

3rd-5th HEALTH UNITS

| 3rd Grade | 4th Grade | 5th Grade |
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| <p>SEPTEMBER-OCTOBER <i>Personal Growth and Development</i> *Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>OCTOBER-NOVEMBER <i>Emotional Health:</i> <i>MANDATE: CASEL Standards</i> *Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety) *Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance</p> <p>NOVEMBER-DECEMBER <i>Social and Sexual Health</i> *Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. *Describe how families can share common values, offer emotional support, and set boundaries and limits</p> <p>DECEMBER-JANUARY <i>Safety</i> <i>Accident and Fire Prevention</i> <i>Gang Violence Prevention</i> <i>Holocaust Law</i> *Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>JANUARY-FEBRUARY <i>Nutrition</i> <i>SEL</i> *Explain how healthy eating provides energy, helps to</p> | <p>SEPTEMBER-OCTOBER <i>Safety</i> *Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) *Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>OCTOBER-NOVEMBER <i>Health Conditions, Diseases, and Medicine</i> <i>Cancer Awareness</i> <i>Lyme Disease Prevention</i> *Identify conditions that may keep the human body from working properly, and the ways in which the body responds *Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) *Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</p> <p>NOVEMBER-JANUARY <i>Dependency, Substance Disorder, and Treatment</i> *Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. *Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem *Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health *Identify the various types of resources that are available in the community and</p> | <p>SEPTEMBER-NOVEMBER <i>Alcohol, Tobacco, and Other Drugs</i> <i>Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</i> *Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) *Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, and other drugs, and non-prescribed cannabis products *Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>NOVEMBER-JANUARY <i>Community Health Services and Support</i> <i>LGBT and Disabilities Law (Disabilities Law highlighted within the unit)</i> *Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. *Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)</p> <p>JANUARY-MARCH <i>Safety</i> <i>Sexual Abuse and Assault Awareness and Prevention Education Mandate</i> <i>Sexual Assault Prevention Mandate</i> <i>Domestic Violence Education Mandate</i> *Develop strategies to safely communicate through digital media with respect. *Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> |

maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

*Create a healthy meal based on nutritional content, value, calories, and cost.

*Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

MARCH-MAY

Dependency, Drug Disorder, and Treatment

*Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

*Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem

*Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs

*Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)

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FEBRUARY-MARCH

Emotional Health

CASEL Standards

*Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors

*Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others

APRIL-MAY

Social and Sexual Health

*Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics

*Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

*Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

*Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

APRIL-MAY *Units 1, 2, and 3 will be taught in one big unit in which students are able to opt out.*****

Personal Growth and Development

Mental Health & LGBT

*Examine how the body changes during puberty and how these changes influence personal self-care.

*Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

*Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

*Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

APRIL-MAY

Pregnancy and Parenting

Sexual Abuse, Assault Awareness and Prevention Education Mandate

*Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

*Explain the relationship between sexual intercourse and human reproduction.

APRIL-MAY

Social and Sexual Health

LGBT & Disabilities Law

*Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race,

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| | | <p>ethnicity, socio-economic status, differing ability, immigration status, family configuration</p> <p>*Differentiate between sexual orientation and gender identity</p> <p>*Describe gender-role stereotypes and their potential impact on self and others.</p> |
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K & 6th Grade HEALTH UNITS

| <i>Kindergarten</i> | <i>6th Grade</i> |
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| <p><i>Unit 1 Personal Growth and Development</i> *Explore how activity helps all human bodies stay healthy.</p> <p>*Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth.)</p> <p><i>Unit 2 Pregnancy and Parenting:</i> *Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)</p> <p><i>Unit 3 Emotional Health</i> *Identify what it means to be responsible and list personal responsibilities</p> <p>*Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)</p> <p><i>Unit 4 Social and Sexual Health</i> *Identify basic social needs of all people</p> <p>*Determine factors that contribute to healthy relationships</p> <p>*Explain healthy ways for friends to express feelings for and to one another.</p> <p>*Define bullying and teasing and explain why they are wrong and harmful.</p> <p><i>Unit 5 Community Health and Support</i> *Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>*Determine where to access home, school, and community health professionals.</p> | <p><u>WEEK 1</u> <i>Personal Growth and Development</i> *Explain how appropriate health care can promote personal health. *Analyze how genetics and family history can impact personal health.</p> <p><u>WEEK 2</u> <i>Emotional Health</i> <i>LGBT & Disabilities</i> <i>Accident and Fire Prevention</i> *Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). *Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p><u>WEEK 3</u> <i>Social and Sexual Health</i> <i>Domestic violence</i> *Demonstrate communication skills that will support healthy relationships. *Compare and contrast the characteristics of healthy and unhealthy relationships. *Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p><u>WEEK 4</u> <i>Community Health and Support</i> *Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. *Collaborate with other students to develop a strategy to address health issues related to climate change.</p> |

Unit 6 Nutrition

*Explore different types of foods and food groups

*Explain why some foods are healthier to eat than others

*Differentiate between healthy and unhealthy eating habits.

Unit 7 Personal Safety

*Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

*Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicles, water, weather safety.)

*Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)

*Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol)

Unit 8 Health Conditions, Diseases, and Medicines

*Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illness, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate for various weather conditions)

Unit 9 Alcohol, Tobacco, and other Drugs

*Explain what medicines are, how they are used, and the importance of utilizing medicines properly

*****Students will demonstrate the ability to identify different emotions. Students will demonstrate an understanding of appropriate responses to anger and conflicts.**

*****Students will identify properly washing hands as the best defense against the spread of germs. Students will demonstrate the ability to identify proper personal hygiene practices (i.e. bathing, washing clothes, and brushing hair). Students will demonstrate the ability to properly wash their hands**

*****Students will demonstrate an understanding of the growth that has taken place from their birth to present**

Students will demonstrate the ability to identify plants and animals as our food source.

*Analyze difficult situations that might lead to feelings of sadness, anxiety, or depression and identify individuals, agencies or places in the community where assistance may be available.

WEEK 5

Nutrition

MENTAL HEALTH

*Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

WEEK 6

Unit 7 Personal Safety

CONSENT

SEXTING

*Define sexual consent and sexual agency.

*Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

*Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

WEEK 7

Pregnancy and Parenting:

*Predict challenges that may be faced by adolescent parents and their families.

WEEK 8

Health Conditions, Diseases, and Medicines

CANCER

LYME DISEASE

*Explain how the immune system fights disease.

*Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

WEEK 9

Alcohol, Tobacco, and other Drugs

Sexual Abuse and assault awareness and prevention education

Sexual Assault Prevention

*Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

*Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Students will demonstrate the ability to differentiate between foods that come from plants, and those that come from animals

***Students will demonstrate the ability to identify medicines as drugs that are used to help people who are sick.

WEEK 10

Dependency, Substances Disorder, and Treatment

*Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

*Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.