

OAHPERD Model Health Education Curriculum

Grades 3-5: Learning Outcomes

Content Area Key

ATOD	Alcohol, Tobacco, and Other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Alcohol, Tobacco, and Other Drug Prevention (ATOD)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 2em; text-align: center;">3</p> <p style="text-align: center;">ATOD</p>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain the benefits of medicines when used correctly. 2. Explain how to use medicines correctly. 3. Describe potential risks associated with inappropriate use of over-the-counter medicines. 4. Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping). 5. Describe the benefits of abstaining from tobacco use or other nicotine products (vaping). 6. Explain the short- and long-term physical effects of being exposed to others' tobacco use.
	<p>2: Analyzing Influences</p> <p>Students will analyze the influence of family, peers, community, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Identify relevant influences of community on nicotine delivery (vaping) and tobacco practices and behaviors. (<i>e.g., laws, etc.</i>) 2. Describe how relevant influences of family affect nicotine delivery (vaping) and tobacco practices and behaviors. (<i>e.g., family smokers, family non-smokers {vaping, too}, etc.</i>) 3. Describe how relevant influences of peers affect nicotine delivery (vaping) and tobacco practices and behaviors. (<i>e.g., peer pressure, group norms that enhance healthy behaviors</i>)
	<p>5: Decision-making Skills</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to medicines (including prescription drugs) or tobacco/ nicotine delivery products. (<i>e.g., vaping</i>) 2. Identify options and their potential outcomes when making a decision related to medicines (including prescription drugs) or tobacco/ nicotine delivery products. (<i>e.g., vaping</i>)

		<ol style="list-style-type: none"> 3. Choose a healthy option when making a decision about medicines (including prescription drugs) or tobacco/ nicotine delivery products. (<i>e.g., vaping</i>) 4. Describe the final outcome of a decision about medicines (including prescription drugs) or tobacco/ nicotine delivery products. (<i>e.g., vaping</i>)
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Grade 4	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 2em; text-align: center;">4</p> <p style="font-size: 1.5em; text-align: center;">ATOD</p>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 2. Identify negative short- and long-term physical, social, emotional effects of alcohol use.
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective refusal skills to avoid alcohol and other drug use. (<i>e.g., Say, "No" firmly, repeat: give reason, excuse or state the probable consequences; change the subject or suggest an alternative</i>)
	<p>5: Decision-making Skills</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to medicines or alcohol (including prescription drugs). 2. Identify options and their potential outcomes when making a decision related to medicines or alcohol (including prescription drugs). 3. Choose a healthy option when making a decision about medicines or alcohol (including prescription drugs). 4. Describe the final outcome of a decision about medicines or alcohol (including prescription drugs).

Grade 5	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p> <p style="text-align: center; font-weight: bold;">ATOD</p>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 2. Explain the difference between medicines and illicit drugs. 3. Describe how to support family and friends who are trying to stop misuse and abuse of drugs.
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol. 2. Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol or other drug use. 3. Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or other drugs.
	<p>8: Advocacy Skills</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Give factual information about the benefits of being alcohol- and other drug-free (including prescription drugs). 2. State personal beliefs about the dangers related to alcohol and other drug use. 3. Demonstrate how to persuade others to be alcohol- and other drug-free (including prescription drugs).

Healthy Eating (HE)

Grade	Standard (NHES #/ description)	Content Area Indicator
3 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	1: Functional Knowledge 1. Name the food groups and variety of nutritious food choices for each food group. 2. Identify the amount of food from each food group that a child needs daily. 3. Explain the importance of eating a variety of foods from all the food groups. 4. Describe the benefits of eating plenty of fruits and vegetables.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors 1. Describe practices that encourage healthy eating behaviors (e.g. eat a variety of healthy foods, eat plenty of fruits and vegetables). 2. Make a commitment to practice healthy eating behaviors.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	1: Functional Knowledge 1. Describe the benefits of drinking plenty of water. 2. Identify alternate sources of fat (e.g., unsaturated fats and oils.) 3. Identify foods that are high in added sugars. 4. Identify foods that are high in sodium. 5. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
	2: Analyze Influences Students will analyze the influence of family, peers, culture , media, technology and other factors on health behaviors.	2: Analyze Influences 1. Describe how relevant influences of family, peers and culture affect personal food choices and other eating practices and behaviors.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources 1. Describe characteristics of accurate nutrition information. (e.g., <i>food nutrition labels</i>) 2. Describe characteristics of appropriate and reliable nutrition information. (e.g., <i>identify validity [truthfulness]; locate resources; analyze for validity {Is source truthful?}</i>)
	7: Practicing Healthy Behaviors	7: Practicing Healthy Behaviors 1. Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

	Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	
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Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	1: Functional Knowledge <ol style="list-style-type: none"> 1. Describe the benefits of healthy eating. 2. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. 3. Explain the benefits of eating breakfast every day. 4. Describe methods to keep food safe from harmful germs (<i>e.g., washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.</i>). 5. Explain the concept of eating in moderation.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Set a realistic personal goal related to improve healthy eating behaviors. 2. Identify resources that can help achieve a personal goal to improve healthy eating behaviors. (<i>e.g., who can help you; what you need to achieve the goal</i>) 3. Track progress toward achieving a personal goal to improve healthy eating behaviors.

Healthy Relationships (HR)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Identify characteristics of healthy relationships. 2. Describe the benefits of healthy family relationships. 3. Identify characteristics of a responsible family member.
	2: Analyze Influences Students will analyze the influence of family, peers, culture , media, technology and other factors on health behaviors.	2: Analyze Influences 1. Identify relevant influences of peers on relationships. 2. Identify relevant influences of culture on relationships. 3. Analyze the positive and negative effects of peers and culture on relationships.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills 1. Give factual information to improve or maintain healthy relationships with others. (<i>e.g., with friends, family, etc.</i>) 2. State personal beliefs to improve or maintain healthy relationships with others. 3. Demonstrate how to persuade others to improve or maintain healthy relationships with others

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Describe characteristics of healthy relationships. 2. Describe the benefits of healthy peer relationships.
	2: Analyze Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyze Influences 1. Describe how relevant influences of media and technology affect personal relationships. (<i>e.g., social media, internet</i>) 2. Analyze the positive and negative effects of media and technology on healthy relationships.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors 1. Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another. 2. Make a commitment to practice healthy mental and emotional health behaviors. (<i>e.g., a classroom pledge to treat classmates with kindness and respect, etc.</i>)

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Analyze the characteristics of healthy vs. unhealthy relationships. 2. Describe personal characteristics related to gender expression and gender roles that make people different from one another. 3. Summarize why it is wrong to tease or bully others based on personal characteristics (such as appearance, mannerisms)
	2: Analyze Influences Students will analyze the influence of family, peers , culture, media , technology and other factors on health behaviors.	2: Analyze Influences 1. Describe how relevant influences of media, peers, and technology affect personal relationships. 2. Analyze the positive and negative effects of media, peers, and technology on healthy relationships.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills 1. Identify situations which need a health-related decision related to relationships. 2. Decide when help is needed and when it is not needed to make a healthy decision related to relationships. 3. Identify options/possible choices and their potential outcomes when making a health-related decision related to relationships. (e.g., Is it safe, legal and respectful of others?) 4. Choose a healthy option when making a healthy decision about relationships. 5. Describe the potential final outcome of a health-related decision about relationships.

Human Growth and Development (HGD)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Explain how the body is changing physically and emotionally. 2. Describe how individuals develop physically at different rates.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors 1. Make a commitment to respect individual differences. (<i>e.g., height, weight, other body change or individual differences that occur as a person grows and gets older</i>) .

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Describe basic male and female reproductive body parts and their functions. 2. Describe the physical, social, and emotional changes that occur during puberty. 3. Explain how puberty and development can vary greatly and still be “normal.”
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships. (<i>e.g., asking for help with puberty changes and how to begin conversations about puberty with trusted adults.</i>)

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<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">HGD</p>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge 1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Describe hygiene practices related to puberty. 2. Describe the physical, social, and emotional differences related to puberty.
	<p>3: Accessing Valid Resources</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Valid Resources</p> <ol style="list-style-type: none"> 1. Demonstrate how to locate sources of accurate health information and products related to hygiene.
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to verbally express empathy and compassion toward peers who are at a different stage of puberty from oneself.

Mental and Emotional Health (MEH)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 MEH	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Identify characteristics of a mentally and emotionally healthy person. 2. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). 3. Describe the relationship between feelings and behavior. 4. Identify role models who demonstrate positive emotional health. 5. Describe appropriate ways to express and deal with emotions.
	<p>3: Accessing Valid Resources</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Valid Resources</p> <ol style="list-style-type: none"> 1. Explain how to locate school and community resources to help with mental and emotional health. (e.g., <i>school counselor, etc.</i>)
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (e.g., <i>basic communication skills: clearly state situation; culturally appropriate eye contact; body language matches words; listen attentively to adult's response, etc.</i>) 2. Describe how to effectively communicate care and concern for others. (e.g., <i>empathy, kindness, etc.</i>)
Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 MEH	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Describe short-term and long-term effects of stress. 2. Identify personal stressors at home, in school, and with friends. 3. Explain positive and negative ways of managing stress and anxiety. 4. Identify characteristics of someone who has self-respect. 5. Explain the importance of talking with parents and other trusted adults about feelings.
	<p>3: Accessing Valid Resources</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Valid Resources</p> <ol style="list-style-type: none"> 1. Describe characteristics of trustworthy mental and emotional health resources. (e.g., <i>compare differences in: .com, .org, and .gov; how to identify fact from opinion; whether resource is current; whether claims realistic; whether other resources have same information</i>)

		2. Demonstrate how to locate accessible sources of accurate mental and emotional health information. <i>(e.g., give specific, age-appropriate mental and emotional websites for them to evaluate, using characteristics of trustworthy resources.)</i>
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors 1. Demonstrate healthy stress management skills. <i>(e.g., time management; listening to relaxing music; muscle isolation exercises, etc.)</i>
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills 2. Give factual information to improve or maintain healthy relationships with others. <i>(e.g., with friends, family, etc.)</i> 3. State personal beliefs to improve or maintain healthy relationships with others. 4. Demonstrate how to persuade others to improve or maintain healthy relationships with peers. <i>(e.g., using kindness resources selected by teacher, students design a Kindness Week Campaign, etc.)</i>

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Identify feelings and emotions associated with loss and grief. 2. Describe healthy ways to express friendship and concern. 3. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. 4. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources 1. Describe characteristics of accurate mental and emotional health information. 2. Describe characteristics of appropriate and trustworthy mental and emotional health services. 3. Demonstrate how to locate accurate mental and emotional health resources.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate how to be empathetic and compassionate toward others. <i>(e.g. listen and observe feelings; connect with the person by recalling a moment where you experienced a similar situation or felt the same emotion; put yourself in other people's shoes and think about how you would feel in that situation; ask the person, "How are you feeling?"; demonstrate your support through encouraging words or simple actions.)</i>

		2. Demonstrate active listening skills. (<i>e.g., stop what you are doing; look at speaker; attentive body language; no interrupting; paraphrase what you heard</i>)
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Personal Health and Wellness

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge <ol style="list-style-type: none"> 1. Explain the difference between infectious diseases and non-infectious diseases. 2. Describe ways that common infectious diseases are transmitted. 3. Describe ways to prevent the spread of germs that cause infectious diseases. (<i>e.g., hand washing and covering a cough and sneeze</i>) 4. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. 5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 6. Describe the importance of seeking help and treatment for common infectious diseases.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Set a realistic goal to improve or maintain personal health and wellness. 2. Track progress to achieving the goal to improve or maintain personal health and wellness. 3. Identify resources that can help achieve a goal to improve or maintain personal health and wellness.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> 1. Give factual information to improve or maintain personal health and wellness. (<i>e.g., a personal health & wellness behavior related to their goal; washing hands and/or cough and sneeze.</i>) 2. State personal beliefs to improve or maintain physical health and wellness of others. 3. Demonstrate how to persuade others to make positive physical health and wellness choices.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 48pt; text-align: center;">4</p> <p style="font-size: 24pt; text-align: center;">PHW</p>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain why sleep and rest are important for proper growth and good health. 2. Explain how hearing can be damaged by loud sounds. 3. Explain how vision can be damaged. 4. Describe ways to prevent vision or hearing damage. 5. Describe ways to prevent harmful effects of the sun.
	<p>6: Goal Setting Skills</p> <p>Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>6: Goal Setting Skills</p> <ol style="list-style-type: none"> 1. Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness. (<i>e.g., vision protection, hearing protection, sun protection</i>) 2. Track progress to achieving the goal to improve or maintain information to improve or maintain personal health and wellness. 3. Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.
	<p>8: Advocacy Skills</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 5. Give factual information to improve or maintain personal health and wellness. (<i>e.g., a personal health & wellness behavior related to their goal</i>) 6. State personal beliefs to improve or maintain personal health and wellness of others. 7. Demonstrate how to persuade others to make positive personal health and wellness choices.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Explain the difference between infectious diseases and non-infectious diseases. 2. Explain how health is an individual’s personal responsibility. 3. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. 4. Explain that HIV is not easily transmitted like other common infectious diseases. 5. Summarize the ways HIV can be transmitted.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences 1. Describe how relevant influences of media and technology affect personal health and wellness practices and behaviors. (<i>e.g., advertising</i>)
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills 1. Give factual information in a school campaign to prevent an infectious disease. (<i>e.g., flu prevention campaign, etc.</i>) 2. State personal beliefs to improve the personal health and wellness of others. 3. Demonstrate how to persuade others to make personal health and wellness choices.

Safety (S)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 S	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Identify ways to reduce risk of injuries while riding in a motor vehicle. 2. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. 3. Identify ways to reduce risk of injuries in case of a fire. 4. Identify ways to reduce risk of injuries around water. 5. Explain why household products are harmful if ingested or inhaled.
	<p>2: Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Identify relevant influences of family and culture on safety and injury prevention practices and behaviors. 2. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
	<p>5: Decision-making Skills</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. 4. Choose a healthy option when making a decision related to safety and injury prevention.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 S	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain how injuries can be prevented. 2. List examples of dangerous or risky behaviors that might lead to injuries. (<i>e.g., finding a gun, weapon, unknown or dangerous substance, and other risky behaviors</i>) 3. Describe how to ride a bike, skateboard, scooter, and/or inline skate safely.
	<p>2: Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 2. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 3. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.

	<p>5: Decision-making Skills</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. (<i>e.g., safe, healthy, respectful of self and others, etc.</i>) 4. Choose a healthy option when making a decision related to safety and injury prevention. 5. Describe the final outcome of a decision related to safety and injury prevention.
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Grade 5	Standard (NHES #/ description)	Content Area Indicator
<h1>5</h1> <h1>S</h1>	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain why household products are harmful if ingested or inhaled. 2. Explain what to do if someone is poisoned or injured and needs help. 3. Analyze examples of dangerous or risky behaviors that might lead to injuries. 4. Explain the potential safety risks associated with the internet.
	<p>2: Analyzing Influences</p> <p>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 2. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 3. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.
	<p>5: Decision-making Skills</p> <p>Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. (<i>e.g., safe, healthy, respectful of self and others, etc.</i>) 4. Choose a healthy option when making a decision related to safety and injury prevention. 5. Describe the potential final outcome of a decision related to safety and injury prevention.

Violence Prevention (VP)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 VP	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain that anger is a normal emotion. 2. Identify nonviolent ways to manage anger. 3. Describe the difference between bullying and teasing. 4. Describe the benefits of using non-violent means to solve interpersonal conflict. 5. Identify examples of self-control.
	<p>3: Accessing Resources</p> <p>Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Describe characteristics of accurate violence prevention information. 2. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence. 3. Demonstrate how to locate sources of accurate violence prevention information.
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate communicating assertively to prevent violence. (<i>e.g., assertiveness skills</i>) 2. Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 VP	<p>1: Functional Knowledge</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Define prejudice, discrimination and bias. 2. Describe examples of pro-social behaviors that help prevent violence. 3. Explain the difference between tattling and reporting aggression, bullying or violence. 4. Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. 5. Describe what to do if oneself or someone else is being bullied.
	<p>4: Interpersonal Communication Skills</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate support for others to prevent violence. (<i>e.g., intervening by asking bully to stop bullying a peer, reporting bullying of others to a trusted adult, etc.</i>) 2. Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.

		3. Demonstrate effective verbal and non-verbal communication strategies for victims and/ or bystanders to use to reduce or prevent bullying and violence.
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Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	1: Functional Knowledge 1. Distinguish between “appropriate” and “inappropriate” touch. 2. Explain that inappropriate touches should be reported to a trusted adult. 3. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. 4. Explain that everyone has the right to tell others not to touch his or her body. 5. Explain the importance of telling an adult if someone is in danger of hurting themselves or others. 6. Identify strategies to avoid physical fighting and violence.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate healthy ways to manage or resolve conflict to prevent violence. <i>(e.g., Identify the conflict; Defuse the conflict [remain calm; use appropriate facial expression aligned with word and actions]; use respectful tone of voice; use I-messages)</i>
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills 1. Identify situations that need a decision to prevent violence. 2. Decide when help is needed and when it is not needed to make a decision that could lead to violence. 3. Explain how family, culture, peers, or medial influence a decision that could lead to violence. 4. Identify options and their potential outcomes when making a decision related to violence prevention. <i>(e.g., safe; legal; respectful to self and others; follows guidelines of responsible adults)</i> 5. Choose a healthy option when making a decision related to violence prevention. 6. Describe the potential final outcome of a decision related to violence prevention.