

## **Mansfield's Health Units of Study**

### **Kindergarten-Second Grade:**

**Unit 1: Emotional, Social and Sexual Health:** Emotional Health encompasses the view, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Social and sexual health is a person's ability to communicate and interact with other efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

#### **Unit Objectives:**

*Students will be able to...*

- define self-esteem and demonstrate an understanding of the importance of self-esteem to the general health and well being of a person.
- identify emotions, as well as give examples of causes for the onset of different emotions.
- identify what anger looks, feels, and sounds like.
- identify the appropriate responses to anger.
- identify the components of a healthy friendship.
- compare and contrast different types of families.
- distinguish the roles and responsibilities of family members.

**Unit 2: Personal Safety:** Personal safety involves being aware of your surroundings and understanding of how certain situations and/or healthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

#### **Unit Objectives:**

*Students will be able to...*

- show an understanding of fire safety.
- show an understanding of being safe around strangers.
- identify safe and unsafe Halloween practices.
- identify the aspect of bicycle, scooter, skateboard, car safety.
- identify the aspect of safety in sports.

**Unit 3: Health Conditions, Diseases, and Medicines:** Health conditions are acute or chronic diseases, which can be either controllable or life threatening. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases.

**Unit Objectives:**

*Students will be able to...*

- identify germs that most commonly cause common diseases.
- identify strategies that keep themselves and their classmates from getting and spreading germs.
- identify ways to keep their teeth clean.

**Unit 4: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify the human body as a collection of systems that allows them to survive.(K-2)
- identify the parts and function of the digestive system, nervous system, muscular system, and respiratory system.
- identify the parts of the eye and ear. (Grade 2)

**Unit 5: Nutrition:** Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness.

**Unit Objectives:**

*Students will be able to...*

- identify the sources of food.(plants & animals)
- show an understanding of the food groups on the MyPlate.
- identify the food in each specific group.

**Unit 6: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and Treatment:** Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Dependency is when a person develops a tolerance and an increased need for a drug or substance.

**Unit Objectives:**

*Students will be able to...*

- identify the proper use of medication.
- differentiate between drugs used for medicinal purposes vs. recreational purposes.
- show an understanding of addiction.

**Unit 7: Community Health Services and Support:** Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals.

**Unit Objectives:**

*Students will be able to...*

- identify people in the community who work to keep us safe.

**\*Unit 9: Pregnancy and Parenting:** Not addressed in K-2

## Third Grade:

**Unit 1: Emotional Health:** Emotional Health encompasses the view, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.

### **Unit Objectives:**

*Students will be able to...*

- identify personality traits.
- identify the six traits of good character.
- identify how to use self-statements.
- identify how to tell the difference between a responsible decision and a wrong decision.
- identify the factors that influence decisions.
- identify the steps to making responsible decisions.
- identify how to have healthful self-concept
- identify different kinds of emotions.
- identify healthful ways to express emotions.
- identify healthful ways to prevent boredom.
- identify how your body responds to stress.
- identify the steps to follow to manage stress.

**Unit 2: Social and Sexual Health:** Social and sexual health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

### **Unit Objectives:**

*Students will be able to...*

- identify personality traits.
- identify the six traits of good character.
- identify how to use self-statements.
- identify how to tell the difference between a responsible decision and a wrong decision.
- identify the factors that influence decisions.
- identify the steps to making responsible decisions.
- identify how to have a healthful self-concept.
- identify healthful ways to prevent boredom.
- identify how your body responds to stress.
- identify the steps to follow to manage stress.
- identify ways to show respect in relationships.
- identify what steps to follow to improve your communication skills.

- identify reasons to manage self-control.
- identify how to manage anger.
- identify steps to follow in resolving conflict and avoiding fights.
- describe why it is important to be close to family members.
- identify how family affects your health.
- identify ways family members work together.
- identify how a family adjusts to change.
- describe how families adjust to new members.
- identify how a true friend acts.
- identify how peers show good character.
- identify what to do when others try to harm you.

**Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify ways to take care of your eyes and ears.
- identify ways to care for your teeth and gums.
- identify ways to care for your skin, hair, and nails
- identify how your body is organized.
- identify how body systems work together.
- identify the structure and function of the skeletal system.
- identify the structure and function of the muscular system.
- identify the structure and function of the skin.
- identify the structure and function of the digestive system.
- identify the structure and function of the circulatory system.
- identify the structure and function of the respiratory system.
- identify the structure and function of the nervous system.
- identify the factors that affect your growth.
- identify the ways that you have changed since birth.
- identify the ways that you are changing during childhood.
- identify the changes that will occur in adolescence.
- identify the changes that will occur in adulthood.
- identify habits to practice for healthful growth and aging.

**Unit 4: Nutrition:** Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness.

**Unit Objectives:**

*Students will be able to...*

- identify the six kinds of nutrients.
- identify nutrient sources of energy.
- identify why your body needs water, vitamins, and minerals.
- identify how to use MyPlate.
- identify ways to keep nutrients in foods.
- identify how to read a food label.
- identify what a balanced diet is.
- identify how to choose healthful meals and snacks.
- identify the ways people react to foods.
- identify how to balance food intake with physical activity.
- identify the benefits of physical activity.

**Unit 5: Personal Safety:** Personal safety involves being aware of your surroundings and understanding of how certain situations and/or healthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

**Unit Objectives:**

*Students will be able to...*

- identify the benefits of physical activity.
- identify ways to prevent injuries when you exercise and play sports.
- identify safety rules to prevent falls.
- identify safety rules to follow in a fire and how to make a fire escape plan for your family.
- identify safety rules in case of an earthquake.
- identify ways to prevent poisoning.
- identify safety rules to follow for walking.
- identify safety rules to follow for swimming and ways to prevent drowning.
- identify ways to stay safe in different weather conditions.
- identify safety rules for riding in a car and bus.
- identify safety rules for riding a bike or a scooter.
- identify the meanings of different road signs.
- identify safety rules for skating.

- identify ways to stay safe from strangers, at home, at school, and in the community.
- identify the differences between safe touch and unsafe touch.
- identify ways to prevent injuries from weapons.
- identify safety rules to protect yourself from violence.
- identify what an emergency alert is.
- identify when and how to call for emergency help.
- identify first aid for small cuts, deep cuts, scrapes, and nosebleeds.
- identify first aid for sprains, burns, and choking.
- identify first aid for rashes from plants and insects.

**Unit 6: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and Treatment:**

Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Dependency is when a person develops a tolerance and an increased need for a drug or substance.

**Unit Objectives:**

*Students will be able to...*

- identify what rules to follow in taking prescription drugs.
- identify what rules to follow in taking over-the-counter drugs.
- identify ways to prevent drug misuse.
- identify ways to prevent drug abuse.
- identify ways that alcohol harms physical health, mental and emotional health, and family and social health.
- identify how to use resistance skills if pressured to drink alcohol.
- identify what types of help are available to someone with a drinking problem.
- identify ways tobacco harms health.
- identify ways secondhand smoke harms health.
- identify ways to quit tobacco use.
- identify ways marijuana harms health.
- identify ways that the misuse or abuse of stimulants and depressants harms health.
- identify why it is harmful to abuse inhalants and steroids.
- identify reasons to say “no” to drug abuse.
- identify what strategies help you say “no” to abusing drugs.
- identify ways people who abuse drugs might be helped.

**Unit 7: Health Conditions, Diseases, and Medicines:** Health conditions are acute or chronic diseases, which can be either controllable or life threatening. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases.

**Unit Objectives:**

*Students will be able to...*

- identify kinds of pathogens that cause disease.
- identify ways pathogens enter the body.
- identify habits that keep germs from spreading.
- identify how body defenses work.
- identify habits that help protect you from diseases that spread by pathogens.
- identify symptoms of communicable diseases.
- identify treatments for communicable diseases.
- identify the causes, symptoms, and treatments for some common childhood illnesses.
- identify the causes of chronic diseases.
- identify ways to control diabetes.
- identify causes of allergies and ways to reduce your risk of allergy attacks.
- identify ways to reduce triggers for asthma.
- identify what causes a heart attack.
- identify ways that you can reduce the risk of heart disease.
- identify ways to reduce the risk of skin cancer.
- identify ways to reduce the risk of lung cancer.
- identify ways to reduce the risk of colon cancer.

**Unit 8: Community Health Services and Support:** Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals.

**Unit Objectives:**

*Students will be able to...*

- identify what health careers benefit your community.
- identify where health helpers work in your community.

**\*Unit 9: Pregnancy and Parenting:** Not addressed in 3rd Grade



## **Fourth Grade:**

**Unit 1: Emotional Health:** Emotional Health encompasses the view, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.

### **Unit Objectives:**

*Students will be able to...*

- identify what makes you special.
- identify actions that help you have a healthful self-concept.
- identify different ways that people learn.
- identify how to share emotions in healthful ways.
- identify how to use I-messages.
- identify ways to stay in a good mood.
- identify ways to keep your mind healthy.
- identify the six traits of good character.
- identify why your friends and heroes have good character.
- identify how to show respect and what to do if you do something wrong.
- identify what questions to ask before you make a decision.
- identify ways to communicate with responsible adults about health decisions.
- identify how to use resistance skills.
- identify what effect stressors have on your body.
- identify the difference between healthful and harmful stress.
- identify ways to manage your stress

**Unit 2: Social and Sexual Health:** Social and sexual health is a person's ability to communicate and interact with other efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

### **Unit Objectives:**

*Students will be able to...*

- identify ways to make a healthful relationship.
- identify ways to show respect for other people.
- identify how to communicate in healthful ways.
- identify how to apply the four steps to resolve conflict.
- identify ways to get along with others.
- identify how peer pressure works.
- identify what it means to be a family.

- identify ways to be a responsible family member.
- identify how to adjust to family changes in healthful ways.
- identify why you need friends.
- identify ways to make new friends.
- identify how friends can help each other make responsible decisions.

**Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify the stages of the life cycle.
- identify signs that your body is changing.
- identify how your body grows.
- identify the way your muscles work.
- identify what your bones do.
- identify ways to care for muscles and bones.
- identify how the circulatory and respiratory systems work.
- identify how to care for your heart and lungs.
- identify how your digestive system works.
- identify how to care for your digestive system.
- identify the five sense organs.
- identify how the nervous system works.
- identify how to care for the nervous system.
- identify why you need medical checkups.
- identify why you need to keep your teeth healthy.
- identify how to floss and brush your teeth.
- identify how to keep your eyes and ears healthy.
- identify how to protect your hearing.
- describe why grooming your skin, hair, and nails is important.

**Unit 4: Nutrition:** Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness.

**Unit Objectives:**

*Students will be able to...*

- identify the nutrients your body needs.
- identify what foods are in the food groups.
- identify how to follow the Dietary Guidelines.
- Identify how to use the Dietary Guidelines to choose snacks that are healthful.
- identify what influences your food choices.
- identify what facts are found on food labels.
- identify how to plan a menu for a healthful meal.
- identify how food can be kept safe.
- describe why getting enough rest is important to good health.
- identify why being physically active is important.
- describe how to improve fitness skills.

**Unit 5: Personal Safety:** Personal safety involves being aware of your surroundings and understanding of how certain situations and/or healthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

**Unit Objectives:**

*Students will be able to...*

- identify ways to prevent injuries during physical activity.
- identify what safety equipment is needed for different sports.
- identify how to prevent falls.
- identify how to prevent fires.
- identify ways to avoid injury from poisons.
- identify what computer safety means.
- identify how to keep safe around cars and buses.
- identify safety rules when walking, biking, skating, and riding a scooter.
- identify how to keep safe around water.
- identify how to stay safe in bad weather.
- identify how to stay safe at home.
- identify how to stay safe from strangers.
- identify what is an unsafe touch.
- identify what to do if you find a weapon.

- identify how to call for help in an emergency.
- identify how to help an injured person.
- identify how to give first aid for cuts, scrapes, nosebleeds, bruises, insect stings, animal bites, reactions to poisonous plants, and choking.
- identify what items should be part of a first aid kit.

**Unit 6: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and**

**Treatment:** Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Dependency is when a person develops a tolerance and an increased need for a drug or substance.

**Unit Objectives:**

*Students will be able to...*

- identify ways medicines can help health.
- identify how prescription and OTC medicines differ.
- identify what safety rules to follow for using medicines.
- identify ways that alcohol affects physical health.
- identify ways that alcohol affects how a person thinks, feels, and acts.
- identify ways to say “no” to drinking alcohol.
- identify how smoking and smokeless tobacco harm health.
- identify ways secondhand tobacco smoke harms health.
- identify ways to say “no” to tobacco use.
- identify ways caffeine can harm health.
- identify how illegal drug use can harm health.
- identify how to say “no” to illegal drugs and the benefits of a drug-free lifestyle.
- identify how to get help for drug abuse.

**Unit 7: Health Conditions, Diseases, and Medicines:** Health conditions are acute or chronic diseases, which can be either controllable or life threatening. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases.

**Unit Objectives:**

*Students will be able to...*

- identify what causes diseases.
- identify ways to prevent the spread of disease.
- identify how to treat flu, cold, and strep throat.
- identify ways the body keeps the germs out.
- identify how the immune system fights disease.
- explain what chronic diseases are.
- identify ways to prevent chronic diseases.

- identify ways to show care, concern, and respect for people with special needs.

**Unit 8: Community Health Services and Support:** Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals.

**Unit Objectives:**

*Students will be able to...*

- identify where health helpers work.
- identify what health helpers do.

**\*Unit 9: Pregnancy and Parenting:** Not addressed in 4th Grade

## **Fifth and Sixth Grade:**

**Unit 1: Emotional Health:** Emotional Health encompasses the view, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others.

### **Unit Objectives:**

*Students will be able to...*

- identify that good mental/emotional health includes having a positive view of yourself and being resilient.
- identify that learning to deal with emotions in healthy ways is important.
- identify that keeping stress under control will improve all aspects of your health.
- identify that there is no right or wrong way to grieve over a loss.
- identify that mental and emotional disorders are real illnesses, just like physical disorders.
- identify the warning signs of suicide that could help you save a life.
- identify that mental and emotional disorders can be treated.

**Unit 2: Social and Sexual Health:** Social and sexual health is a person's ability to communicate and interact with other efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

### **Unit Objectives:**

*Students will be able to...*

- identify that healthy relationships depend on good communication.
- identify that your relationships with family members are some of the most important in your life.
- identify that strong relationships will have a positive effect on your physical, mental/emotional, social health.
- identify that friendships become more important during adolescence.
- identify that character is the way a person thinks, feels, and acts.
- identify that good character is built on trustworthiness and respect.
- identify that acts of responsibility and fairness demonstrate good character.
- identify that good character including caring and citizenship.
- identify that your words and actions show your character.
- identify that anyone can experience bullying and harassment, but there are effective ways to stop both.
- identify that cyberbullying is a growing problem that causes harm and humiliation.

- describe ways to stop bullying behavior.
- identify ways to resolve conflicts in healthful ways can help your overall well-being.
- identify that factors that make conflicts worse include anger, jealousy, group pressure, and the use of alcohol and other drugs.
- explain ways to deal with conflict in constructive ways.
- identify that mediation can provide a solution that is acceptable to both parties.
- identify that violence is a major health problem in our society.
- explain how you can prevent violence.
- identify that abuse affects the physical, mental/emotional, and social health of the person who is abused.
- identify that the cycle of abuse can be stopped, but it often requires outside help.

**Fifth and 6th Grade Unit 3: Personal Growth and Development:** Personal Growth and Development are lifelong processes of physical, behavioral, emotional and cognitive change throughout one's lifetime.

**Unit Objectives:**

*Students will be able to...*

- identify that you will go through many physical, mental/emotional, and social changes during your teen years (puberty).
- identify that each human passes through several stages of development before reaching adolescence.
- identify that practicing good health skills will allow you to remain healthy throughout early, middle, and late adulthood.
- identify that caring for your skin and hair is important to your overall physical health.
- identify that your teeth perform important functions and keeping them healthy is part of responsible healthful behaviors.
- identify that caring for your eyes and ears will keep them healthy.
- identify that your skeletal and muscular systems work together to make your body move.
- identify that your nervous system controls and sends messages throughout your body.
- identify that your heart is the center of your circulatory systems, and your lungs are the center of your respiratory system.
- identify that your digestive and excretory systems process the food you eat for use by your body.
- Identify that your body has glands and organs that allow it to function and reproduce. (6th Grade Only)
- identify that your immune system helps your body defend itself against infections.

**Unit 4: Nutrition:** Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness.

**Unit Objectives:**

*Students will be able to...*

- identify that each nutrient plays a specific role in keeping your body healthy.
- identify that learning to make healthful food choices will help you maintain good health throughout your life.
- identify that you can maintain a healthy weight by balancing the food you eat with physical activity.
- identify that teens with poor body image may develop extreme and harmful eating behaviors.
- identify that being physically active benefits your total health in a variety of ways.
- identify that you can reach your fitness goals by making a plan to include different kinds of exercise in your life.
- identify that following some basic guidelines will help you get the most out of your workouts.

**Unit 5: Personal Safety:** Personal safety involves being aware of your surroundings and understanding of how certain situations and/or healthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.

**Unit Objectives:**

*Students will be able to...*

- identify that being safety conscious means being aware that safety is important and acting safely.
- identify that following safety rules can keep you safe both at home and away from home.
- identify that following safety rules can help prevent injury on the road and outdoors.
- identify that you can protect yourself from violence by avoiding dangerous situations.
- identify that early warning signs give time to plan and stay safe during weather emergencies and natural disasters.
- identify how to administer basic first aid to save a person's life in an emergency.



## **Unit 6: Alcohol, Tobacco, and Other Drugs/Dependency, Substances Disorder, and**

**Treatment:** Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Dependency is when a person develops a tolerance and an increased need for a drug or substance.

### **Unit Objectives:**

*Students will be able to...*

- identify that substances contained in tobacco products are very harmful to your health.
- identify that tobacco is a dangerous drug with serious health consequences.
- identify that tobacco contains nicotine, which is an extremely powerful and addictive drug.
- identify that tobacco has consequences in addition to the harm it causes tobacco users.
- identify that it is important to have strategies to resist the strong influences around tobacco use.
- identify that most teens do not use alcohol, but several factors influence teens to try it.
- identify that alcohol use has far-reaching effects to the body, other people, and personal relationships.
- identify that alcohol is a highly addictive drug that can lead to disease and damage relationships.
- identify that many resources are available to help alcoholics, alcohol abusers, and their families.
- identify that using drugs affects your body, mind, emotions, and social life and can lead to consequences with the law.
- identify that all types of illegal drugs have both short-and long-term effects.
- identify that there are many reasons and resources that exist to help teens and their families stay drug free.

**Unit 7: Health Conditions, Diseases, and Medicines:** Health conditions are acute or chronic diseases, which can be either controllable or life threatening. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks and diseases.

### **Unit Objectives:**

*Students will be able to...*

- identify that using medicine wisely is a sign of good personal and consumer health.
- identify that medicines can contribute to good health when used properly.
- identify that using medicines improperly can cause harmful side effects.
- identify that good personal hygiene and other healthful behaviors can help protect you from communicable diseases.
- identify that your immune system protects you from infection.
- identify that common communicable diseases include colds, the flu, strep throat, pneumonia, mononucleosis, hepatitis, and tuberculosis.

- identify that HIV causes AIDs, which is a deadly disease that interferes with the body's immune system.
- identify that noncommunicable diseases can result from heredity or lifestyle choices, or may have an unknown cause.
- identify that cancer occurs when abnormal cells multiply out of control.
- identify that heart disease is any condition that reduces the strength or function of the heart.
- identify that diabetes and arthritis can be treated medically and managed by making healthy lifestyle choices.
- identify that allergies and asthma are two kinds of noncommunicable diseases that can be managed with medicine and by avoiding the allergens.

**Unit 8: Community Health Services and Support:** Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals.

**Unit Objectives:**

*Students will be able to...*

- identify that community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- identify that individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

**Unit 9: Pregnancy and Parenting: (6th Grade only)**

**Unit Objectives:**

*Students will be able to...*

- identify that all living things may have the capacity to reproduce.

**Resources:**

- *Health & Wellness*. Macmillan/McGraw-Hill, 2008. (3rd and 4th Grade)
- *glenco teenhealth*. McGraw-Hill Education, 2014. (5th and 6th Grade)

