

Health Curriculum - Kindergarten

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying different family types.
- recognizing their personal family type.
- identifying people in their lives who care about them.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- family structures (parent, step-parent, grandparents, brothers, sisters, aunts, uncles, and other relatives).
- people in school who influence (principal, teacher, counselor).
- people in the community who influence (store owner, neighbor, police).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- name and describe different family types (size, living situation, structure, etc.)

Mental, Emotional, and Social Health & Personal and Community Health

- identify people in their lives who care about them.
 - *Who* influences me...
 - I know they influence me because...

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- *What* influences me...
- I know it influences me because...(Benes & Alperin, 2016, pg. 89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

The student will be able to 'identify people and places that can help with health needs'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying person in school to go to when you feel sick (nurse).
- locating people and places in the community that can be trusted for health needs.
- understanding the different food groups and what constitutes a healthy meal.
- understanding rules and identifying trusted adults who will keep them safe.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- clinic, nurse, police, fire fighter, fire alarm, safety drills.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- understand that MyPlate is a resource to identify 5 food groups and colors, and sort foods into groups.

Drug Awareness & Injury Prevention and Safety

- understand which people and places can explain why medicines are used, and explain how medicines can be helpful or harmful.

Injury Prevention and Safety

- identify emergency situations.

Mental, Emotional, and Social Health

- describe school rules about getting along with others.
 - People

What- What do I need help with?

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Who- Who are the people I trust and can help me?

How- How do I find the person? How do I ask for the help I need?

- Places

*What-*What do I need help with?

*Where-*Where should I go to get help?

*How-*How can I get to the place I need?(Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing personal feelings.
- recognizing the feelings of others.
- respecting differences and personal space.
- understanding rules and identifying trusted adults who will keep them safe.
- describing ways to talk about healthy food choices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sad, happy, angry, body language, tone of voice, personal space, safe space.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- show ways to respect different kinds of families.
- appreciate personal space.

Nutrition and Physical Activity

- explain how to ask family members for food options that keep them healthy.

Mental, Emotional, and Social Health

- describe their own physical characteristics as they relate to how they feel (sportsmanship, emotions, uniqueness).
- name ways in which people are similar and ways in which they are different.

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- express feelings in a healthy way.
- use effective communication:
 - I TELL**
 - Identify feelings (thoughts, ideas)
 - Tell feelings (thoughts, ideas)
 - Express using I-statements
 - Look at the person you are talking to
 - Listen to the response
- use active listening:
 - HEAR**
 - Heads up, voices off
 - Eyes on speaker, Ears open
 - Ask questions if you don't understand
 - Relax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

Injury Prevention and Safety

- name safety rules, and safety helpers at home and away from home.

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.
(Benes & Alperin, 2016, pg 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying safe independent activities and activities that require adult help.
- identifying whether a healthy snack can be chosen/prepared independently.
- recognizing when they can make safety decisions independently and when adult help is needed (substance awareness, trusted adults).

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stranger, exercise, fruits, vegetables, tobacco.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

- recognize the decision that needs to be made:
 - Nutrition and Physical Activity
 - describe ways to participate in 60 minutes of activity on a regular day.
 - identify a variety of healthy snacks.
 - Drug Awareness
 - recognize that tobacco smoke is harmful to health and should be avoided.
 - Personal and Community Health/Injury Prevention and Safety
 - recognize safety at home and safety in the community.
- Injury Prevention and Safety
 - recognize who needs to help.
 - identify people who are trusted adults and how to be safe when in contact with other adults.

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing how to set goals.
- recognizing how to achieve/reach a goal.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goal setting, timeline.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- set a goal (screen free, drink water daily, 60 minutes daily activity)

Mental, Emotional, and Social Health

- work to achieve/reach goal set.

GOALS

- **Get** a plan.
- **One** step at a time.
- **Act** on the goal.
- **Learn** from the goal.
- **Start** again.

SET GOALS

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- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal. (Benes & Alperin, 2016, pg. 135)

Health Curriculum - Kindergarten

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.
(Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- respecting personal space.
- identifying healthy snacks.
- recognizing harmful products.
- understanding hygiene procedures.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal space, private parts, hands, feet, teeth, cough, sneeze, harmful chemicals, sun safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- name body parts and their functions.
- tell others when they do not want to be touched and demonstrate how to respond when someone is touching them that makes them uncomfortable.
- identify effective dental and personal hygiene practices

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Nutrition and Physical Activity

- name a variety of nutritious and healthy snacks and explain why they are necessary for good health.
- describe the benefits of being physically active.

Drug Awareness & Injury Prevention and Safety

- recognize that anything may be poisonous or cause harm if used unsafely.

Injury Prevention and Safety

- recognize that some household products are harmful if ingested or inhaled.
- define and explain the dangers of weapons.
- explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- describe sun-safety practices.
- define germs and explain why the transmission of germs may be harmful to one's health.

Injury Prevention and Safety & Personal and Community Health

- identify safety rules for the home, the school, and the community. (riding on a bus, car, bicycle, crossing the street and playing)

Mental, Emotional, and Social Health

- name and describe the five senses.

Mental, Emotional, and Social Health & Personal and Community Health

"I AM healthy" is a motto for the unit to reinforce both skill cues and the goal for the unit.

I AM

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.
(Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing and maintaining healthy relationships.
- identifying actions - right from wrong.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physicians, nurses, dentists, optometrists, medicines, teasing, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- appreciate personal space.

Drug Awareness & Injury Prevention and Safety

- recognize that medicines should be taken only under the supervision of a trusted adult.

Mental, Emotional, and Social Health

- recognize the characteristics of bullying.

Mental, Emotional, and Social Health & Personal and Community Health

I CARE

- Identify personal health needs, wants, and desires.
- Can someone help you?
- Ask for guidance to promote personal health.
- Recognize positive health choices.

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- **Encourage** peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

Personal and Community Health

- identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists)

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High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding various family roles and responsibilities.
- showing healthy sleep and rest patterns.
- differentiating between friends and acquaintances.
- describing how gender should not limit what they can or cannot do..
- understanding the influence of friends and family with regards to healthy practices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sleep, rest, individual needs, friend, gender, health practices, influence.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- describe how members of a family have various roles, responsibilities, and individual needs.
- explain why sleep and rest are important for proper growth and good health.
- describe characteristics of a friend.
- describe how gender should not limit what they can or cannot do.

Personal and Community Health

- explain how family and friends influence positive health practices.

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- *Who* influences me...
- I know they influence me because...
- *What* influences me...
- I know it influences me because...' (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 3: (Assessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

The student will be able to 'identify people and places that can help with health needs'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying trusted adults.
- listing characteristics of a safe place.
- identifying the community members that promote health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trust, peers, relationships, threatening, unsafe feelings, safety, health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Mental, Emotional, and Social Health

- identify the benefits of healthy peer relationships.
- list people to go to for help if feeling unsafe or threatened.
- describe characteristics of safe and unsafe places.
 - *What*-What do I need help with?
 - *Where*-Where should I go to get help?
 - *How*-How can I get to the place I need?' (Benes & Alperin, 2016, pg. 68)

Personal and Community Health

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- identify individuals in the school and in the community who promote health.
 - *What*- What do I need help with?
 - *Who*- Who are the people I trust and can help me?'
 - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying appropriate words to express feelings.
- explaining an emergency scenario.
- knowing how to ask for assistance.
- identifying and refusing inappropriate touching.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- appropriate and inappropriate touching, emergency, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Mental, Emotional, and Social Health

- identify healthy ways to express feelings to each other.

Injury Prevention and Safety

- explain the importance of telling an adult if someone is in danger or being bullied.
- distinguish between appropriate and inappropriate touching.
- identify refusal skills when in personal-safety situations.
- describe how to report dangerous situations.
- identify ways to report inappropriate touching.

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Personal and Community Health

- demonstrate effective communication skills when asking for assistance with health-related problems.
- demonstrate effective communication skills in an emergency situation.
- identify emergency situations.
- use effective communication:

I TELL

- **I**dentify feelings (thoughts, ideas)
 - **T**ell feelings (thoughts, ideas)
 - **E**xpress using I-statements
 - **L**ook at the person you are talking to
 - **L**isten to the response
- use active listening:

HEAR

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

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High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.
(Benes & Alperin, 2016, pg 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying when to wear a helmet.
- knowing how to properly prevent the transmission of diseases.
- knowing how to respond in an emergency situation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- head injuries, body odor, personal hygiene, germ transmission, emergency, dangerous.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Injury Prevention and Safety

- analyze steps to take in emergency or potentially dangerous situations.
- analyze why wearing a helmet when biking, skateboarding or inline skating increases safety.

Personal and Community Health

- identify ways to prevent the transmission of germs.
- use a decision-making process to evaluate how personal hygiene behaviors promote one's health.
- determine:

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- *What* is the decision?
- *Who* needs to help? (Benes & Alperin, 2016, pg.119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding the importance of getting enough sleep.
- understanding the importance of drinking water regularly.
- understanding the importance of eating breakfast regularly.
- understanding the importance of bathing and brushing teeth routinely.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, sleep patterns, cavity, hydration.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- set a goal to eat breakfast.
- set a goal to drink more water.

Mental, Emotional, and Social Health

- set a goal to manage their sleep patterns for better health.

Personal and Community Health

- make a plan to practice dental and personal hygiene.

SET GOALS

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- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan.
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal.
- **S**tart again. (Benes & Alperin, 2016, pg.135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.
(Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying basic vehicle, home and street safety rules.
- demonstrating emergency procedures for fire, earthquakes, and tornadoes.
- demonstrating how to use protective gear and equipment.
- explaining proper oral hygiene practices.
- explaining how to properly prevent the transmission of diseases.
- understanding the importance of wearing sunscreen and appropriate clothing when exposed to the sun.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tooth decay, skin cancer, tornado, earthquake, and fire emergency, helmet, safety hazards.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Injury Prevention and Safety

- identify safety hazards in the home, at school, and in the community.
- identify ways to reduce the risk of injuries at home, at school and in the community.
- explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.

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- identify ways to reduce the risk of injuries while traveling in an automobile or bus.
- practice ways to stay safe at home, at school, and in the community. (street safety, safe routes, car safety, school bus, playground, calling for help)
- practice emergency, fire, and safety plans at home and at school.
- explain appropriate protective gear and equipment.

Personal and Community Health

- demonstrate proper tooth brushing and flossing techniques.
- demonstrate techniques for preventing disease transmission (covering sneezes and coughs, frequent hand washing).
- demonstrate proper ways of protecting oneself from the sun.
- demonstrate appropriate behaviors during fire drills, earthquake drills, and tornado drills.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

I AM

- Identify health behaviors that keep you healthy.
- **Act** on health behaviors.
- **Make** a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 1

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.
(Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- respectfully articulating why tobacco users should quit.
- articulating the dangers of sun damage on the skin.
- demonstrating the proper way to behave on a playground.
- helping students with chronic disease or illness adapt to school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, diseases, skin cancer, chronic diseases and conditions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- encourage peers to drink plenty of water.

Drug Awareness

- advocate for others to be tobacco free.

Injury Prevention and Safety

- encourage others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

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- demonstrate the ability to support other students who have chronic diseases and conditions.
- educate family and peers to protect against skin damage from the sun.

I CARE

- Identify personal health needs, wants, and desires.
- **C**an someone help you?
- **A**sk for guidance to promote personal health.
- **R**ecognize positive health choices.
- **E**ncourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining numerous ways a family changes over time.
- recognizing responsible choices in interpersonal situations.
- demonstrating ways to show appreciation for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- birth, death, adopt, divorce, appreciate, support.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- identify how families change and grow.
- identify characteristics of a responsible family member.

Injury Prevention and Safety

- identify the positive ways that peers and family members show support, care, and appreciation for one another.
 - *Who* influences me...
 - I know they influence me because...
 - *What* influences me...
 - I know it influences me because... (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

The student will be able to identify people and places that can help with health needs'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- classifying foods/snacks as: everyday, sometimes, once in a while.
- determining healthy preparation in food products.
- listing places/areas where physical activities can be safely conducted.
- learning the benefits and consequences of medicine uses.
- identifying trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- side effects, prescription, over-the-counter,
- nutrition and nutrients, labels,
- parks, fields, playgrounds, gym.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- explain why some foods are good for your diet and others snacks should be limited.
- recognize locations and processes that affect nutritional value in food products.
- identify opportunities for physical activity in a variety of locations.

Drug Awareness

- understand why it is important to follow trusted adult directions when taking prescription and nonprescription medicines.

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Injury Prevention and Safety

- describe characteristics of safe and unsafe places.
 - *What*-What do I need help with?
 - *Where*-Where should I go to get help?
 - *How*-How can I get to the place I need? (Benes & Alperin, 2016, pg. 68)

Personal and Community Health

- identify individuals in the school and in the community who promote health.
 - *What*- What do I need help with?
 - *Who*- Who are the people I trust and can help me?'
 - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing emotions in self and others.
- knowing when it is necessary to approach appropriate adults to discuss feelings or unhealthy situations.
- naming characteristics of trusted adults in your life.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- overwhelmed, frustrated, excited, stressed, trustworthy, responsible, anxious, angry.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- describe a variety of emotions.
- explain the importance of talking with parents or trusted adults about feelings or unhealthy situations.
- describe the characteristics of a trusted friend and adult.
- use effective communication:

I TELL

- Identify feelings (thoughts and ideas)
- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person you are talking to

Health Curriculum - Grade 2

- Listen to the response
- use active listening:

HEAR

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.
(Benes & Alperin, 2016, pg 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- listing categories of drug products and recognize the positive and negative effects they can have on your body.
- recognizing when a situation requires help from a trusted adult.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, alcohol, drug, medicine, use, misuse and abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- define what a drug is - a substance that makes a change in your body.
- distinguish between helpful (medicines) and harmful substances (including alcohol, tobacco, and other drugs).

Mental, Emotional, and Social Health

- identify who to talk to if they encounter harmful substances.
 - *What* is the decision?
 - *Who* needs to help? (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- articulating age-appropriate opportunities for ongoing physical activities.
- assessing current ability in order to project realistic goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- pretest, post-test, assessment, standard.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- identify and explore opportunities inside and outside of school for regular participation in physical activity.

Personal and Community Health

- understand and set realistic performance expectations.

GOALS

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**

SET GOALS

Health Curriculum - Grade 2

- **Set a goal based on the results of a needs assessment.**
- **Explain why it is important.**
- **Tell someone you trust and ask for help.**
- **Get a plan**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again. (Benes & Alperin, 2016, pg. 135)**

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.
(Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- explaining the benefits of healthy food, drink and physical activity choices.
- identifying rules for taking medicine.
- describing emotions that may be related to stress, loss and grief.
- describing positive and negative reactions to stress, loss and grief.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hydration, beverages, medication, food safety, grief, stress.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- name body parts and their functions.

Nutrition and Physical Activity

- list the benefits of healthy meals, beverages and snacks.
- describe the benefits choosing water to meet hydration needs.
- describe how to keep food safe from harmful germs.
- explain how physical activity and eating habits can affect how you feel.

Drug Awareness

- generate rules for taking medicine at school and at home.

Health Curriculum - Grade 2

Mental, Emotional, and Social Health

- analyze feelings and emotions associated with loss or grief.
- differentiate between positive and negative ways of dealing with stress.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

I AM

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 2

High Priority Standards

National Health Standard 8: **(Advocacy)**

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.
(Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- giving reasons why eating a healthy breakfast can improve your day.
- defining what a drug is.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- nutrition, drug, chemical, food groups.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- discuss the benefits of eating a nutritious breakfast.

Drug Awareness

- identify that a drug is a chemical that changes how the body and brain work.

Personal and Community Health

I CARE

- Identify personal health needs, wants, and desires..
- Can someone help you?
- Ask for guidance to promote personal health.
- Recognize positive health choices.
- Encourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing healthy social behaviors such as respect for others, cooperation, consideration, and establishing boundaries.
- identifying how external influencers impact an individual's health practices and growth and development.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influencers, personal boundaries, media, social behavior, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- explain how individual behaviors and one's family and school influence growth and development.

Mental, Emotional, and Social Health

- describe examples of healthy social behaviors (helping others, being respectful of others, cooperation, consideration).
- discuss the importance of setting personal boundaries for privacy, safety and expression of emotions.

Personal and Community Health

- identify how culture, family, friends and media influence positive health practices.

People

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?

Health Curriculum - Grade 3

- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

Other Factors (e.g., Culture, Media, Technology)

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 3: (Assessing Information)

Student will demonstrate the ability to access valid information, and products, and service to enhance health.

Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- consistently identifying trusted adults for different health related issues.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trusted adult, nurse, teacher, counselor, principal, parents/guardians.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growing, aging and death in living things.

Mental, Emotional, and Social Health

- access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

Personal and Community Health

- recognize individuals who can assist with health-related issues and potentially life-threatening health conditions.
- describe how to access help when feeling threatened.

RACE

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 4 : (Interpersonal Communications)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating the ability to effectively communicate with parents and trusted adults.
- understanding that sharing personal property can spread germs and illnesses.
- treating all people with respect regardless of differences.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- respect, communicable diseases, personal boundaries, non-verbal communication.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
- identify how to show respect for individual differences.

Mental, Emotional, and Social Health

- demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Personal and Community Health

- demonstrate refusal skills to avoid the spread of disease.
 - use effective verbal communication;

I TELL YA

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Health Curriculum - Grade 3

Express using I-statements

Look at the person you are talking to

Listen to the response

Your body language is appropriate

Assertive communication style

- use effective nonverbal communication;

FACE

Facial expressions and body language

Attentive

Comfortable and confident

Eyes on speaker

- use effective refusal;

I SAY NO

I-statement

State a reason

Assertive

You are in control

No statement that is clear

Options (e.g., you can leave, get help)

- use effective conflict resolution;

I'M MAD

I-statements

Manage stress

Mutual conversation

Focus on **Action**, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)

Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.
(Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing strategies to manage situations with bullying, teasing, and harassment.
- communicating emotions appropriately to cope with family changes.
- demonstrating behaviors that promote healthy growth and development.
- indicating how to avoid spreading illnesses.
- demonstrating when to ask a trusted adult for help.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, teasing, harassment, diseases, illnesses, family dynamic.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- examine why a variety of behaviors promote healthy growth and development.

Mental, Emotional, and Social Health

- describe effective strategies to cope with changes within the family.
- evaluate situations in which a trusted adult should be asked for help.
- recognize teasing, harassment, bullying.

Personal and Community Health

- use a decision-making process to reduce the risk of communicable disease or illness.

Health Curriculum - Grade 3

DECIDE

- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences** that may affect the decision
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ability to set a family oriented goal at home and a personal health goal.
- developing a plan to meet the goals.
- tracking progress toward the goals.
- successfully implementing the plan to meet the goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goals, family, home, health practices, responsibility.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- make a plan to help at home and show responsibility as a family member.

Personal and Community Health

- set a short-term goal for positive health practices.

SET GOALS

- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.

Health Curriculum - Grade 3

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
 - **Steps-** What steps need to be taken to reach goal?
 - **Track-** How are you going to track progress?
 - **Help-** Does this goal require help?
 - **Who-** Who can help? (Benes & Alperin, 2016, pg 135)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to deal with negative emotions in a positive manner.
- demonstrating techniques to avoid transmission of illnesses.
- identifying healthy habits and incorporating them into their daily routine.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotions, communicable diseases, prevention, coping strategies.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

Personal and Community Health

- evaluate ways to prevent the transmission of communicable diseases.
- list ways to stay healthy and act on those behaviors.

"I AM ME and I am healthy" could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

I AM ME

- Identify health behaviors that keep you healthy.
- Act on health behaviors.

Health Curriculum - Grade 3

- **Monitor** the impact of the health behaviors.
- **Make** a list of what *you* can do to keep yourself healthy.
- **Explain** the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 3

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive and respectful behavior that promotes an enriched school environment.
- showing respect for classmates' differences.
- promoting a bully free school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- positivity, respect, school environment, differences, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- promote a positive and respectful school environment.
- object appropriately to teasing of peers, family members that is based on personal characteristics.
- demonstrate the ability to support and respect people with differences.

I CARE

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- Access information in order to support your position with facts and evidence.

Health Curriculum - Grade 3

- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- verbalizing reasons some people turn to substances to cope with life situations.
- describing what makes a healthy relationship.
- explaining coping strategies that are not violent in nature.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- subliminal, target audience, cancer, nicotine, buzzed/drunk, steroids, heroin, peer pressure, role model.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- identify internal and external influences that affect the use of alcohol, tobacco and other drugs.
- examine advertising strategies used for alcohol, tobacco and other drugs.

Mental, Emotional, and Social Health

- recognize how friendships can affect positive and negative choices

Injury Prevention and Safety

- analyze how emotions contribute to both safe and violent behaviors.
- explain why young people should not use violence to deal with problems.

Health Curriculum - Grade 4

People

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

Other Factors (e.g., Culture, Media, Technology)

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information, and products, and service to enhance health.

Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- reading a food label to determine validity of food product.
- understanding physiological and psychological changes during puberty.
- demonstrating the ability to find positive adult intervention when feeling unsafe.
- identifying effects to the body and brain when using alcohol, drugs and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotional, hormones, adolescent, adulthood,
- serving size, daily requirements, % of daily consumption, nutrients,
- counselor, security, police, fire department, EMT, first responder.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- understand changes that occur during puberty.
- define sexual harassment and abuse and a trusted adult.

Nutrition and Physical Activity

- identify and define key nutrients and their functions.
- state the recommended number of servings and serving sizes for different food groups.

Drug Awareness

Health Curriculum - Grade 4

- describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.
- identify sources of valid information regarding alcohol, tobacco, and other drugs.

Injury Prevention and Safety

- identify safe people and places to go to if feeling unsafe or threatened (school counselor, police department, fire department).
- identify trusted adults to report to if people are in danger of hurting themselves or others.

- **RACE**

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 4: (Interpersonal Communications)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding how to report bullying and other dangerous situations to the appropriate adult.
- utilizing conflict resolution tactics with others when needed.
- practicing refusal skills in peer pressure situations where alcohol, tobacco and drugs are present.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, refusal skills, conflict resolution, harassment, abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
- practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

- describe ways to seek assistance if worried, abused or threatened.
- demonstrate the ability to use refusal skills in risky situation.
- practice effective conflict resolution techniques with others.
- report bullying, harassment, and other dangerous situations.

Health Curriculum - Grade 4

- use effective verbal communication;
I TELL YA
Identify feelings (thoughts, ideas)
Tell feelings (thoughts, ideas)
Express using I-statements
Look at the person you are talking to
Listen to the response
Your body language is appropriate
Assertive communication style
- use effective nonverbal communication;
FACE
Facial expressions and body language
Attentive
Comfortable and confident
Eyes on speaker
- use effective refusal;
I SAY NO
I-statement
State a reason
Assertive
You are in control
No statement that is clear
Options (e.g., you can leave, get help)
- use effective conflict resolution;
I'M MAD
I-statements
Manage stress
Mutual conversation

Focus on **Action**, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)

Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.
(Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating avoidance strategies and non-violent practices in peer conflict situations.
- communicating how eating healthy and exercise affect overall life situations in a positive manner.
- discussing consequences of bullying on all involved.
- discussing ways to avoid unsafe situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- healthy lifestyle, bullying, conflict resolution, compassion, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- describe the relationship between food intake, physical activity, and good health.

Drug Awareness

- evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

Mental, Emotional, and Social Health

- identify behaviors that may lead to conflict with others.
- explain how courtesy, compassion, and respect towards others reduces conflict and promotes nonviolent behavior.

Health Curriculum - Grade 4

Injury Prevention and Safety

- evaluate strategies to avoid potentially dangerous situations.
- examine the consequences of bullying and harassment.
- analyze the benefits of using nonviolent means to resolve conflicts.
- evaluate how following family, school, and community rules can impact safety.

DECIDE

- **D**etermine the decision - what is it? Does it require thought? Do I need help?
- **E**xamine options
- **C**onsider consequences
- **I**dentify values and possible influences that may affect the decision
- **D**ecide on the healthiest option and act on the decision
- **E**valuate the outcome (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to be active and be able to monitor the activity.
- explaining reasons why you should choose healthy foods and beverages.
- understanding how to create a routine for fitness and healthy eating.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physical activity, healthy eating habits, goal setting, monitoring, commitment, routine.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- identify ways to increase and monitor physical activity.
- make a plan to choose healthy food and beverages.
- make a plan to choose physical activities at school and at home.

Injury Prevention and Safety

- make a personal commitment to use appropriate protective gear while engaging in activities.

SET GOALS

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.

Health Curriculum - Grade 4

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
 - **Steps-** What steps need to be taken to reach goal?
 - **Track-** How are you going to track progress?
 - **Help-** Does this goal require help?
 - **Who-** Who can help? (Benes & Alperin, 2016, pg 135)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ways to show personal responsibility in different aspects of your health (nutrition, physical activity and safety).
- listing benefits of personal responsibility.
- recognizing basic safety guidelines and safety hazards.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal responsibility, healthy behaviors, balanced diet, moderate, vigorous, limiting, safety hazards, safety equipment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- practice how to take personal responsibility for eating healthy foods.
- practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- identify ways to establish and maintain healthy eating practices consistent with current researched-based guidelines for a nutritionally balanced diet.
- practice how to take personal responsibility for engaging in physical activity.
- describe the benefits of moderate and vigorous physical activity.

Injury Prevention and Safety

- describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the internet.

Health Curriculum - Grade 4

- identify basic safety guidelines associated with weather related emergencies (earthquakes and tornados).
- explain the dangers of having weapons at school, at home, and in the community.
- explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.

“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

I AM ME

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 4

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- encouraging others in positive ways.
- listing steps to take to stand up to bullying.
- describing safety measures for school and home.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- food choices, physical activities, drug free, bullying, standing up for others, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- support others in making positive food and physical activity choices.

Drug Awareness

- encourage others to be free of alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- take a stand against bullying

Personal and Community Health

- encourage specific measures to improve home and school safety.

I CARE

- Identify health issues that are relevant and meaningful.

Health Curriculum - Grade 4

- **C**onsider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- **A**ccess information in order to support your position with facts and evidence.
- **R**elay your health-enhancing message to your audience.
- **E**xamine the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 5

High Priority Standards

National Health Standard 2: (Analyzing Influences)

Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining how external factors, such as culture and media, influence personal perceptions.
- discussing how changes during puberty can affect thoughts, emotions and behavior.
- sharing how choices about food and exercise can be affected by internal and external influences.
- ranking similar foods or foods within the same group based on nutritional characteristics.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, culture, body image, gender roles, internal and external influences.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets:

The student will be able to:

Growth and Development

- explain how culture, media, and other factors influence perceptions about body image, gender roles and attractiveness.
- discuss how changes during puberty affect thoughts, emotions and behaviors.

Nutrition and Physical Activity

- describe internal and external influences, including family and culture, that affect food choices and physical activity.
- differentiate between more nutritious and less nutritious types of food within food groups (e.g. whole grains vs. refined grains).

Personal and Community Health

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- identify influences that affect personal health practices.

People

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

Other Factors (e.g., Culture, Media, Technology)

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information, and products and services to enhance health.

Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'.
(Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding physiological and psychological changes during puberty.
- recognizing parents, guardians and other trusted adults as resources for information about puberty.
- locating reliable guidelines for nutrition and physical activity and interpreting food labels.
- discerning between valid and unreliable sources of health information.
- naming individuals who can help with health issues or emergencies.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition labels, carbohydrates, proteins, fats, nutrients.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- differentiate between reliable and unreliable sources of information about puberty.
- understand changes that occur during puberty.

Nutrition and Physical Activity

- locate age-appropriate guidelines for eating and physical activity.
- interpret information provided on food labels.

Personal and Community Health

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- identify sources and characteristics of valid information about personal health products and services.
- identify individuals who can assist with health-related issues and potentially life-threatening health conditions.
- locate resources from home, school and community that provide valid health information.
 - **RACE**
 - Is it **R**eliable?
 - Is it **A**ccurate?
 - Is it **C**urrent?
 - Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

Proficiency Scale

4: Student demonstrates innovation, in-depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive communication techniques to discuss personal changes, friendship and affection.
- practicing ways to protect personal boundaries and seek help in emergency situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, refusal, emergency, affection, attraction.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- use effective communication skills to discuss with trusted adults the changes that occur during puberty.
- use healthy and respectful ways to express friendship, attraction and affection.
- demonstrate refusal skills to protect personal boundaries.

Mental, Emotional, and Social Health

- practice effective communication skills to seek help for health-related problems or emergencies.
- demonstrate effective verbal and nonverbal communication skills to enhance health.
- demonstrate refusal skills that avoid or reduce health risks.
- demonstrate nonviolent strategies to manage or resolve conflict.
- demonstrate how to ask for assistance to enhance person health.

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- use effective verbal communication;
I TELL YA
Identify feelings (thoughts, ideas)
Tell feelings (thoughts, ideas)
Express using I-statements
Look at the person you are talking to
Listen to the response
Your body language is appropriate
Assertive communication style
- use effective nonverbal communication;
FACE
Facial expressions and body language
Attentive
Comfortable and confident
Eyes on speaker
- use effective refusal;
I SAY NO
I-statement
State a reason
Assertive
You are in control
No statement that is clear
Options (e.g., you can leave, get help)
- use effective conflict resolution;
I'M MAD
I-statements
Manage stress
Mutual conversation
Focus on **Action**, not person ("I'm not mad at *you*, I'm mad at what you *did*."
Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

Health Curriculum - Grade 5

High Priority Standards

National Health Standard 5: (Decision Making)

Student will demonstrate the ability to use decision-making skills to enhance health.

Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.
(Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing appropriate personal boundaries.
- explaining how to make decisions about healthy meals and fitness.
- comparing personal eating habits to recommended standards.
- explaining how to make choices that promote personal, community and environmental health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal boundaries, environmental health, personal health, public health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- describe the importance of identifying personal boundaries.

Nutrition and Physical Activity

- use a decision-making process to identify healthy foods for meals and snacks.
- use a decision-making process to determine how to increase physical fitness levels.
- compare personal eating and physical activity patterns with current age-appropriate guidelines.

Personal and Community Health

- use a decision-making process to make choices that promote personal, environmental and community health.

DECIDE

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- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences** that may affect the decision
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 5

High Priority Standards

National Health Standard 6: (Goal Setting)

Student will demonstrate the ability to use goal-setting skills to enhance health.

Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a personal hygiene plan.
- identifying and monitor progress toward goals related to nutrition, physical activity and/or personal health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, personal goal-making, progress monitoring.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- develop a plan to maintain personal hygiene during puberty.

Nutrition and Physical Activity

- monitor personal progress toward a nutrition and physical activity goal.

Personal and Community Health

- monitor progress toward a personal health goal.

SET GOALS

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.
- **Get** a plan.

Health Curriculum - Grade 5

- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
 - Steps- What steps need to be taken to reach goal?
 - Track- How are you going to track progress?
 - Help- Does this goal require help?
 - Who- Who can help? (Benes & Alperin, 2016, pg 135)

Health Curriculum - Grade 5

High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing behaviors that promote healthy growth and development.
- generating lists of healthy snack choices and explain their benefits.
- using age-level norms to assess personal fitness.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition guidelines, physical activity recommendations.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- engage in behaviors that promote healthy growth and development during puberty.

Nutrition and Physical Activity

- identify ways to choose healthy snacks based on research-based guidelines.
- assess personal physical activity levels.

Personal and Community Health

- identify responsible personal health behaviors.
- demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- demonstrate a variety of behaviors to avoid or reduce health risks.

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“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

I AM ME

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 5

High Priority Standards

National Health Standard 8: (Advocacy)

Student will demonstrate the ability to advocate for personal, family and community health.

Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- promoting healthy growth and development to others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- support, physical activity, healthy choices, different types of drugs (alcohol, nicotine).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Nutrition and Physical Activity

- support others to be physically active.
- support others to eat healthy.

Drug Awareness

- support others to be alcohol, tobacco and drug free.

Mental, Emotional, and Social Health

- express opinions and give accurate information about health issues.
- encourage others to make positive health choices.

I CARE

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?

Health Curriculum - Grade 5

- **Access** information in order to support your position with facts and evidence.
- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)