in a variety of foods and beverages along with their effect on health. (e.g., increased vulnerability to disease and obesity)</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Describe the benefits of rest, sleep, and a physically active lifestyle</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>Describe the causes of communicable diseases (i.e., how viruses, bacteria, parasites, and fungi are spread)</li><li>Describe the types and causes of noncommunicable/chronic diseases</li></ul>	



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	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Identify feelings and emotions associated with loss and grief and their impact on one's health</li><li>• Describe self-concept (the image we have of ourselves), how it can be influenced by internal and external factors</li><li>• Explain that the development of one's self-concept is an essential ongoing life skill</li><li>• Recognize that every person is different and has different needs</li><li>• Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language)</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports</li><li>• Describe safe and unsafe Internet use, including online gaming</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs</li><li>• Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Explain the difference between teasing and taunting and when these actions can be considering bullying</li><li>• Describe steps to resolve conflicts in a variety of situations.</li><li>• Recognize harmful or abusive relationships</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Describe the effects of water pollution on health</li><li>• Identify community health issues</li></ul>	



## GRADE 4 HEALTH STANDARDS AND INSTRUCTION GUIDE

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HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Describe how the immune system defends against germs and disease</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Describe the effects of saturated and trans fat on overall health</li><li>Identify a variety of animal and plant-based protein foods</li><li>Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Explain how varying levels of physical activity, rest, and sleep positively and negatively affect mental and physical health</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>Analyze strategies for preventing communicable diseases</li><li>Explain the role of heredity in some chronic diseases</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>Describe healthy coping skills for handling the emotions of loss or grief</li><li>Explain that the development of one's self-concept is an essential ongoing life skill</li><li>Explain how bullying impacts individuals and affects one's health and self-concept</li></ul>	





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		<ul style="list-style-type: none"> <li>Analyze positive strategies for resolving conflict including showing compassion for others</li> </ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Explain the health consequences of not following safety practices for recreational activities</li> <li>Explain the consequences of unsafe Internet use</li> </ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>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</li> <li>Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants and other drugs</li> </ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>Explain the importance of seeking assistance from a trusted adult when in an unsafe or uncomfortable situations</li> <li>Demonstrate effective communication skills</li> <li>Explain why bullying or teasing someone who may have different needs or abilities is inappropriate and can be considered harassment</li> </ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"> <li>Explain the health consequences associated with water pollution</li> <li>Discuss the benefits of volunteering and identify local volunteer opportunities</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>	<b>CORE CONCEPTS</b>	<b>RESOURCES</b>
H.4.3 The student will describe the importance of	<b>Body Systems</b> Examine the structure, function, and	<ul style="list-style-type: none"> <li>Describe the effects of nutrition, personal hygiene, and sleep on the immune system</li> </ul>	



## GRADE 4 HEALTH STANDARDS AND INSTRUCTION GUIDE

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identifying and accessing health resources for personal and community health.	relationships of body systems and their relevance to personal health		
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>• Design snack options that include protein, vegetables and fruit</li><li>• Explain how serving sizes, additives, preservatives, sodium, and added sugar in a variety of foods and beverages along with their effect on health. (e.g., increased vulnerability to disease and obesity)</li><li>• Identify ways to moderate intake of foods high in saturated and trans fats, understanding the role of serving size</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>• Create a plan to meet the daily requirement for physical activity, rest and sleep, using valid and reliable resources</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>• Develop a plan to prevent the spread of communicable diseases</li><li>• Explore methods to reduce risks associated with noncommunicable/chronic diseases</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Describe and identify healthy coping mechanisms and resources (school counselor, nurse, trusted adult) for dealing with loss and grief</li><li>• Describe self-concept (the image we have of ourselves), how it can be influenced by internal and external factors</li><li>• Explain how challenges and successes provide learning experiences to help develop a health self-concept</li></ul>	





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		<ul style="list-style-type: none"><li>• Explain how bullying impacts individuals and affects one's health and self-concept</li><li>• Practice initiating, sustaining, and ending conversations</li><li>• Describe ways to show compassion for others</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Promote safe participation in recreational activities</li><li>• Develop strategies for safe Internet and online gaming use</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances</li><li>• Demonstrate effective refusal skills for situations involving peer pressure to use harmful substance</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others</li><li>• Demonstrate strategies to resolve conflict in a variety of situations</li><li>• Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Identify possible solutions for a community health issue and volunteer opportunities to address the issue</li><li>• Develop strategies to reduce water pollution</li></ul>	



## GRADE 5 HEALTH STANDARDS AND INSTRUCTION GUIDE

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Students in grade five continue to recognize the dignity and self-worth of the human person as a child of God. They will distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They focus on the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify the major structures, functions and importance of the integumentary system</li><li>Describe major structures and functions of eyes and ears</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Define micro- and macronutrients and how the body uses each</li><li>Explain the Recommended Dietary Allowance (RDA) and the concepts of eating in moderation and energy balance in relation to health weight</li><li>Describe the effects of caffeine on the body</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Explain the effects of physical activity, sleep and personal health habits and behaviors on heart health</li><li>Examine the health risks associated with unprotected sun exposure</li><li>Describe hygiene habits that promote good health</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li></li></ul>	



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H.5.1.a The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>Define stress and identify physical and emotional responses caused by stress</li><li>Define positive self-image</li><li>Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.</li></ul>	
H.5.1.b The student will describe ways to prevent common childhood injuries and health problems.	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>Analyze why people choose to follow or not follow safety rules at school</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals</li><li>Explain the connection between mental health and substance</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>Define and describe harassment</li><li>Define cyberbullying and its effect on one's health and well-being</li><li>Identify effective verbal and nonverbal communication skills for resolving conflict situations in school and at home</li><li>Recognize the influence of violence in the media on behaviors</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>Describe the effects of air and noise pollution on health and the environment</li></ul>	



# GRADE 5 HEALTH STANDARDS AND INSTRUCTION GUIDE

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HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Describe the importance of maintaining a healthy integumentary system</li><li>Identify behaviors and environments that can lead to vision and hearing loss</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Explain the Recommended Dietary Allowance (RDA) for macronutrients and micronutrients</li><li>Analyze food labels for a selected meal that meets RDA and energy balance for health</li><li>Identify the influence of making techniques on food and beverage choices (e.g., caffeinated beverages)</li></ul>	
	<b>Physical Health/ Disease Prevention/Health Promotion</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>Review personal health habits that support heart health and the ability to perform various physical activities</li><li>Determine strategies to protect against the harmful effects of the sun</li><li>Explain the importance of personal hygiene for good health (e.g., dental care, hand washing, wearing deodorant, bathing regularly)</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>Identify positive and negative ways to manage stress in a variety of situations. Recognize the importance of developing and maintaining a positive self-image</li><li>Describe the benefits of healthy relationships with family, friends, and other adult mentors</li></ul>	



# GRADE 5 HEALTH STANDARDS AND INSTRUCTION GUIDE

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	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Examine one's role and the role of others in causing or preventing injuries at school</li> </ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused</li> <li>Describe how to get help and assistance with mental health and substance use concerns</li> </ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>Ability to analyze the role of feelings/emotions in conflict resolution situations</li> <li>Describe how to report cyberbullying at school and at home</li> <li>Demonstrate how to show respect for individual differences</li> <li>Describe how to respond to and report harassing behaviors</li> </ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"> <li>Describe strategies to decrease the impact of air quality and noise pollution on body functions and the environment</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>	<b>CORE CONCEPTS</b>	<b>RESOURCES</b>
H.5.3 The student will explain how peers, families, and community groups work together to	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety)</li> </ul>	





## GRADE 5 HEALTH STANDARDS AND INSTRUCTION GUIDE

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promote health, prevent disease, and create a healthy community.		<ul style="list-style-type: none"><li>Describe associated healthcare professionals (e.g., dermatologist, optometrist, ophthalmologist, and audiologist)</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health</li><li>Promote sale and consumption of healthy beverages</li><li>Analyze and interpret information on food packaging, such as Nutrition Fact Labels, ingredient lists, and health claims</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Support family and peers in making positive food, physical activity, and sleep choices that promote heart health</li><li>Identify strategies to protect against the harmful effects of the sun</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions		
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>Practice strategies for managing stress</li><li>Analyze positive and negative influences on self-image (e.g., media, peers)</li><li>Identify healthy activities that students can do with friends and family to build positive relationships</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat	<ul style="list-style-type: none"><li>Promote safety procedures school-wide</li></ul>	





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	injuries		
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs</li><li>• Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Demonstrate effective communication skills to defuse or resolve conflict</li><li>• Describe ways to offer friendship and support to someone who has been cyberbullied</li><li>• Advocate for a caring school environment</li><li>• Practice ways to respond to and report harassing behaviors</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together</li></ul>	



## GRADE 6 HEALTH STANDARDS AND INSTRUCTION GUIDE

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Students in grade six recognize the dignity and self-worth of the human person as a child of God. Students will develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<b>H.6.1</b> The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra)</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Compare the Recommended Daily Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females</li><li>Explain ingredients in foods that may cause an allergic reaction</li></ul>	
	<b>Physical Health/Disease Prevention &amp; Health Promotion</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"><li>Describe causes of heart disease, cancer, and diabetes</li><li>Identify a variety of immunizations and vaccines available to prevent communicable disease and illness</li><li>Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices</li><li>Describe persuasive tactics used by various types of media</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>Differentiate between proper use and misuse of prescription and nonprescription medications</li><li>Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs</li><li>Define addiction and substance use disorder</li></ul>	



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		<ul style="list-style-type: none"> <li>Identify different types of opioids</li> <li>Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use</li> </ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities</li> <li>Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings</li> <li>List types and purposes of school safety drills</li> </ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"> <li>Define body image and explain the importance of having a positive body image</li> <li>Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills)</li> <li>Define mental health and describe what it means to be mentally healthy</li> <li>Describe personal strengths and areas for growth.</li> <li>Identify potential positive and negative responses to stress and criticism</li> <li>Explain the importance of personal boundaries for physical, emotional, and social health</li> </ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>Analyze the role of emotions and media influences on conflict and violence.</li> <li>Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists</li> </ul>	



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		<ul style="list-style-type: none"> <li>Explain what a gang is and identify gang-related behaviors</li> </ul>	
	<b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"> <li>Assess environmental health and safety issues in the community</li> <li>Recognize that all individuals have a responsibility to protect and preserve the environment</li> </ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES		RESOURCES
<b>H. 6.2</b> The student will describe the influence of family, peers, and media on personal health decisions.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Describe the importance of proper hydration to support renal function</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks</li> <li>Interpret information on a food label to identify a food product that may cause an allergic reaction</li> </ul>	
	<b>Physical Health/Disease Prevention/Health Promotion</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"> <li>Identify strategies to prevent heart disease, cancer, and diabetes</li> <li>Describe the impact of immunizations and vaccines on individuals and others</li> <li>Explain the impact of external influences (e.g., family, peers, screen time, social media) on personal health choices</li> <li>Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products</li> </ul>	



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<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices</li><li>• Identify the benefits of a smoke and tobacco/nicotine-free environment</li><li>• Describe characteristics of substance use disorder</li><li>• Differentiate between legal and illegal drugs that fall into the opioid category</li><li>• Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs</li></ul>	
<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury</li><li>• Use a decision-making process to determine when medical assistance is needed.</li><li>• Describe the consequences of not following school safety drill procedures</li></ul>	
<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Describe how culture, media, and other external factors influence perceptions about body image</li><li>• Explain the importance of understanding the feelings and perspectives of others</li><li>• Identify protective and risk factors for mental illnesses and challenges</li><li>• Describe strategies to work through adversity and challenges</li><li>• Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health</li><li>• Identify ways to set and communicate personal boundaries and how to respect the boundaries of others</li></ul>	





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	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>• Explain methods to reduce violence and peacefully resolve conflict</li> <li>• Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying</li> <li>• Explain the importance of friends or adult mentors in avoiding gang involvement</li> </ul>	
	<b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"> <li>• Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment</li> <li>• Create and monitor progress toward a personal goal, service learning, or group project to protect the environment</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>		<b>RESOURCES</b>
<b>H.6.3</b> The student will develop personal strategies and skills for personal, social, and community health.	<b>Body Systems</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>• Describe strategies to promote renal health</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>• Create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients</li> <li>• Promote the understanding of the impact of food allergies on individuals</li> </ul>	
	<b>Physical Health/Disease Prevention/Health Promotion:</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions. Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"> <li>• Promote strategies to prevent heart disease, cancer, and diabetes</li> <li>• Identify strategies to reduce illness at home and at school</li> <li>• Monitor personal progress toward physical activity, nutrition, and sleep goals</li> </ul>	



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		<ul style="list-style-type: none"><li>Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications</li><li>Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments</li><li>Describe the types of support available at school and in the community for substance use disorders</li><li>Describe the dangers of opioids in the home and the community impact of the national opioid epidemic</li><li>Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment</li><li>Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings</li><li>Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>Analyze the influence of media on issues related to body image</li><li>Demonstrate ways to show respect for individual differences, opinions, and beliefs</li></ul>	



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		<ul style="list-style-type: none"><li>• Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges</li><li>• Ability to set and monitor a personal goal to address one area of growth</li><li>• Ability to create a plan to manage stress</li><li>• Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Practice ways to resolve conflict peacefully</li><li>• Evaluate a plan to prevent or manage the effects of bullying and cyberbullying</li><li>• Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Identify careers and professions associated with environmental health</li><li>• Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues</li></ul>	



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Students in grade seven generate and choose positive alternatives to risky behaviors (responsible decision making). They use skills to resist peer pressure (relationship skills) and manage stress and anxiety (self-management). Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity (self-awareness). Students exhibit a healthy lifestyle, interpret health information, and promote good health.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.7.1 The student will identify and explain essential health concepts to understand personal health.	<b>Body Systems:</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify and describe the major structures and functions of the circulatory system</li></ul>	
	<b>Nutrition:</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Describe the value of nutrient-dense foods</li><li>Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber</li><li>Identify decision-making steps for selecting healthy foods and beverages</li><li>Explain how allergens cause an allergic reaction</li></ul>	
	<b>Physical Health:</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Explain the concept of active transportation (e.g., walking, biking)</li></ul>	
	<b>Disease Prevention &amp; Health Promotion:</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"><li>Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance</li><li>Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia</li><li>Describe how the school and community can impact personal health practices and behaviors (e.g. available services, recreation, etc.)</li><li>Define public health and identify government agencies and community services that provide consumer protections for health products and services</li></ul>	



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	<b>Substance Abuse Prevention:</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>• Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products</li><li>• Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors</li><li>• Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs)</li></ul>	
	<b>Safety &amp; Injury Prevention:</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>• Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills:</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Define disordered eating. Describe types of eating disorders, as well as their warning signs, risk factors, and protective factors</li><li>• Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression</li><li>• Describe situations that can cause a range of emotions and feelings and describe how to recognize these feelings and emotions and predict how long they may last</li><li>• Identify the body's physical and psychological responses to stress</li><li>• Identify the characteristics of healthy interpersonal relationships</li><li>• Identify healthy verbal, nonverbal, written, and visual communication</li><li>• Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings</li></ul>	





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	<p><b>Violence Prevention:</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety</p>	<ul style="list-style-type: none"> <li>List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate</li> <li>Describe the role of empathy in preventing bullying and cyberbullying</li> <li>Explain the myths and facts about gangs and gang-related behaviors</li> </ul>	
	<p><b>Community Health:</b> Describe ways in which school and community environments can promote personal health</p>	<ul style="list-style-type: none"> <li>Describe human behaviors that contribute to air, water, soil, and noise pollution</li> </ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
<p>H. 7.2 The student will use decision-making skills to promote health and personal wellness.</p>	<p><b>Body Systems:</b> Examine the structure, function, and relationships of body systems and their relevance to personal health</p>	<ul style="list-style-type: none"> <li>Describe how healthy food choices and physical activity keep the circulatory system healthy</li> </ul>	
	<p><b>Nutrition:</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health</p>	<ul style="list-style-type: none"> <li>Analyze the effects of nutrition on daily performance (i.e., mind and body)</li> <li>Identify and use a decision-making process to evaluate daily food intake and nutritional requirements</li> <li>Explain how allergens can cause an allergic reaction, discuss the concept of an allergy-free zone</li> <li>Explain the cognitive and physical benefits of eating a healthy breakfast</li> </ul>	
	<p><b>Physical Health:</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions</p>	<ul style="list-style-type: none"> <li>Analyze the physical and mental health benefits of active transportation</li> </ul>	
	<p><b>Disease Prevention &amp; Health Promotion:</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health</p>	<ul style="list-style-type: none"> <li>Compare current personal sleep and rest habits with recommended guidelines for teenagers</li> <li>Describe ways to prevent weather- or climate-related physical</li> </ul>	



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	care information to make decisions	<p>environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia</p> <ul style="list-style-type: none"> <li>Identify resources in the community that are dedicated to promoting health</li> <li>Identify state and federal laws that provide consumer protections</li> </ul>	
	<b>Substance Abuse Prevention:</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>Understand that addiction is a compulsive physiological need for and use of a habit-forming substance</li> <li>Explain the purpose of the Food and Drug Administration (FDA) and differentiate between FDA-approved and non-FDA-approved substances</li> <li>Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs</li> </ul>	
	<b>Safety &amp; Injury Prevention:</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Explain the importance of recognizing harmful and risky behaviors related to personal safety</li> </ul>	
	<b>Mental Wellness/Social and Emotional Skills:</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"> <li>Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health</li> <li>Explain how empathy, compassion, and acceptance of others support healthy relationships</li> <li>Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity</li> <li>Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support</li> <li>Describe the relationship between healthy communication skills and healthy relationships</li> <li>Describe the warning signs, risk factors, and protective factors for eating disorders</li> <li>Explain when mental illnesses and mental challenges require</li> </ul>	



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		support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities)	
	<b>Violence Prevention:</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>• Explain how violence, bullying, and harassment affect personal health and school safety</li> <li>• Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying</li> <li>• Explain why people may join gangs, including the relationship between self-image and gang-related behaviors</li> </ul>	
	<b>Community Health:</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"> <li>• Explain how environmental health is essential to personal and community health</li> </ul>	
ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.7.3 The student will promote healthy schools, families, and communities.	<b>Body Systems:</b> Examine the structure, function, and relationships of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>• Promote strategies for maintaining a healthy circulatory system</li> </ul>	
	<b>Nutrition:</b> Identify and explain healthy eating strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>• Encourage nutrient-dense food choices at home, at school, and in restaurants</li> <li>• Educate peers and family members on the importance of eating a healthy breakfast and being physically active</li> <li>• Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events</li> <li>• Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones</li> </ul>	



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	<b>Physical Health:</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"> <li>Design and promote safe walking and bike routes to and from school or another location in the community</li> </ul>	
	<b>Disease Prevention &amp; Health Promotion:</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"> <li>Engage family to create a personal plan to meet recommended guidelines for sleep and rest</li> <li>Determine strategies to protect against the harmful effects of the sun, heat, and cold</li> <li>Define public health and describe the associated health and medical careers and the training required for these occupations</li> <li>Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices</li> </ul>	
	<b>Substance Abuse Prevention:</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>Identify ways to participate in school and community efforts to promote a drug-free lifestyle</li> <li>Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs</li> <li>Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills)</li> </ul>	
	<b>Safety &amp; Injury Prevention:</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online</li> </ul>	
	<b>Mental Wellness/Social and Emotional Skills:</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"> <li>Develop achievable goals for handling stressors in healthy ways</li> <li>Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships</li> <li>Promote strategies for coping with disappointment and adversity</li> </ul>	



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		<ul style="list-style-type: none"><li>• Promote help-seeking for mental health concerns</li><li>• Demonstrate healthy verbal, nonverbal, written, and visual communication skills</li><li>• Identify school and community resources for help and support with eating disorders</li><li>• Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges</li></ul>	
	<b>Violence Prevention:</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement</li><li>• Create a campaign to prevent/stop bullying or cyberbullying</li><li>• Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement</li></ul>	
	<b>Community Health:</b> Describe ways in which school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Demonstrate ways to conserve and promote the conservation of natural resources</li></ul>	





## GRADE 8 HEALTH STANDARDS AND INSTRUCTION GUIDE

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Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks (self-awareness and social awareness). They begin to relate short-and long-term consequences of health choices (responsible decision making) and apply health skills to specific personal, family, and community health concerns (self-management, responsible decision making, and relationship skills). Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.	<b>Body Systems</b> Examine the structure, function, and relationship of body systems and their relevance to personal health	<ul style="list-style-type: none"><li>Identify and describe the major structure and functions of the brain and nervous system and identify brain and nervous system disorders</li></ul>	
	<b>Nutrition</b> Identify and explain healthy eating, strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"><li>Determine the nutrients needed for proper brain function</li><li>Examine the health risk posed by food contaminants during food preparation and food storage</li><li>Identify the nutritional impact of disordered eating</li><li>Compare health benefits and risk associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages</li></ul>	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Evaluate the physical, mental, and social health benefits of physical activity</li></ul>	



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	<b>Disease Prevention and Health Promotion</b> Understand preventative health behaviors, and how to access and evaluate health care information to make decisions	<ul style="list-style-type: none"><li>● Explain the difference between rest, sleep, sleep deprivation, and sleep debt</li><li>● Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>● Describe short-term and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine</li><li>● Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationship and behavior</li></ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"><li>● Explain the need for school safety drills and procedures. Identify risky behaviors associated with Internet use, online gaming, and social media use. Identify the benefits and risks of social media</li><li>● Describe how to assess levels of stress based on physical and psychological responses. List the skills and strategies for refusal and negotiations</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>● Describe characters of healthy and unhealthy relationships, including establishing and communicating boundaries</li><li>● Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide</li><li>● Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community)</li></ul>	



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		<ul style="list-style-type: none"> <li>Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist)</li> </ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"> <li>Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations</li> <li>Identify the consequences of weapon use, physical violence, and gang involvement</li> </ul>	
	<b>Community/Environmental Health</b> The students explain the environmental impact on health	<ul style="list-style-type: none"> <li>Define and describe renewable resources and sustainable energy</li> </ul>	
HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.8.2 The student will apply health concepts and skills to the management of personal and family health.	<b>Body Systems</b> Examine the structure, function, and relationship of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Describe ways to maintain brain and nervous systems health</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating, strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>Explain how nutrients contribute to brain function.</li> <li>Describe food safety techniques (proper handling, cross contamination, and food storage)</li> <li>Analyze the impact of society's eating habits and attitudes towards weight and body size.</li> <li>Evaluate the accuracy of claims about trending diets,</li> </ul>	



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		dietary supplements, and popular beverages	
	<b>Physical Health</b> Obtain, process, and understand basic physical activity information needed to make health promoting decisions	<ul style="list-style-type: none"><li>Assess the health risk of a sedentary lifestyle</li></ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"><li>Identify sleep hygiene strategies to support recommendation for optimal sleep</li><li>Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases</li></ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"><li>Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs</li><li>Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescriptions opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate)</li></ul>	



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	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries.	<ul style="list-style-type: none"><li>• Explain the potential consequences of following and not following safety protocols for school drills.</li><li>• Explain the role of decision making when faced with potentially situation harmful situations when using the Internet, online gaming, and social media.</li><li>• Develop strategies to assess and manage the effects of social media use. Identify personal stress-management skills that help respond to different kinds of stress.</li><li>• Identify personal stress-management skills that help respond to different kinds of stress</li><li>• Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.</li></ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"><li>• Explain the importance of developing relationships that are positive and promote wellness</li><li>• Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance</li><li>• Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges</li><li>• Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers)</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Explain the effects of bullying on individuals, including vulnerable populations.</li><li>• Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.</li></ul>	





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	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health.	<ul style="list-style-type: none"> <li>Explain how humans and the environment are interdependent.</li> </ul>	
<b>ADVOCACY AND HEALTH PROMOTION</b>	<b>CURRICULUM GUIDELINES</b>	<b>CORE CONCEPTS</b>	<b>RESOURCES</b>
H.8.3 The students will undertake health-promotion activities that demonstrate an understanding of relationships between nutrition, physical activity, and emotional and physical health.	<b>Body Systems</b> Examine the structure, function, and relationship of body systems and their relevance to personal health	<ul style="list-style-type: none"> <li>Design strategies to protect and promote brain and nervous system health</li> </ul>	
	<b>Nutrition</b> Identify and explain healthy eating, strategies for enhancing and maintaining personal health	<ul style="list-style-type: none"> <li>Create a plan to make healthy food choices, including fruits and vegetables, increasing water and healthy beverage choices</li> <li>Create strategies to promote food safety at home. Identify and promote resources for help/assistance with disordered eating</li> <li>Develop factual advertising to help family and peer evaluate healthy food and beverage choices.</li> </ul>	



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	<b>Physical Health</b> Obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions.	<ul style="list-style-type: none"> <li>Create environmental design solutions that promote physical and mental health</li> </ul>	
	<b>Disease Prevention/Health Promotion</b> Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	<ul style="list-style-type: none"> <li>Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success</li> <li>Design a plan of action with short-and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions</li> </ul>	
	<b>Substance Abuse Prevention</b> Understand the difference between use and misuse of different substances and their impact on health	<ul style="list-style-type: none"> <li>Design persuasive advertising to eliminate drug use</li> <li>Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder</li> </ul>	
	<b>Safety/Injury Prevention</b> Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	<ul style="list-style-type: none"> <li>Develop a personal action plan during an emergency for a variety of locations outside of school (e.g., shopping areas, recreation areas)</li> <li>Develop appropriate personal guidelines for online gaming and social media use.</li> <li>Practice and promote stress-management skills</li> <li>Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk</li> </ul>	
	<b>Mental Wellness/Social and Emotional Skills</b> Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	<ul style="list-style-type: none"> <li>Ability to develop safe, respectful, and responsible relationships</li> <li>Identify and recognize family, school, and community resources for helping oneself and others with mental health needs</li> </ul>	



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		<ul style="list-style-type: none"><li>• Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges</li><li>• Promote the availability of school and community mental health resources</li></ul>	
	<b>Violence Prevention</b> Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	<ul style="list-style-type: none"><li>• Recommend strategies to prevent, safely defend oneself and others, or get help with bullying</li><li>• Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement</li></ul>	
	<b>Community/Environmental Health</b> Describe ways in which safe and healthy school and community environments can promote personal health	<ul style="list-style-type: none"><li>• Analyze opportunities for community service and advocacy for policies that promote environmental health</li></ul>	