

Ohio Model Health Education Curriculum (K-5)

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

Grades K-2

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify family rules about medicine use. 2. Describe how to use medicines correctly.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Identify trusted adults at home who can help with taking medicines.

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe family rules about medicine use. 2. Explain the harmful effects of medicines when used incorrectly. 3. Identify school rules about medicine use.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Identify trusted adults at home and at school (e.g., school nurse) who can help with taking medicines.
	5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skill <ol style="list-style-type: none"> 1. Identify healthy, safe choices involving medicine. (<i>e.g., What help do you need with making a decision to take medicine/other substances? What is the safe decision?</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the harmful effects of medicines when used incorrectly. 2. Identify school rules about the use of medicine.
	3: Accessing Resources	3: Accessing Resources

ATOD	Students will demonstrate the ability to access valid information, products, and services to enhance health.	<ol style="list-style-type: none"> 1. Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines. (e.g., school nurse) 2. Explain how to locate school health helpers who can help with information about prescriptions and over-the-counter medicines. (<i>i.e., Students know where and how to locate these trusted adults.</i>)
	5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skills <ol style="list-style-type: none"> 1. Identify healthy, safe choices involving medicines or other substances. (<i>e.g., What help do you need with making a decision to take medicine/other substances? What is the safe decision?</i>)

Healthy Eating (HE)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Name a variety of healthy foods. 2. Explain the importance of trying new foods. 3. Identify healthy foods (e.g. Whoa, Slow, Go foods) 4. Identify the benefits of drinking plenty of water.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Express intention to drink plenty of water.
	8: Advocacy Skill Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skill <ol style="list-style-type: none"> 1. Make requests to others (e.g., family members) about preferences for healthy eating. (<i>e.g., "Could we please have (insert name of a healthy food)? It is a healthy food."</i>) 2. Demonstrate how to encourage peers to make healthy food and beverage choices. (<i>e.g., "Would you like to have an orange instead of candy?", etc.</i>)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the importance/ benefits of choosing healthy foods and beverages. 2. Identify a healthy food from each food group (e.g. My Plate). 3. Identify a variety of healthy snacks. 4. Describe the benefits of eating breakfast every day.
	6: Goal Setting Skill Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skill <ol style="list-style-type: none"> 1. Identify a realistic personal short-term goal to improve healthy eating. 2. Take steps to achieve a personal goal to improve healthy eating. 3. Identify people who can help achieve a personal goal to improve healthy eating.

	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. Express the intention of eating healthy breakfast daily.
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Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Describe the types of foods and beverages that should be limited (e.g., greasy, salty, sugary foods). 2. Identify healthy eating patterns that provide energy and help the body grow and develop (e.g. My Plate). 3. Explain how to use MyPlate to create a healthy meal. (e.g., outline a healthy lunch)
	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 advertising influences food choices (e.g., <i>toys inside package, cartoon characters, colorful packaging or product, happy kids in ad, fun, etc.</i>). 2. Identify relevant influences of family on food choices and other eating practices and behaviors.
	6: Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting 1. Identify a realistic personal short-term goal to improve healthy eating. 2. Take steps to achieve a personal goal to improve healthy eating. 3. Identify people who can help achieve a personal goal to improve healthy eating.

- **Human Growth and Development Indicators are not present in K-2**

- **Health Relationship Indicators are not present in K-2**

Mental and Emotional Health (MEH)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify a variety of feelings. 2. Explain the importance of talking with parents and other trusted adults about feelings. 3. Identify appropriate ways to express and deal with feelings.
	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 <ol style="list-style-type: none"> 1. Demonstrate how to effectively tell a trusted adult when feeling strong emotions or when being threatened/ harmed. (Ex.: <i>I need help with _____ . Could you please help me?</i>) [e.g., Use a respectful, polite tone; and eye contact; body language and words match; explaining why they feel the way they do) 2. Demonstrate how to listen attentively. (e.g., eye contact, lips closed, body still, brain focused, no interrupting)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the relationship between feelings and behavior. 2. Identify characteristics of a responsible friend. (e.g., <i>polite, sharing, caring, etc.</i>) 3. Describe the difference between bullying and teasing. 4. Explain why it is wrong to bully or tease others.
	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 <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (e.g., <i>asking for help with a bullying situation, responding to teasing and bullying in healthy ways, using "I" statements</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 <ol style="list-style-type: none"> 1. Demonstrate healthy coping skills to manage strong feelings (e.g., <i>drawing, writing, exercising, breathing exercises, talking to a trusted adult, etc.</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 48pt; text-align: center;">2</p> <p style="font-size: 24pt; text-align: center;">MEH</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the importance of respecting the personal space and boundaries of others. 2. Identify the benefits of healthy family relationships. 3. Identify the benefits of healthy peer relationships.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (<i>e.g., effective asking a peer to stop standing too close or to stop touching you.</i>) 2. Describe how to effectively communicate respect for others. (<i>e.g., feelings, rights, and property of others.</i>) 3. Demonstrate healthy ways to manage or resolve interpersonal conflict.
	<p>7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Healthy Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrate healthy mental and emotional health practices. (<i>e.g., self-control strategies or anger management strategies</i>)

Personal Health and Wellness (PHW)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify the benefits of personal health care practices such as washing hair and bathing regularly. 2. State the steps for proper hand washing.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Identify personal health and wellness-related practices that reduce or prevent health risks. (e.g., personal health care practices such as washing hair, bathing regularly) 2. Demonstrate positive personal health and wellness practices. (e.g., proper hand washing steps, coughing/sneezing into elbow)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify the proper steps for daily brushing and flossing of teeth. 2. Describe what it means to be healthy. 3. State why hygiene is important to good health. 4. Explain importance of regular visits to doctor and dentist.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Demonstrate positive personal health and wellness practices. (Focus: hygiene including brushing and flossing teeth) 2. Make a commitment to practice positive personal health and wellness-related behaviors. (e.g., make a pledge to brush and floss teeth two times a day)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. State why hygiene is important to good health. 2. Identify different ways that disease-causing germs are transmitted. 3. Identify ways to prevent the spread of germs that cause common infectious diseases. 4. Explain why sleep and rest are important for proper growth and good health. 5. List ways to prevent the harmful effects of the sun. (e.g., sunscreen, cover exposed areas; wear sunglasses)
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behavior <ol style="list-style-type: none"> 1. Make a commitment to practice positive personal health and wellness-related behaviors. (e.g., pledge to sleep 9-10 hours per night)
	8: Advocacy Skills	8: Advocacy Skills

	Students will demonstrate the ability to advocate for personal, family, and community health.	1. Make requests of others to promote personal health and wellness related behaviors. <i>(Focus: proper amount of sleep and/ or sun protection)</i>
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Safety (S)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe how to be a safe pedestrian. (<i>e.g., crossing streets, standing away from curb, etc.</i>) 2. Describe how to be a responsible bus rider. (<i>e.g., riding bus, loading and unloading bus</i>) 3. Identify safety rules for playing on playground.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Explain how to locate community health helpers who can help promote safety and injury prevention (<i>e.g., police officer, firefighter, doctor, school nurse</i>).
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Identify practices that promote safety and reduce or prevent injuries (<i>e.g., wearing seatbelts, fire escape plan, sports helmets and pads</i>). 2. Make a commitment to practice safety and injury prevention behaviors (<i>e.g., develop a class pledge for a specific safety practice</i>).

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify safety hazards in the home. (<i>e.g., poisons, guns, fires, etc.</i>) 2. Identify how household products are harmful if ingested, inhaled, or used improperly. 3. Identify safety rules for swimming and playing sports. 4. Identify safety rules around fire. 5. Identify people who can help when someone is injured or suddenly ill.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (<i>e.g., how to call 911 or locate police, etc. to help with an emergency</i>).
	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 <ol style="list-style-type: none"> 1. Demonstrate what to say and how to respond when calling 911. (<i>"I need help"; describe what happened; listen attentively to instructions from 911 operator; do not hang up until told to do so</i>)
	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. Make requests of others to promote safety and reduce or prevent injuries. (<i>e.g., preventing while swimming or playing sports</i>) 2. Demonstrate how to encourage peers to be safe and avoid or reduce injury. (<i>e.g., fire safety advocacy: crawling low to floor and stop, drop, roll</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<h1 style="font-size: 48px; margin: 0;">2</h1> <h1 style="font-size: 48px; margin: 0;">S</h1>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Identify safety hazards in the home (<i>e.g., matches, internet, weapons, unknown or dangerous substance, gun, etc.</i>). 2. Describe how injuries can be prevented. 3. Describe what to do if an unsafe object or substance is found (<i>e.g., matches, weapons, unknown or dangerous substance, gun, etc.</i>). 4. Identify safety hazards in the community. 5. Identify people who can help when someone is injured or suddenly ill.
	<p>2: Analyzing Influences 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. Describe how family influences safety choices (<i>e.g., practicing home fire drills, designing a family fire escape plan, locking up dangerous items, etc.</i>) 2. Describe how peers can influence safety choices. (<i>e.g., pressure to try risky behaviors, positive pressure to avoid risky behaviors, etc.</i>)
	<p>5: Decision-making Skills 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. (<i>e.g., fire; gun and/or unknown substance found; unsafe playground behavior, etc. - could use scenarios or case studies</i>) 2. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. 3. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Violence Prevention (VP)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Content Area Indicator 1. Identify “appropriate/safe” and “inappropriate/ unsafe” touches. 2. Explain why inappropriate touches should be reported to a trusted adult. 3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Identify trusted adults at home who can help prevent violence. 2. Identify trusted adults and professionals in school who can help prevent violence (<i>e.g., school counselor, teacher, principal</i>). 3. Explain how to locate school health helpers who can help reduce or avoid violence (<i>e.g., school counselor, teacher, principal</i>). 4. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (<i>e.g., police officer, 911</i>)
	4: Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence. (<i>e.g., how to communicate personal boundaries</i>) 2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence. 3. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Distinguish “appropriate” and “inappropriate” or “safe” and “unsafe” touches or interactions. 2. Explain why inappropriate touches should be reported to a trusted adult.
	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 effectively tell a trusted adult when feeling threatened or harmed. (<i>e.g., what to say or do if they are inappropriately touched or when they feel unsafe or uncomfortable</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<h1 style="font-size: 48px; margin: 0;">2</h1> <h2 style="font-size: 36px; margin: 0;">VP</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain why everyone has the right to tell others not to touch his or her body. 2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3. Explain what to do if you and a friend have a strong disagreement.
	<p>3: Accessing Resources 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. Explain how to locate school health helpers who can help reduce or avoid violence (e.g., teacher, school counselor, principal, school nurse). 2. Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, mall security, 911, doctor). 3. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911, doctor)
	<p>4: Interpersonal Communication Skills 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 needs, wants, and feelings in healthy ways to prevent violence. (e.g., conflict management) Demonstrate healthy ways to manage or resolve conflict to prevent violence. 2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.

GRADES 3-5

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
3 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Identify relevant influences of community on nicotine/tobacco-related practices and behaviors. <i>(e.g., laws, etc.)</i> 2. Describe how relevant influences of family affect nicotine/tobacco-related practices and behaviors. <i>(e.g., family smoker, family non-smokers, etc.)</i> 3. Describe how relevant influences of peers affect nicotine/tobacco-related practices and behaviors. <i>(e.g., peer pressure, group norms that enhance healthy behaviors)</i>

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	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 <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>

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 Students will comprehend concepts related to health promotion and disease prevention to enhance health.</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 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 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. 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.

Healthy Eating

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	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

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	<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 (Washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.). 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.

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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. 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.

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. 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. 2. Analyze the positive and negative effects of media and technology on healthy relationships.

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. 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.
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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.	<ol style="list-style-type: none"> 1. Explain how the body is changing physically and emotionally. 2. Describe how individuals develop physically at different rates.

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.	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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>)

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe hygiene practices related to puberty. 2. Describe the physical, social, and emotional differences related to puberty.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Demonstrate how to locate sources of accurate health information and products related to hygiene.
	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 <ol style="list-style-type: none"> 1. Demonstrate how to be empathetic and compassionate toward others 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	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 2. Explain how to locate school and community resources to help with mental and emotional health. (e.g., <i>school counselor, etc.</i>)
	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 <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	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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 dealing with 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.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health resources. (e.g., <i>compare differences in: .com, .org, and .gov; how to identify fact from opinion; is resource current; are claims realistic; do other sources have same information</i>) 2. Demonstrate how to locate accessible sources of accurate mental and emotional health information. (e.g., <i>give specific, age-appropriate mental and emotional websites for them to evaluate, using characteristics of accurate 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 <ol style="list-style-type: none"> 1. Demonstrate healthy stress management skills. (e.g., <i>time management; listening to relaxing music; muscle isolation exercises, 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.	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health information. 2. Describe characteristics of appropriate and reliable mental and emotional health products. 3. Describe characteristics of appropriate and trustworthy mental and emotional health services. 4. Demonstrate how to locate sources of 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 <ol style="list-style-type: none"> 1. Demonstrate how to be empathetic and compassionate toward others. (e.g., <i>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. (e.g., <i>stop what you are doing; look at speaker; attentive body language; no interrupting; paraphrase what you heard</i>)

Personal Health and Wellness

Grade 3	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<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.
	<p>6: Goal Setting Skills 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 physical health and wellness. 2. Track progress to achieving the goal to improve or maintain physical health and wellness. 3. Identify resources that can help achieve a goal to improve or maintain physical health and wellness.
	<p>8: Advocacy Skills 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 to improve or maintain physical health and wellness. (<i>e.g., a physical 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
4 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	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 positive mental and emotional health. (<i>e.g., vision protection, hearing protection, sun protection</i>) 2. Track progress to achieving the goal to improve or maintain positive mental and emotional health. 3. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
	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 physical health and wellness. (<i>e.g., a physical health & wellness behavior related to their goal</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 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.	<ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Describe how relevant influences of media and technology affect physical health and wellness practices and behaviors. (Focus: Advertising)
	8: Advocacy Skills	8: Advocacy Skills <ol style="list-style-type: none"> 1. Give factual information in a school campaign to prevent an infectious disease. (<i>e.g., flu prevention campaign, etc.</i>)

	Students will demonstrate the ability to advocate for personal, family, and community health.	<ol style="list-style-type: none"> 2. State personal beliefs to improve the mental and emotional health of others. 3. Demonstrate how to persuade others to make positive mental and emotional health choices.
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Safety (S)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Identify relevant influences of culture on safety and injury prevention practices and behaviors. 2. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills <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. Explain how family, culture, peers or media influence a decision related to safety and injury prevention. 4. Identify options and their potential outcomes when making a decision related to safety and injury prevention. 5. Choose a healthy option when making a decision related to safety and injury prevention. 6. Describe the final outcome of a decision related to safety and injury prevention.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 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.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences 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.
	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 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.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <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.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	<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	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health information. 2. Describe characteristics of appropriate and reliable mental and emotional health products. 3. Describe characteristics of appropriate and trustworthy mental and emotional health services. 4. Demonstrate how to locate sources of accurate mental and emotional health information.
	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 <ol style="list-style-type: none"> 1. Demonstrate communicate assertively to prevent violence. (<i>e.g., assertiveness skills</i>) 2. Demonstrate effective peer resistance skills to avoid or reduce violence.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 VP Grade 4	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<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.
	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 <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate support for others to avoid or prevent violence. 2. Demonstrate effect Identify strategies to avoid physical fighting and violence. 3. Demonstrate effective peer resistance skills to avoid or reduce violence.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
<h1>5</h1> <h2>VP</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health</p>	<ol style="list-style-type: none"> 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.
	<p>4: Interpersonal Communication Skills 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 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>
	<p>5: Decision-making Skills 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 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.