

Greenwich Public Schools Curriculum - Health Education

Kindergarten - 5th Grade

Families as Partners in Learning - Promising Innovation

The Greenwich Public Schools Health Education Program is based on the Healthy and Balanced Living Curriculum Framework as provided by the Connecticut State Department of Education. Our curriculum is a planned and sequential health education program that addresses the physical, mental, emotional and social dimensions of health while enabling children to establish and practice health-enhancing behaviors over a lifetime. The Kindergarten through 5th Grade Health Education curriculum delivery is shared by the classroom teacher and the physical education teacher.

The Greenwich Public Schools are mandated by Connecticut State Law (CGS 10-16b) requiring that health education be offered Grades K-12 in a planned, ongoing and systemic fashion.

CGS Section 10-19(a) requires instruction regarding the use of alcohol, nicotine, tobacco and drugs every academic year to all students.

CGS Section 10-19(b) requires that instruction in Acquired Immune Deficiency Syndrome (AIDS/HIV) be offered during the regular school day Grades K-12, in a planned, ongoing and systemic fashion. Parents/guardians have the right to opt their child out of such instruction.

Kindergarten	Student Learning Expectations
Health & Active Lifestyle	<p>Big Ideas:</p> <ol style="list-style-type: none">1. I am responsible for working with others to promote a healthy environment at school, home and in the community. This connects to our district norm: Caring for self and others.2. I am responsible for my personal health by eating healthy foods and exercising <p>Concepts:</p> <ol style="list-style-type: none">1. Identify ways to cooperate with others to promote a healthy environment at school, home, and in the community.2. Identify different types of healthy foods for meals and for snacks.3. Recognize that the media can be misleading regarding nutritional value of foods.4. Recognize the importance of physical activity. <p>Skills:</p> <ol style="list-style-type: none">1. Brainstorm ways to cooperate with others to promote a healthy environment in school, home and community. (Second Step - Grade K- Unit: Problem-Solving, Lesson 19, 20, 21 & 22).

	<ol style="list-style-type: none"> 2. Brainstorm healthy ways to be resourceful in order to occupy one's time. 3. Choose healthy food for meals and snacks.
<p>Human Growth & Development</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. We are all different, we are all special. 2. Be aware of your emotions and deal with them appropriately. 3. Get help from an adult when needed. 4. Take care of your teeth. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify self as a unique and capable individual with positive traits and qualities worthy of care and respect. (Second Step= Grade K- Unit: Empathy- Lesson 11) 2. State the importance of acknowledging emotions. (Second Step- Grade K- Unit- Empathy- Lesson 6, 7, 8 & 9) 3. Identify trusted adults from whom to seek help in various situations. (Second Step- Grade K- Unit: Problem-Solving - Lesson 24) 4. Identify function and appropriate ways of taking care of teeth. <p>Skills:</p> <ol style="list-style-type: none"> 1. Identify unique characteristics, both external (can be seen) and internal (cannot be seen), in self and others, that contributes to our uniqueness. 2. Identify ways to deal with emotions in appropriate ways. (Second Step, Grade K- Unit- Emotion Management, Lesson 12, 13, 14 & 15) 3. Recognize how someone else is feeling by looking at their face and body. (Second Step, Grade K, Unit- Empathy, Lesson 6, 7, 8 & 9) 4. Demonstrate how to appropriately brush teeth.
<p>Injury & Disease Prevention</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Some injuries and diseases can be prevented. 2. Allergens in our environment can cause harmful reactions. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Define the word germ and identify ways to reduce transmission. 2. Identify lice as easily transmitted and ways to reduce transmission. 3. Identify excessive sun exposure as harmful to skin and identify ways to keep self safe from the sun's harmful rays. 4. Identify an emergency situation and what to do in an emergency, including fire safety. 5. Identify the deer tick as a carrier of lyme disease and ways to protect yourself. <p>Skills:</p> <ol style="list-style-type: none"> 1. Practice ways to reduce transmission of germs, including proper hand washing. 2. Practice ways to reduce the transmission of lice, including not sharing hats. 3. List ways to protect your skin from too much sun exposure.

	<ol style="list-style-type: none"> 4. Identify and practice an emergency plan for exiting the school in case of a fire, or staying put during a school lock down. 5. List ways to reduce one's risk of injury related to the environment seasons and holidays. 6. Memorize full name, address and phone number and practice a 911 call. 7. List ways to keep yourself safe against a tick bite when playing outdoors.
Substance Abuse	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Drugs can be helpful and harmful. 2. Drugs and candy can look alike. Keep drugs in their proper containers and in places where children cannot reach them. 3. Never take medicine without a trusted adult's assistance. 4. Some household items can be poisonous if not used correctly. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Define a drug as any substance, other than food, that affects the way the mind and body work. 2. Define the word medicine as it pertains to the definition of drugs. 3. Identify the proper use of medicine, and how helpful drugs can be harmful if misused. 4. Identify alcohol and nicotine as drugs. 5. Identify the school policy for taking medication. 6. Identify common household products that are poisonous and why they should be stored out of the reach of children. 7. Identify 911 as the number to call in case of a poisoning. <p>Skills:</p> <ol style="list-style-type: none"> 1. State why a substance cannot be identified by sight or taste. 2. Practice a 911 call in case of a poison emergency.
1st Grade	
Healthy & Active Lifestyle	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Nutritious food is necessary for good health. 2. People who have food allergies need to be careful with what they eat. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify healthy foods from each of the food groups: fruits, vegetables, dairy, proteins and healthy fats. 2. Identify the eight common foods allergens; peanuts, tree nuts, eggs, wheat, fish, shellfish, soy and milk, and ways to reduce exposure to these foods. <p>Skills:</p> <ol style="list-style-type: none"> 1. Explain that a wide variety of healthy, nutritious foods are necessary for good health.

<p>Human Growth & Development</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. The importance and uniqueness of individuals and families. 2. The classroom is a community of many things. 3. Problems are a part of life and there are resources for help. 4. It is important to recognize personal feelings and how they impact others. 5. It is important to keep your teeth healthy. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify the classroom as one type of community where each individual contributes to its success. (Second Step Grade 1- Unit Skills for Learning- Lesson 1,2& 3) 2. Identify ways of dealing with problems and name adults who might be able to help. (Second Step- Grade 1- Unit: Problem-Solving- Lesson 21) 3. Define how school and family rules play a part in decision-making. 4. Identify how one's behavior has an impact on self and others. 5. Identify ways to keep teeth healthy through proper brushing, flossing the use of fluoride and sealants, and maintaining regular dental exams. 6. Discuss the gradual loss of primary teeth and the process involved. <p>Skills:</p> <ol style="list-style-type: none"> 1. Describe the importance and uniqueness of individuals and families. 2. Describe ways of making all children feel included and valued as members of a group. (Second Step- Grade 1, Unit: Problem-Solving, Lesson 19 & 20) 3. Name adults who can help you when needed. (Second Step- Grade 1, Unit: Problem-Solving, Lesson 21) 4. Describe why it is important to be sensitive to the physical and mental disabilities of others. (Second Step- Grade 1, Unit: Empathy, Lesson 11) 5. Describe and demonstrate proper dental care through brushing, flossing, and fluoride.
<p>Injury & Disease Prevention</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. There are behaviors that promote good health and safety. 2. Health care providers play a role in preventing and treating disease. 3. There are emergency plans in place for school and home. 4. It is important to connect with your 'uh-oh' feeling when you are in an uncomfortable situation. 5. It is important to know skills to protect yourself against stranger danger. 6. Environmental factors can affect a person's health. 7. Reduce, reuse and recycle are good for the environment <p>Concepts:</p> <ol style="list-style-type: none"> 1. List behaviors that promote good health and hygiene. 2. Identify the role health care providers play in preventing and treating disease. 3. Identify the difference between safe and unsafe situations and behaviors. 4. List rules for fire safety and other emergency plans within the school and home environment.

	<p>5. Identify the 'uh-oh' feeling and the importance of sharing uncomfortable feelings with an adult. 6. Identify procedures to follow if touched inappropriately: say no, run away, and tell someone. 7. Identify environmental factors that affect a person's health.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. List and practice behaviors that promote good personal health and hygiene. 2. List rules for fire safety and other emergency plans within the school and home environment. 3. State that each individual is the boss of his/her own body, and list ways of keeping themselves healthy and safe. 4. State the importance of staying away from strangers. 5. State that another person's inappropriate behavior is not their fault or responsibility. 6. List ways to protect themselves from environmental factors that can impact one's health. 7. List ways to reduce, reuse, recycle.
Substance Abuse	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Drugs affect the way the mind and body work. 2. Alcohol and nicotine are especially harmful to children. 3. Habits (addictions) are hard to break. 4. Second-hand smoke is just as bad as first-hand smoke. 5. Alcoholism is a treatable disease. 6. 911 is the emergency number to call in case of poisoning. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Define a drug as any substance except food that affects the way the mind and body work. 2. Identify helpful and harmful drugs and state that alcohol and nicotine are harmful and dangerous, especially for children. 3. Define the word habit and the difficulty in breaking a habit, such as smoking. 4. Define second hand smoke and identify laws pertaining to second hand smoke. 5. Identify alcoholism as a treatable disease and state the effects of alcoholism on the family. 6. Identify resources available to help people who have a problem with alcoholism in their families. 7. Identify safety rules in the home regarding poisons and school and identify 911 as the emergency number to call. <p>Skills:</p> <ol style="list-style-type: none"> 1. State the reasons why nicotine and alcohol are especially dangerous to children. 2. State the physical and emotional effects of breaking a habit. 3. State laws pertaining to smoking/ second-hand smoke. 4. State the importance of keeping yourself safe, and talking to a trusted adult regarding alcohol problems in the family. 5. State precautions you can take to keep yourself safe from poisons within the home.
2nd Grade	

<p>Healthy & Active Lifestyle</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. The food we eat, and the exercise we get has a great impact on our growth and well-being. 2. Healthy natural foods and unhealthy processed foods each contain sugar which gives us energy, but affects our body in different ways. 3. The Media impacts our food selections and eating habits. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify the impact the media has on food selections and eating habits. <p>Skills:</p> <ol style="list-style-type: none"> 1. Describe the effects of foods on fitness, growth and well-being. 2. Plan and select healthy food choices for meals and snacks that provide energy for work and play. 3. Explain the differences between natural and processed sugar and their effects on the body.
<p>Human Growth & Development</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. It is important to take care of yourself physically, mentally and emotionally. 2. There are appropriate ways to ask for what you want. 3. Every decision has a consequence that can be either positive or negative. 4. There are important qualities to look for in a friend. 5. It is important to take care of your teeth with good dental hygiene. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify ways to take care of yourself, and keep yourself physically, mentally and emotionally healthy. 2. Identify ways to be a good friend, and recognize the importance of cooperation and respect. (Second Step, Grade 2, Unit: Empathy, Lesson 8 & 9) 3. Recognize that every decision has a consequence that can be either positive or negative. (Second Step, Grade 2, Unit: Problem-Solving, Lesson 19), 20 & 21) <p>Skills:</p> <ol style="list-style-type: none"> 1. Practice positive ways to ask for what you want or need from peers and adults. 2. Explain why one decision is better than another in a given scenario. (Second Step, Grade 2, Unit: Problem-Solving, Lesson 17, 18, 19, 20 & 21) 3. Demonstrate proper dental hygiene and explain the value of regular dental check-ups.
<p>Injury & Disease Prevention</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Germs can cause disease. 2. Some germs can be spread to me from contact with my family and friends. 3. I can keep myself safe from contacting others' germs by practicing good health habits. 4. There are things I can do to keep me safe in my school and home environment. <p>Concepts:</p>

	<ol style="list-style-type: none"> 1. Identify the differences between communicable and non-communicable disease. 2. Identify germs as bacteria and viruses that cause disease. 3. Discuss the various ways that bacteria and viruses can be spread from one person to another. 4. Identify various signs and symptoms of being sick. 5. List behaviors that help prevent some diseases, e.g.: exercise, eating healthy, adequate sleep, proper hygiene and hand washing. 6. Recognize personal responsibility for one's health in preventing disease. 7. Identify ways to reduce the risk of getting someone else's germs. 8. Recognize that AIDS is an illness that is caused by HIV. 9. Recognize that AIDS is difficult to acquire. 10. Identify that HIV can be spread through blood-to-blood contact, and not spread through non-infected blood-to-blood contact. 11. Identify precautions which are taken in situations involving blood. 12. Acknowledge that it is safe to be friends with someone who has HIV/ AIDS. 13. Identify safety hazards and dangers in and around school and home, and what you can do to keep yourself safe. <p>Skills:</p> <ol style="list-style-type: none"> 1. List strategies that will reduce the risk of getting someone else's germs. 2. List strategies that will improve one's safety at school and home environment. 3. List trusted adults you can go to for help, and information related to disease prevention.
<p>Substance Abuse</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. It is important to follow directions on all medication labels. 2. Nicotine and Alcohol are especially bad for children. 3. Alcoholism is a disease that can impact family members. 4. Symbols are used on many poisons to identify them. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify the physiological and behavioral effects of smoking on the user. 2. Identify the effect of alcoholism on the drinker as well as those around the drinker. 3. Identify local symbols for poisons. 4. Identify common substances, including plants, that must be stored out of the reach of children. <p>Skills:</p> <ol style="list-style-type: none"> 1. Explain why it is important to read and follow directions on all medication labels. 2. Define alcoholism as a treatable disease. 3. List trusted adults that can answer questions about alcoholism.
<p>3rd Grade</p>	

<p>Human Growth & Development</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. In addition to happy feelings, anger, frustration, disappointment and sadness are a part of life. 2. There are strategies you can use when people put you down or you are feeling sad. 3. Decision-making is a process and it is often influenced by your values. 4. There are things we can do to resolve conflicts with others. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify strategies for dealing with feelings, including anger, embarrassment, sadness and disappointment. (Second Step, Grade 3, Unit- Emotion Management, Lessons 11 & 12) 2. Define put-ups and put-downs. 3. Identify strategies for dealing with put-downs. 4. Identify the steps in the decision-making process, including the influence of family on one's values. 5. Define conflict and identify situations in which conflict may arise between self and others.(Second Step, Grade 3, Unit- Emotion Management, Lessons 13, 14, 15 & 16) 6. Define peer pressure and bullying. 7. Identify methods used by peers to exert pressure. <p>Skills:</p> <ol style="list-style-type: none"> 1. Discuss reasons why people give put-downs. 2. List ways to avoid or manage conflict (ex. Compromising, asking for help, taking turns, leaving).
<p>Injury & Disease Prevention</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Your personal behavior impacts your health. 2. Lyme disease is prevalent in Greenwich. 3. It is important to stay calm in an emergency situation. 4. Students are capable of providing basic help in an emergency situation. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify the role of attitudes and behaviors in causing and preventing accidents, especially the dangers of taking a dare. 2. Define first aid and recognize the importance of staying calm in an emergency situation. 3. Identify what to do when a victim is choking. 4. Identify the differences between communicable and non-communicable diseases, and the relationship between personal behavior and preventing disease. 5. Recognize the signs and symptoms of Lyme Disease. 6. Identify preventable measures for Lyme Disease, e.g.: proper dress, tick repellent, body check. 7. Recognize the importance of telling a trusted adult as soon as a tick is discovered on one's body. <p>Skills:</p> <ol style="list-style-type: none"> 1. Explain the importance of staying calm in an emergency situation.

	2. Describe the transmission and progression of Lyme Disease.
Substance Abuse	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Drugs affect all of our major body organs. 2. Drugs can have different effects on the way the mind and body work. 3. A drug addiction can have an impact on, and interfere with family, friends and work relationships. 4. We can say no to drug use. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Recognize that some drugs speed up the body and that some drugs slow down the body. 2. Define chemical dependency and addiction and how they interfere with relationships. 3. Define the steps in Refusal Skills that can be used to say no to drugs. <p>Skills:</p> <ol style="list-style-type: none"> 1. Explain that medicines, nicotine, alcohol and caffeine can affect the brain, heart, lungs, liver, stomach and kidneys. 2. Explain the physical and behavioral effects of nicotine, alcohol and caffeine. 3. Practice steps in the Refusal Skills process.
4th Grade	
Human Growth & Development	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. There are many factors that influence decision-making, including family, friends and peers. 2. There are family circumstances that are beyond your control. 3. It's important to take care of your teeth. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify factors which influence decision-making and describe their effects on self and others. 2. Identify ways peer pressure influences decision-making. 3. Identify uncontrollable family circumstances that are not the child's fault, eg., job loss, injury, illness, birth of a sibling, divorce, a move. 4. Identify feelings associated with these uncontrollable circumstances, and coping strategies to make the situation better. <p>Skills:</p> <ol style="list-style-type: none"> 1. Describe the ways in which peer pressure influences decision-making. 2. Describe coping strategies one can use to deal with uncontrollable family circumstances. 3. Explain proper tooth brushing and flossing techniques. 4. Describe ways to protect the teeth from accidents and what to do in a dental emergency.

Injury & Disease Prevention

Big Ideas:

- 1. You are responsible for your health and safety.
- 2. There are many ways to have fun that are healthy, safe and legal.
- 3. It is important to know what to do, and what not to do, in emergency first aid situations.
- 4. It is important to tell a trusted adult and get help, for self or for others, when being sexually mistreated or abused.

Concepts:

- 1. Define wellness and a healthy lifestyle.
- 2. Acknowledge one's role in keeping his/her body healthy and promoting good personal health and hygiene.
- 3. Identify the dangers of being in unsafe areas.
- 4. Identify healthy, safe and legal activities one can do in order to have fun.
- 5. Identify potential trouble in seemingly fun activities.
- 6. Acknowledge that their body is their own and they have a right to their own privacy and safety.
- 7. Acknowledge that feelings can often tell you when a situation is not safe..
- 8. Acknowledge that it is important to tell a trusted adult when someone's touch makes you feel uncomfortable.
- 9. Define physical and sexual abuse.
- 10. Acknowledge that they have the right to protect themselves assertively in an abusive situation. (Second Step, Grade 4, Unit: Problem-Solving, Lesson 24).
- 11. Identify sources of help in the family and school to deal with abusive situations.
- 12. Identify first aid procedures for abrasions, bleeding, burns, bites, stings, bruises and falls.
- 13. Identify look, listen and feel as a procedure for recognizing if a person is breathing.

Skills:

- 1. Evaluate one's own personal safety habits in school, home and in the community.
- 2. Demonstrate verbal and nonverbal ways to ask trusted adults for help.
- 3. Take action, and persuade others to take action, when someone else is being sexually mistreated, groomed, harassed, abused, assaulted or exploited.
- 4. Practice the steps to open the airway of an unconscious victim.
- 5. Practice the steps used on a choking victim.
- 6. Describe the steps taken in an first aid emergency situation.

Substance Abuse

Big Ideas:

- 1. The more risk factors in a person's life, the greater the chance of drug use.
- 2. Nicotine and alcohol affect one's body and mind.
- 3. The disease of Chemical Dependency causes problems for the user, and all those around the user.
- 4. Refusal Skills and Assertiveness Skills, help us to say no to drugs.

Concepts:

- 1. Identify risk factors for young people regarding drug use.
- 2. Define nicotine as a stimulant found in tobacco, and identify the physical and behavioral effects it has on the body.
- 3. Define alcohol as depressant, and identify the physical and behavioral effects it has on the mind and body.

	<p>4. Identify ways to take care of yourself if living with a chemically dependent family member. 5. Define assertiveness skills.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Describe strategies that will reduce risk factors that lead to drug use. 2. Explain the effects the disease of chemical dependency has on an individual, as well as his/her family members, friends and colleagues. 3. Outline the steps and practice the refusal skills that can be used to say no to drugs. 4. Demonstrate how assertiveness skills can be used in dangerous or unhealthy situations.
5th Grade	
Healthy & Active Lifestyle	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Advertisements are not always truthful. 2. It is important to use facts when making decisions. 3. Many factors influence why and what we eat. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify advertising techniques used to sell products and services that may affect your health. 2. List factors to consider when choosing health products and services. 3. Review and discuss food allergy facts and the importance of reading food labels. <p>Skills:</p> <ol style="list-style-type: none"> 1. Explain one's responsibility in making healthy consumer choices. 2. Describe social and emotional, as well as ethnic and cultural influences on one's attitude about foods and eating habits.
Human Growth & Development	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. I can take responsibility for my words and actions when resolving a conflict. 2. Stereotyping or labeling others can be harmful. 3. Stress is a part of life and reducing stress is important. 4. Puberty is a time of rapid growth and many changes occur both physically and emotionally. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Identify assertiveness skills, as verbal and nonverbal communication, that express one's thoughts, feelings and needs. (Second Step, Grade 5, Unit: Empathy and Skills for Learning, Lesson 3) 2. Define labels and stereotypes. 3. Identify positive and negative stressors and their associated feelings. 4. Identify healthy ways to cope with one's stressors. (Second Step, Grade 5, Unit: Problem-Solving, Lesson 18 & 19) 5. Define adolescence as a physical, mental, emotional and social time of change.

	<p>6. Identify the need for good nutrition, exercise, sleep, and personal hygiene during adolescence.</p> <p>7. Identify the physical, mental, emotional and social changes that occur during adolescence.</p> <p>8. Identify the differences and similarities between male and female changes during adolescence.</p> <p>9. Identify how family values and cultural beliefs play an important role in attitudes and behaviors as one goes through puberty and adolescence.</p> <p>10. Define puberty and identify the parts and functions of the male and female reproductive systems as they relate to puberty.</p> <p>Skills:</p> <ol style="list-style-type: none"> 1. Practice both verbal and nonverbal assertiveness skills 2. Describe the effects of labels/ stereotypes on self-esteem, behavior and the decision-making process. 3. Explain the interdependence of the body's systems.
<p>Injury & Disease Prevention</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Diseases can be either communicable or noncommunicable. 2. Bacteria and Viruses are found all around us, but most of the time, our body can prevent them from making us sick. 2. HIV is different than other viruses, and there are things one can do to reduce his/her risk of contracting the virus. <p>Concepts:</p> <ol style="list-style-type: none"> 1. Recognize that bacteria and viruses are different in structure and treatment. 2. Define the acronyms for HIV and AIDS. 3. Identify the functions of the blood and the immune system as they relate to HIV. 4. Identify the routes of transmission of HIV. 5. Identify trusted adults within the home, school and community who can provide accurate information about HIV/ AIDS. 6. Identify the feelings associated with extended illness, grief and loss, especially related to HIV/ AIDS. <p>Skills:</p> <ol style="list-style-type: none"> 1. Describe healthy strategies that help lower the risk of developing some communicable and non-communicable diseases. 2. Describe the universal precautions taken to reduce the transmission of disease from blood and other bodily fluids. 3. Explain that although there is currently no cure for people living with HIV/ AIDS, there are treatments that will help them live longer. 4. Discuss people living with HIV/ AIDS deserve our concern, respect and care.
<p>Substance Abuse</p>	<p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Drugs can be helpful or harmful. 2. There are both short-term and long-term consequences for using drugs. <p>Concepts:</p>

1. Identify reliable sources of information on drugs.
2. Define inhalants and identify the health hazards in using them.
3. Define labels and stereotypes as they relate to self-esteem, behavior and decision-making.
4. Identify the harmful and medicinal effects of marijuana.

Skills:

1. Distinguish between myths and facts regarding drugs.
2. Classify helpful drugs by uses; preventing disease, fighting disease, and maintaining health.
3. Explain how drugs that don't prevent and fight disease, or maintain health, are harmful and dangerous.
4. Describe the short-term and long-term effects of alcohol, nicotine and smokeless tobacco on the mind and body.
5. Practice refusal skills in hypothetical peer pressure situations, especially those involving drugs.
6. Describe situations in which friends may need help in dealing with substance use problems, eg., nicotine, alcohol, and other drugs.