

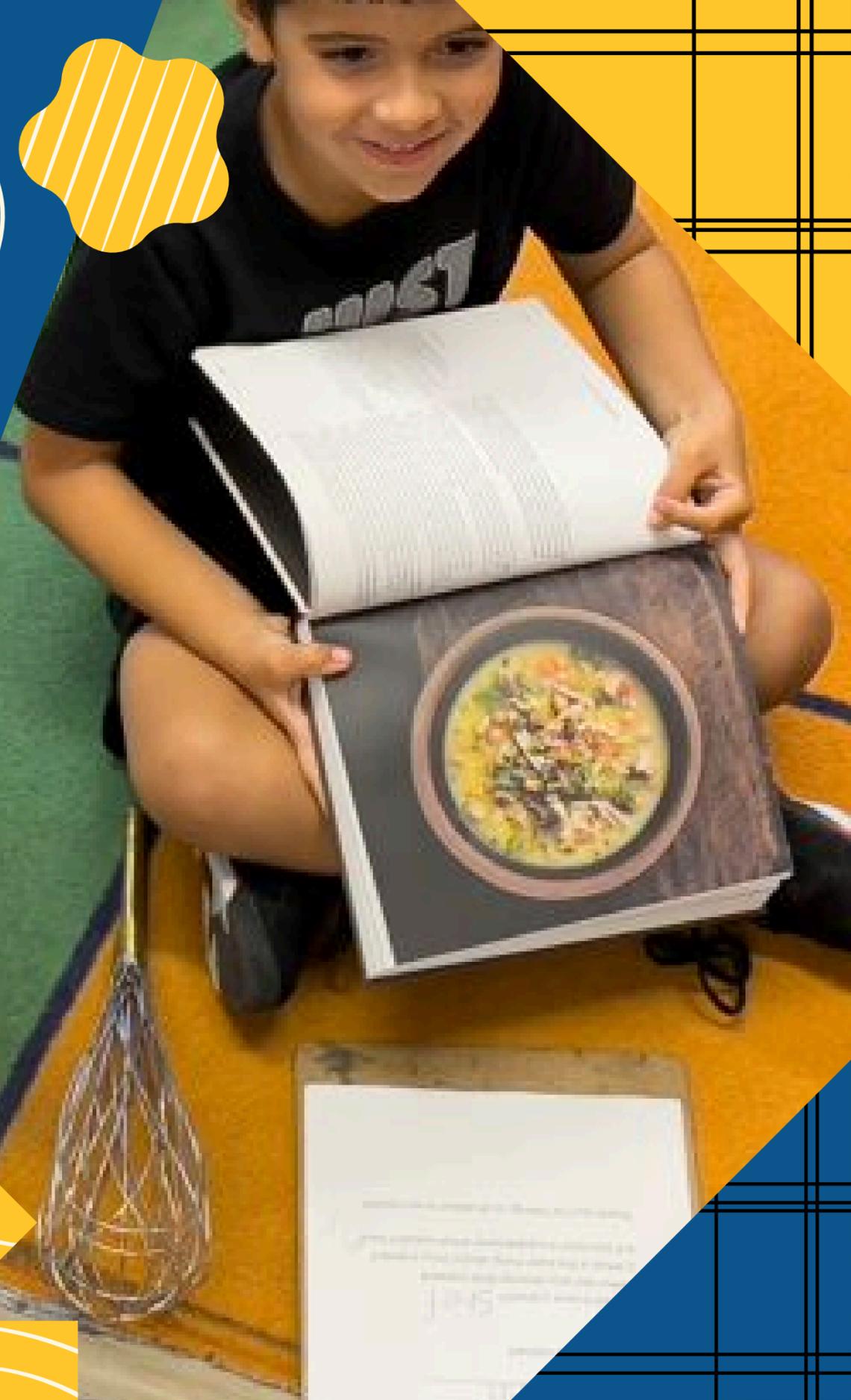


PORTLAND  
Public Schools

# Health Education Scope & Sequence

Grades K-5

2025-2026 School Year





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# Introduction

## Key Information

The Portland Public Schools (PPS) K-5 Health Education Scope and Sequence is a comprehensive curricular planning resource for educators to use in their work of realizing PPS' vision of providing skills-based comprehensive health education to all students in Grades K-12, through a program that integrates medically accurate information with a range of health-related topics at developmentally appropriate ages.

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High-quality, comprehensive health education enables students to develop the competence and confidence to apply health skills effectively in a variety of situations now and throughout their lives. Students need to learn, practice, and apply skills successfully, numerous times, with positive reinforcement and social support, in order to enhance and maintain their own and others' personal health and safety. As schools, families, and community partners collaborate to encourage and support students to become lifelong learners, health education remains an academic subject critical to ensuring that all students are healthy, safe, engaged, supported, and challenged.

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The PPS K-5 Health Education Scope and Sequence draws upon three different sets of standards and guidelines:

1. [The Oregon Health Education Standards](#)
2. [The National Health Education Standards](#)
3. [The National Sexuality Education Standards](#)

**Unit Skill Development Focus.** Each unit focuses on two skills that are developed throughout the unit. It is recommended that teachers pre-assess students to determine prior skill development. The results of this pre-assessment may be used to inform the instructional plan, thus ensuring that all students have the foundation needed to practice and apply the skills in the context of the health unit concepts.

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**Essential Health Concepts.** The Essential Health Concepts are from the *Oregon Health Education Standards*. Key health concepts in the *Oregon Standards* were adapted from the *Health Education Curriculum Analysis Tool (HECAT)*, an assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts.

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**Healthy Behavior Outcomes.** When students engage in learning experiences that focus on developing the functional knowledge and skills outlined in the unit summaries, the desired outcome is to have them adopt or maintain the highlighted healthy behaviors. The Healthy Behavioral Outcomes are from the Center for Disease Control and Prevention.

# Definitions

Key Information

# Health Skills

## Key Information

Research on positive behavior change has shown that a skills-based approach is more effective than traditional content-only pedagogy. When students can learn, practice, and demonstrate skills in health class, they are much more likely to adopt and maintain healthy behaviors. This skills-based approach enables students to effectively apply what they learn in health class to a variety of real-life situations. The following steps represent the research-based, sequential methodology needed to teach skills effectively:

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1. Introduce the Skill
  - a. Provide students with a definition.
  - b. Discuss the relevance of the skill to their health & their lives.
  - c. Explain the educational outcomes of the skill.
2. Present the Steps of the Skill
  - a. Explain the critical elements of the skill.
3. Model the Skill
  - a. Demonstrate the skill.
  - b. Use examples that connect to students' lives & the educational outcomes described in Step 1.
4. Practice the Skill
  - a. Provide students with many opportunities to practice the skill.
  - b. Keep practice opportunities relevant & connected to educational outcomes.
5. Reinforce & Provide Feedback
  - a. Include opportunities for students to apply the skill to their lives outside of school.
  - b. Provide summative feedback on performance assessments.

The National Health Education Standards delineates the following health skills:

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*Analyze Influences* focuses on identifying & understanding the internal & external factors that affect health practices & behaviors.

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*Access Valid & Reliable Resources* prepares students to critically evaluate the health information around them, from research articles, advertisements, people, or other print materials.

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*Interpersonal Communication* guides students to understand, practice, and reflect on their interactions with others, developing effective speaking & listening strategies, boundary setting/refusal, conflict resolution, and collaboration skills.

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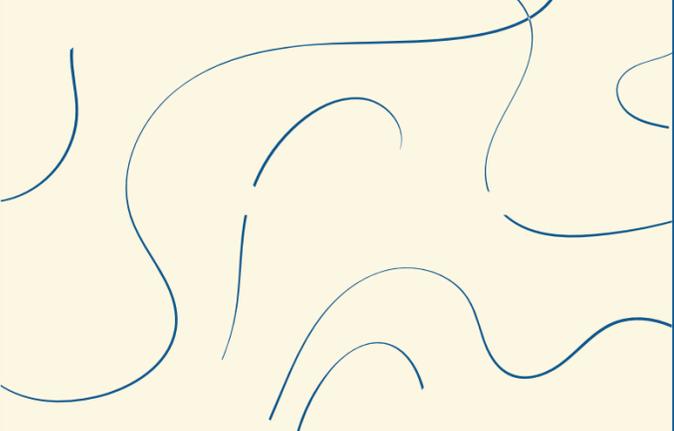
*Decision-Making* provides students with a process to approach important decisions.

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*Health Behaviors* promote individual & collective responsibility, encouraging skills & processes that support health & well-being in individual, communal, and environmental contexts.

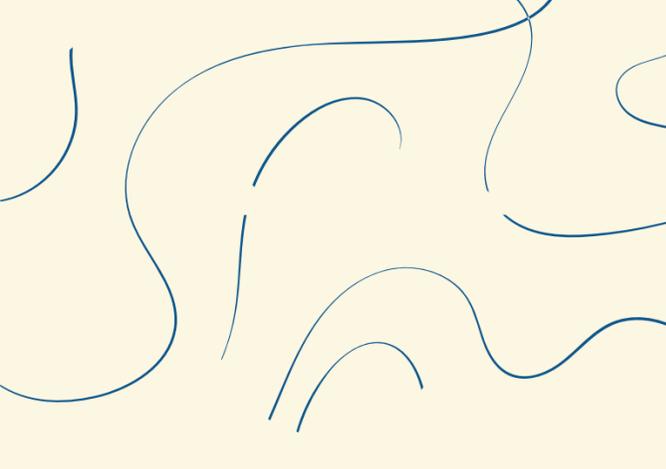
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*Advocacy for self & others* helps students build the capacity to promote & encourage healthy behaviors in themselves & others.



## Health Skills

Key Information



# Topic Areas

## Key Information

**Wellness & Health Promotion.** Defines and uses the concept of social determinants of health in discussions around community health, including instruction around access to health services, health outcomes, and health behavior. Reinforces that health is multidimensional and includes physical, emotional, social, mental, and environmental well-being.

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**Safety & First Aid.** Assists students in identifying trusted adults to talk to when feeling unsafe, scared, or uncomfortable. Recognizes that safety includes in person situations as well as online safety. Defines and promotes the importance of inclusive and accessible spaces.

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**Substance Use, Misuse, and Abuse Prevention.** Provides information and resources on the adverse effects that substances can have on young people without using fear- or shame-based approaches. Substances refer to all types of legal and illicit drugs including alcohol, tobacco, marijuana/cannabis, prescription, and over-the-counter medications.

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**Food, Nutrition, & Physical Activity.** Promotes well-rounded understanding of food and nutrition that encourages students to have a healthy relationship with food, stressing the importance of eating enough food, eating food on a regular basis, and acknowledging the pleasure that eating food can bring.

**Social, Emotional, & Mental Health.** Refers to emotions and feelings as part of the developmental and learning process. Emphasizes that mental health is an important part of overall health. Explains the importance of talking with trusted adults about feelings and where to access resources in the school and community.

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**Healthy Relationships and Violence/Abuse Prevention.** Promotes positive social norms that encourage healthy and safe interactions, relationships, and sexuality and help young people thrive to prevent violence and abuse before they even occur. Uses language, messages, and instructional approaches that do not focus on fear- or shamebased messaging.

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**Growth & Development.** Refers to internal and external sexual and reproductive body parts with medical accuracy, to normalize and promote effective communication with trusted adults when questions or concerns arise. Provides instruction that treats all aspects of puberty with dignity.

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**Sexual & Reproductive Health.** Refers to sexuality as a normal part of human development and does not use shame- or fearbased language or messaging. Defines sexuality concepts broadly as thoughts, feelings, and behaviors related to: being attracted to someone, emotional closeness, relationships, bodily safety, human reproduction, sexual and reproductive body parts, and more.



## Topic Areas

Key Information

# Division 22

## Key Information

Division 22 contains the standards public elementary and secondary schools are held accountable for in the state of Oregon. Each school year, PPS departments go before the board and report whether or not they are in compliance within that department's area of expertise. Health & Physical Education reports on district adopted Health Education curricula, specifics around comprehensive sexuality education, substance use and abuse prevention education, and much more.

To review the district, state, and federal requirements and guidelines (including Division 22) which govern our work throughout Portland Public Schools, please [visit our website](#). Required and recommended aspects of Health Education are outlined there, along with what we are doing to meet and exceed those expectations.





# Kindergarten

Growth & Development,  
Ages Four to Five

# KINDERGARTEN | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- Who has emotions?
- How can I get help with a big emotion?
- When should I ask for help with my emotions?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

K.SEM.1 TSEL Practice 4B Demonstrate empathy and affirm other's perspectives during teamwork and collaborative problem solving.

K.SEM.2 Identify how mental health is a part of overall health and well-being.

K.SEM.3 Identify a trusted parent, caregiver, or adult to talk with about feelings.

K.SEM.4 Identify ways to appreciate and take care of body and mind.

#### Safety & First Aid (SFA)

K.SFA.2 Understand how to identify trusted adults that can help keep people safe at home, at school, in the community.

### Key Vocabulary

*Teachers will define:*

- Emotions/Feelings
- Happy/Happiness
- Sad/Sadness
- Angry/Anger
- Worry/Worried
- Safe/Unsafe
- Appropriate/Inappropriate
- Trusted Adult

### Additional Resources

- Expanded [Unit Overview](#)
- Mental & Emotional Health [Teacher's Guide](#)

## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### Essential Questions

- What foods do I like? What foods do you like?
- What are healthy actions that I can practice?
- How do foods become part of a tradition?

### Health Skills

- Interpersonal Communication
- Goal-Setting



### Essential Health Concepts

*Students will know:*

#### Food, Nutrition, & Physical Activity (FNP)

K.FNP.1 Understand that food comes from plants and animals and provides energy to help people grow, develop, and learn.

K.FNP.2 Understand the importance of eating a variety of foods and trying new foods and activities.

K.FNP.3 Describe the benefits of drinking water, especially when physically active.

K.FNP.4 Analyze how people eat and prepare foods differently based on culture, personal preference, and availability.

K.FNP.5 Identify food practices that make mealtimes enjoyable.

### Key Vocabulary

*Teachers will define:*

- Energy
- Nutrient
- Prefer
- Like/Don't Like
- Hungry/Full
- The Five Senses
- Attentive Listening

### Additional Resources

- Expanded [Unit Overview](#)

# KINDERGARTEN | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

K.GD.1 Discuss different types of family structures and why all families deserve respect.

K.GD.2 Identify ways in which human bodies are the same and different from each other, and how bodies change over time.

K.GD.3 Name reproductive body parts, using medically accurate terminology.

2.GD.2 Recognize that there are many different types of families that may or may not be genetically related, including blended, adoptive, and foster families.

### Key Vocabulary

*Teachers will define:*

- Family
- Gender
- Nickname
- Preferred name
- Put-ups/Put-downs
- Comfortable/Uncomfortable
- Vulva/Penis
- Anus
- Nipples

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# KINDERGARTEN | UNIT 3b | SUMMARY

## HEALTHY RELATIONSHIPS

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influence
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

K.HRVP.1 Define what a relationship is and identify different kinds of relationships.

K.HRVP.2 Understand that all people have the right to feel safe and free from bullying and violence.

K.HRVP.3 Recognize that everyone has different interests, likes, and ways to express identities.

K.HRVP.4 Define what a personal boundary is and recognize that personal boundaries differ in different kinds of relationships and for different people.

K.HRVP.5 Discuss how to use words to communicate needs and boundaries, and how to listen to the needs of others.

K.HRVP.6 Describe the characteristics of a trusted adult.

K.HRVP.7 Identify that bullying and teasing are harmful.

K.HRVP.8 Understand that it is never okay to touch someone without their permission.

K.HRVP.9 Identify that abuse is never a child's fault and discuss how to communicate personal boundaries and report unsafe or unwanted touch.

### Key Vocabulary

*Teachers will define:*

- Bullying
- Bystander
- Safe/Unsafe
- Rule
- Secret

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# KINDERGARTEN | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- What are the qualities of a trusted adult?
- How do I get help when I need it?
- What are my family's safety rules for poisons and medicine?

### Health Skills

- Interpersonal Communication
- Access Valid & Reliable Resources



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

K.SUB.1 Discuss how to use medicines correctly.

K.SUB.2 Understand that some medicines and substances can be poisonous.

K.SUB.3 Identify family and school rules about medicine use.

#### Safety & First Aid (SFA)

K.SFA.3 Practice how to ask trusted adults for help when feeling uncomfortable, scared, confused, or unsafe.

### Key Vocabulary

*Teachers will define:*

- Trusted adult
- Community
- Safe/Unsafe
- Help
- Problem
- Emergency
- Describe
- Rule
- Appropriate
- Internet/Online
- Poison/Poisonous
- Medicine

### Additional Resources

- Expanded [Unit Overview](#)

# Kindergarten

## Social, Emotional, & Mental Health

1. We Feel Lots of Emotions

2. Happiness

3. Sadness

4. Anger

5. Worry

6. Adult Helpers at School

7. Sharing Emotions with Others

8. Knowing When to Ask for Help

9. Getting Help from Trusted Adults

10. Unit Assessment

## Food, Nutrition, & Physical Activity

1. Why is Food Important?

2. Foods I Like, Foods I Don't Like (yet)

3. Understanding Hunger

4. Mindful Eating

5. Variety

6. Drinking Water

7. Goal Setting

8. Asking Adults for Help

9. Unit Assessment, Day 1

10. Unit Assessment, Day 2

## Growth & Development

1. Different Kinds of Families

2. That's Just For...

3. Words Do Matter

4. My Space, Your Space

5. Understanding Our Bodies - The Basics

## Healthy Relationships Violence Prevention\*

6. Recognize Bullying

7. Reporting Bullying

8. Refusing Bullying

9. Bystander Power

10. Ways to Stay Safe

11. The Always Ask First Rule

12. Safe & Unsafe Touches

13. The Touching Rule

14. Practice Staying Safe

15. Reviewing Safety Skills

\* **Copyright Materials** - Contact teacher to review

## Substance Use & Abuse Prevention

1. Being Healthy

2. Stopping Germs in Their Tracks

3. Identify Trusted Adults

4. Green, Red, Yellow Light Scenarios

5. Know "Go-To" Trusted Adults

6. In Case of Emergency

7. Online Safety in My Neighborhood

8. Medicine Safety

9. Medicine - Safe/Unsafe Choice

10. Look Back & Learn



# First Grade

Growth & Development,  
Ages Six to Eight

# FIRST GRADE | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- How can I be a good friend and communicate well?
- How can I communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

1.SEM.1 TSEL Practice 1A Identify and label emotions, thoughts, strengths, and potential (both personal and cultural).

#### Healthy Relationships (HRVP)

1.HRVP.4 Define consent and discuss how it is important in all types of relationships.

1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.

### Additional Resources

- Expanded [Unit Overview](#)
- Mental & Emotional Health [Teacher's Guide](#)

### Key Vocabulary

*Teachers will define:*

- Personality
- Affirmations
- Boundaries
- Permission
- Consent
- Comfortable/Uncomfortable
- Confident
- Appropriate/Inappropriate
- Respectful
- Friend
- Characteristics
- Trustworthy
- Sharing
- Taking turns
- Lonely

# FIRST GRADE | UNIT 2 | SUMMARY

## WELLNESS & HEALTH PROMOTION

### Essential Questions

- What are healthy actions that I can practice?
- What are some ways we can prevent illness?
- How does our immune system protect us from illness?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Wellness & Health Promotion (WHP)

1.WHP.1 Recognize at least three dimensions (physical, social, emotional, mental, and/or environmental) of being healthy and well.

1.WHP.2 Explain what people can do to reduce and treat illness.

1.WHP.3 Describe at least three things to do to maintain good health, including brushing teeth daily.

1.WHP.4 Identify where to locate trusted adults who can help with health related questions.

1.WHP.5 Recognize how friends and media influence personal health behaviors, both positively and negatively.

2.WHP.5 Locate a trusted adult in the school building to help access valid & reliable health information and services.

### Key Vocabulary

*Teachers will define:*

- Brushing/Flossing
- Cavity/Plaque
- Toothbrush/Toothpaste
- Germs
- Diseases
- Immune system
- Trusted adult
- Safe/Unsafe
- Help
- Describe
- Internet/Online
- Appropriate

### Additional Resources

- Expanded [Unit Overview](#)

# FIRST GRADE | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

1.GD.1 Discuss and affirm different physical characteristics that people may have, including differences in body size, shape, ability, skin color, and hair texture.

1.GD.2 Identify medically accurate names for sexual and reproductive anatomy.

1.GD.3 Discuss that there are many ways that people can express love and attraction.

### Key Vocabulary

*Teachers will define:*

- Gender identity
- Gender roles
- Stereotypes
- Vulva
- Penis
- Anus
- Nipples
- Reproduce
- Alive/Not alive
- Uterus/Fetus

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# FIRST GRADE | UNIT 3b | SUMMARY

## HEALTHY RELATIONSHIPS

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

1.HRVP.1 TSEL Practice 4A Form authentic relationships that encourage autonomy while building cultural awareness and empathy through various forms of communication.

1.HRVP.2 Demonstrate healthy ways for friends to express feelings, both physically and verbally.

1.HRVP.3 Discuss the ways that all people are unique and valuable and have a right to be treated with dignity and respect and be free from bullying and violence.

1.HRVP.4 Define consent and discuss how it is important in all types of relationships.

1.HRVP.5 Demonstrate how to communicate wants, needs, and boundaries and how to listen to the needs of others.

1.HRVP.6 Explain that everyone has the right to decide who can touch one's own body, where, and in what way to prevent violence and abuse.

### Key Vocabulary

*Teachers will define:*

- Bullying
- Bystander
- Safe/Unsafe
- Rule
- Secret

### Additional Resources

- Expanded [Unit Overview](#)
- Parent/Guardian [Opt Out Letters](#)
  - Alternate Lessons

# FIRST GRADE | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- What are the qualities of a trusted adult?
- How do I get help when I need it?
- What are my family's safety rules for poisons and medicine?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

1.SUB.1 Identify trusted adults who can answer questions about medicines and household products.

1.SUB.2 List family, cultural, and school values and rules about medicine use.

#### Safety & First Aid (SFA)

1.SFA.2 List the steps to identify and respond to emergency situations.

1.SFA.3 Identify safety hazards, including those related to fire, water, and dangerous objects.

### Key Vocabulary

*Teachers will define:*

- Trusted adult
- Community
- Safe/Unsafe
- Help
- Problem
- Emergency
- Poison/Poisonous
- Chemical
- Medicine
- Dose
- Rule

### Additional Resources

- Expanded [Unit Overview](#)

# First Grade

## Social, Emotional, & Mental Health

1. My Strengths

2. Positive Affirmations

3. Personal Boundaries, Part 1

4. Personal Boundaries, Part 2

5. Saying No Respectfully

6. Characteristics of a Good Friend

7. Being a Friend, Finding a Friend

8. Playing Fairly

9. Inviting Others to Play

10. Unit Assessment

## Wellness & Health Promotion

1. Brushing & Flossing Our Teeth

2. How to Properly Brush & Floss Our Teeth

3. Let's Practice Proper Brushing & Flossing

4. Being Healthy

5. Diseases: How We Get Them

6. Superhero Immune System

7. Blood Safety

8. Identify Trusted Adults

9. What Do I Like?

10. Online Safety

## Growth & Development

1. Pink, Blue, Purple

2. Understanding Our Bodies - The Basics

3. The Circle of Life

4. Friendships

## Healthy Relationships Violence Prevention\*

5. Recognize Bullying

6. Reporting Bullying

7. Refusing Bullying

8. Bystander Power

9. Ways to Stay Safe

10. The Always Ask First Rule

11. Safe & Unsafe Touches

12. The Touching Rule

13. Practice Staying Safe

14. Reviewing Safety Skills

\* **Copyright Materials** - Contact teacher to review

## Substance Use & Abuse Prevention

1. Know "Go-To" Trusted Adults

2. Identifying Safety Hazards (*Pending*)

3. In Case of Emergency

4. We All Have Different Values (*Pending*)

5. Medicine Safety

6. Medicine Rules to Follow

7. Candy vs. Medicine

8. Safety Rules: Poisons

9. Poison - Safe/Unsafe Choice

10. Look Back & Learn



# Second Grade

Growth & Development,  
Ages Six to Eight

# SECOND GRADE | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- What is a big emotion?
- What can I do if I have a big emotion?
- Who is a good person to ask for help and how can I ask?

### Health Skills

- Interpersonal Communication
- Advocacy



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

2.SEM.1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

2.SEM.2 TSEL Practice 1C Reflect on and evaluate how one's emotions, thoughts, and perspectives (including values, biases, and prejudices) can influence behavior.

2.SEM.3 Describe the different ways that people can experience or exhibit stress, anxiety, social isolation, and sadness.

#### Healthy Relationships (HRVP)

2.HRVP.5 Recognize that friends, family, teachers, and community members can help each other.

### Key Vocabulary

*Teachers will define:*

- Small & big emotions
- I-Statements
- Scenarios
- Affirmation
- Reflection
- Safe/Unsafe
- Self-advocacy
- Community
- Trusted adults
- Courage
- Coping strategy

### Additional Resources

- Expanded [Unit Overview](#)
- Mental & Emotional Health [Teacher's Guide](#)

# SECOND GRADE | UNIT 2 | SUMMARY

## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### Essential Questions

- How do I know when I am hungry or full?
- What are some healthy eating habits I can practice?
- What are the nutrients my body needs?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Food, Nutrition, & Physical Activity (FNP)

1.FNP.1 Identify the five food groups and what a balanced meal could look like.

2.FNP.2 Identify the five major food groups and give an example of foods in each group.

2.FNP.3 Describe the importance of eating a variety of fruits and vegetables and identify foods that provide the nutrients required to help the body grow, learn, and develop.

1.FNP.4 Identify feelings of thirst and hunger as signals for needing to drink water and eat food.

2.FNP.5 Explain how physical activity and eating patterns can affect a person's health.

2.FNP.6 Recognize how the foods that people eat can reflect cultural backgrounds and the area in which people live.

### Key Vocabulary

*Teachers will define:*

- Hungry/Full
- Nutrients
- Protein
- Minerals
- Fiber
- Carbohydrates
- Fuel
- Mindful eating
- Variety
- Culture
- Benefit
- Advocate

### Additional Resources

- Expanded [Unit Overview](#)

# SECOND GRADE | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

2.GD.1 Recognize that humans grow and mature at different ages and in different ways.

#### Healthy Relationships (HRVP)

2.HRVP.3 Discuss how diversity in race, gender, and ability enrich relationships and communities.

#### Wellness & Health Promotion (WHP)

2.WHP.1 Discuss how many of our personal values come from families, communities, and culture.

### Key Vocabulary

*Teachers will define:*

- Identify
- Describe
- Respect
- Culture
- Gender
- Genitals
- Vulva/Vagina/Clitoris
- Penis/Testicles/Scrotum
- Urethra
- Anus
- Nipples

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

## SECOND GRADE | UNIT 3b | SUMMARY

# HEALTHY RELATIONSHIPS

### Essential Questions

- Why is it important to know who and what makes me who I am?
- How do I identify and communicate my boundaries?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

2.HRVP.1 TSEL Practice 4C Recognize and acknowledge when there is harm to self and others and identify when support, agency, and practices to repair and restore are needed.

2.HRVP.4 Define bodily autonomy, personal boundaries, and consent.

2.HRVP.6 Recognize bullying, cyberbullying, and teasing in multiple types of relationships and the need to tell a trusted source that can help.

2.HRVP.7 Define and identify different forms of violence and abuse, including physical, verbal, sexual, and emotional.

2.HRVP.8 Identify that abuse is never a child's fault and describe how to communicate personal boundaries and report unsafe or unwanted touch.

### Key Vocabulary

*Teachers will define:*

- Bullying
- Bystander
- Safe/Unsafe
- Rule
- Secret

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# SECOND GRADE | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- What are some internal and external influences in my life?
- How can developing refusal skills help me cope with challenging influences?

### Health Skills

- Analyze Influences
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

2.SUB.1 Identify the difference between medicine to help people who are sick and other types of substances that can be harmful to the body.

2.SUB.2 Describe how tobacco and secondhand smoke harms the body.

2.SUB.3 Describe safety rules for over-the-counter and prescription drug use.

2.SUB.4 List steps to take when offered substances.

#### Safety & First Aid (SFA)

2.SFA.3 Identify trusted adults that help keep people safe at home, at school, and in the community.

### Key Vocabulary

*Teachers will define:*

- Like/Dislike
- Influence
- Trusted adult
- Tobacco
- Nicotine
- Peer pressure

### Additional Resources

- Expanded [Unit Overview](#)

# Second Grade

## Social, Emotional, & Mental Health

1. Big & Small Emotions

2. Recognizing Emotions

3. I-Statements

4. Feeling Frustrated

5. Coping Strategies, Part 1

6. Coping Strategies, Part 2

7. Decide When Help is Needed

8. Practice Asking for Help

9. Assessment, Part 1

10. Assessment, Part 2

## Food, Nutrition, & Physical Activity

1. Hungry & Full

2. My Body Needs Nutrients

3. Healthy Eating Habits, Part 1

4. Healthy Eating Habits, Part 2

5. Cultures & Food

6. Trying New Foods

7. Water

8. Breakfast

9. Asking Adults for Help

10. Food Affirmation & Assessment Quilt

## Growth & Development

1. I Am Me: Talking About Identity

2. R-E-S-P-E-C-T

3. Understanding Our Bodies

## Healthy Relationships Violence Prevention\*

4. Recognize Bullying

5. Reporting Bullying

6. Refusing Bullying

7. Bystander Power

8. Ways to Stay Safe

9. The Always Ask First Rule

10. Safe & Unsafe Touches

11. The Touching Rule

12. Practice Staying Safe

13. Reviewing Safety Skills

\* Copyright Materials - Contact teacher to review

## Substance Use & Abuse Prevention

1. What Do I Like? Why?

2. What is an Influence?

3. Understanding Medicine

4. Feelings & Tricky Situations

5. Smoking

6. Germs Make Us Sick

7. The Incredible Immune System

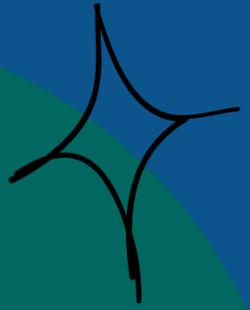
8. Identify & Inform Trusted Adults

9. Unit Assessment

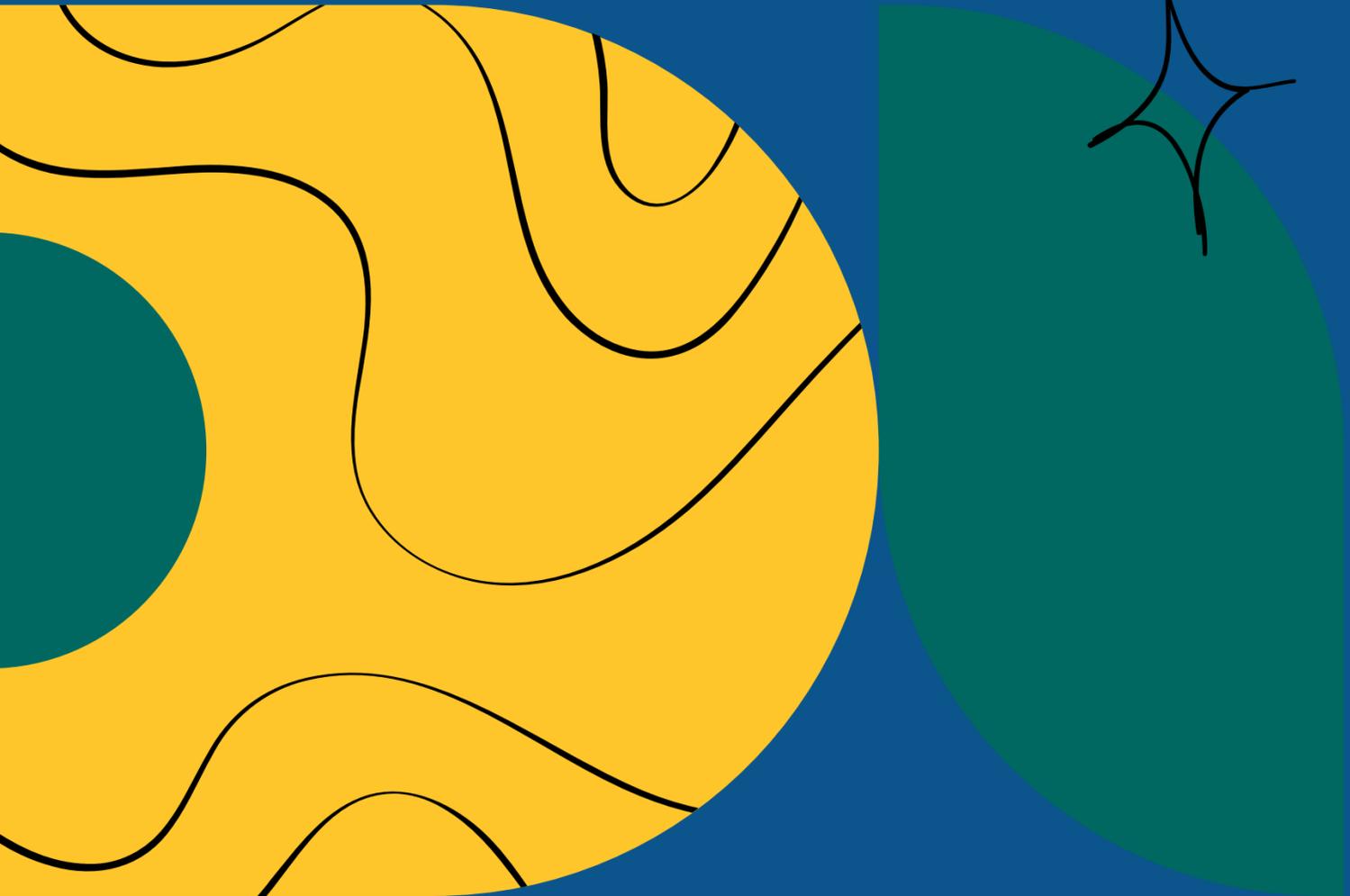
10. Staying Safe Online



# Third Grade



Growth & Development,  
Ages Six to Eight



# THIRD GRADE | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- How can I listen well?
- How do I know how I am feeling?
- How can I use coping skills to regulate my mind and body?

### Health Skills

- Interpersonal Communication
- Advocacy



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

3.SEM.2 TSEL Practices 2B Use management strategies while recognizing that various situations and environments may require different approaches for achieving personal and collective goals and aspirations in ways that affirm one's identity.

3.SEM.3 Identify the impacts of stress on mental health.

3.SEM.5 Explain the importance of talking with trusted adults about feelings.

3.SEM.6 Identify personal or community activities that are meaningful or enjoyable.

### Key Vocabulary

*Teachers will define:*

- Personality
- Affirmations
- Boundaries
- Permission
- Consent
- Comfortable/Uncomfortable
- Confident
- Appropriate/Inappropriate
- Respectful
- Friend

### Additional Resources

- Expanded Unit Overview
- Mental & Emotional Health Teacher's Guide

# THIRD GRADE | UNIT 2 | SUMMARY

## WELLNESS & HEALTH PROMOTION

### Essential Questions

- What are healthy actions that I can practice?
- How can I make an informed and healthy choice?
- What are some ways we can prevent illness?

### Health Skills

- Decision-Making
- Goal-Setting



### Essential Health Concepts

*Students will know:*

#### Wellness & Health Promotion (WHP)

3.WHP.3 Explain the benefits of personal health care practices.

3.WHP.4 Describe specific things to do to take care of one's teeth, including daily brushing and flossing teeth.

3.WHP.5 Discuss reasons to go to a healthcare provider for physical and mental health concerns.

#### Safety & First Aid

3.SFA.3 Recognize that infections, including Hepatitis B and C and HIV/AIDS, can be transmitted through blood and other body fluids.

### Key Vocabulary

*Teachers will define:*

- Brushing/Flossing
- Cavity
- Tooth decay
- Gingivitis
- Disease
- Plaque
- Option
- Outcome/Consequences
- Positive/Negative
- Analyze
- Prevention
- Treatment

### Additional Resources

- Expanded [Unit Overview](#)

# THIRD GRADE | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- What are the characteristics of trusted adults?
- What are my personal boundaries?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

3.GD.1 Discuss attributes and characteristics that make every person unique and valued, including physical diversity and neurodiversity.

3.GD.2 Identify the medically accurate names for body parts, including external and internal sexual and reproductive anatomy.

3.GD.3 Recognize that puberty is a time of physical, emotional, and social changes that is a part of human development.

3.GD.4 Recognize that menstrual pads and tampons are medical products some people use to take care of their bodies.

### Sexual & Reproductive Health (SRH)

3.SRH.1 Explain that many people enjoy consensual affection and physical closeness throughout their lives and every individual gets to decide what they are comfortable with.

### Key Vocabulary

*Teachers will define:*

- Trusted adult
- Consent/Dignity/Respect
- Bodily autonomy
- Vulva/Vagina/Clitoris
- Penis/Testicles/Scrotum
- Urethra/Anus/Nipples

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# THIRD GRADE | UNIT 3b | SUMMARY

## HEALTHY RELATIONSHIPS

### Essential Questions

- What are the characteristics of trusted adults?
- What are my personal boundaries?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

3.HRVP.2 Describe characteristics of a healthy and safe relationship.

3.HRVP.4 Demonstrate effective ways to verbally and nonverbally communicate personal boundaries and show respect for the boundaries of others.

3.HRVP.5 Identify trusted support people and helpers to talk to about uncomfortable situations or when a boundary has been crossed.

### Key Vocabulary

*Teachers will define:*

- Bullying
- Bystander
- Safe/Unsafe
- Rule
- Secret

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# THIRD GRADE | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- What are personal health actions?
- What health practice can I use to improve my health?
- How can practicing health practices improve my health?

### Health Skills

- Self-Management
- Goal-Setting



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

3.SUB.1 Identify that substances are chemicals that can change how the mind and body function and can cause addiction.

3.SUB.2 Identify how alcohol, marijuana/cannabis, tobacco, and other substances can be harmful to minds, bodies, and brains.

3.SUB.3 Discuss how to recognize social pressures, peer influences, and internal feelings and emotions around substance use.

3.SUB.4 Describe how and where to access help from trusted adults if substances are being misused or abused.

### Key Vocabulary

*Teachers will define:*

- Boundaries
- Like/Dislike
- Refusal Skills
- Peer pressure
- Support
- Health practice
- Habit
- Self-management/Coping

### Additional Resources

- Expanded [Unit Overview](#)

# Third Grade

## Social, Emotional, & Mental Health

1. [The Mood Meter](#)

2. [Interpreting Emotions](#)

3. [Coping Strategies](#)

4. [Appropriate Coping Strategies](#)

5. [Empathy](#)

6. [Active Listening Skills](#)

7. [Active Listening Strategies](#)

8. [Helping Others](#)

9. [Speak Up & Help](#)

10. [Assessment](#)

## Wellness & Health Promotion

1. [Why is it Important to Brush & Floss Your Teeth?](#)

2. [Making Healthy Decisions Around Brushing & Flossing Your Teeth](#)

3. [Communicating Decisions Around Proper Oral Health Care](#)

4. [Healthy Hygiene Habits](#)

5. [Let's Talk About Germs](#)

6. [Communicating Symptoms](#)

7. [What is HIV?](#)

8. [Steps for Decision-Making About Health](#)

9. Unit Assessment (Pending)

10. [Online Safety](#)

## Growth & Development

1. [Class Agreements & Trusted Adults](#)

2. [Personal Timeline](#)

3. [Understanding Our Bodies](#)

4. [If You Don't Have Consent, You Don't Have Consent](#)

5. [Respect for All](#)

## Healthy Relationships Violence Prevention\*

6. Recognize Bullying

7. Reporting Bullying

8. Refusing Bullying

9. Bystander Power

10. Ways to Stay Safe

11. The Always Ask First Rule

12. Safe & Unsafe Touches

13. The Touching Rule

14. Practice Staying Safe

15. Reviewing Safety Skills

\* Copyright Materials - Contact teacher to review

## Substance Use & Abuse Prevention

1. [What is an Influence?](#)

2. [Cannabis](#)

3. [Tobacco](#)

4. [Alcohol & the Brain, Pt 1](#)

5. [Alcohol & the Brain, Pt 2](#)

6. [Treat Your Body Like a Top Athlete](#)

7. [Identify Trusted Adults](#)

8. [Setting Boundaries](#)

9. [Refusal Skills](#)

10. [Assessment](#)



# Fourth Grade

Growth & Development,  
Ages Nine to Twelve

# FOURTH GRADE | UNIT 1 | SUMMARY

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- What is an influence? Is it positive or negative?
- How can I determine which things I let influence me?

### Health Skills

- Decision-Making
- Analyzing Influences



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

4.SEM.1 TSEL Practice 5C Anticipate, reflect and evaluate the impacts of one's choices and contributions in promoting personal, family, and community well-being.

4.SEM.2 Identify ways of dealing with stress, anxiety, social isolation, and depression that contribute to the well-being and mental health of self and others.

5.SEM.4 Identify potential impacts of social media on mental health and body image.

5.SEM.6 Analyze the impact of identity-based bullying and violence on mental health.

#### Additional Resources

- Expanded Unit Overview
- Mental & Emotional Health Teacher's Guide

### Healthy Relationships (HRVP)

5.HRVP.1 TSEL Practice 3C Foster a sense of belonging that cultivates acceptance, support, inclusion, and encouragement of others within a diverse community, while addressing the impact of systemic injustices across situations and environments.

### Key Vocabulary

*Teachers will define:*

- Culture
- Peers
- Media/Technology
- Personality
- Influence
- Identity
- History
- Language

# FOURTH GRADE | UNIT 2 | SUMMARY

## FOOD, NUTRITION, & PHYSICAL ACTIVITY

### Essential Questions

- How can goal-setting support healthy habits?
- What is mindful eating?
- Why are food combinations an important part of a diet?

### Health Skills

- Decision-Making
- Goal Setting



### Essential Health Concepts

*Students will know:*

#### Food, Nutrition, & Physical Activity (FNP)

3.FNP.2 Recognize that food contains essential nutrients that benefit different systems in our bodies.

3.FNP.3 Explain how to create a balanced daily food plan for individual needs and health considerations.

3.FNP.6 Describe foods using the senses.

4.FNP.2 Identify the functions of the six categories of nutrients: protein, carbohydrates, fats, vitamins, minerals, and water.

4.FNP.4 Describe the relationship between physical activity and the need for food and hydration.

4.FNP.5 Describe differences in food customs, traditions, and preparations.

4.FNP.6 Identify internal and external influences that affect food choices and physical activities.

4.FNP.8 Explain why some people eat or avoid certain foods, including allergies, other medical conditions, religious beliefs, and culture.

5.FNP.3 Describe nutrient dense breakfasts, meals, and snacks and their impact on growth, learning, and development.

5.FNP.6 Identify how different factors impact decision-making around food, beverages, and physical activity.

### Key Vocabulary

*Teachers will define:*

- Food Groups
- Variety
- Nutrition
- Balance
- Moderation

### Additional Resources

- Expanded Unit Overview

# FOURTH GRADE | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- What happens during puberty?
- Why is it important to share my boundaries and listen when others share theirs?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

4.GD.1 Discuss physical, emotional, neurological, and social changes associated with puberty.

4.GD.2 Identify body care practices related to puberty, including using menstrual products.

4.GD.3 Discuss the importance of treating people with dignity and respect in regards to their sexual orientation, including other students, their family members, and members of the school community.

#### Sexual & Reproductive Health (SRH)

4.SRH.1 Recognize that people can show affection and care for other people in different ways, including consensual kissing, hugging, and touching.

### Key Vocabulary

*Teachers will define:*

- Gender identity/Gender expression
- Cisgender/Transgender/Non-binary
- Sexual orientation
- Urethra/Bladder
- Penis/Testicles/Scrotum
- Vulva/Vagina/Clitoris
- Uterus/Ovaries/Fallopian tubes
- Puberty/Hormones
- Menstruation/Period
- Erection
- Sperm/Semen

### Additional Resources

- Expanded [Unit Overview](#)
- Parent/Guardian [Opt Out Letters](#)
  - Alternate Lessons

# FOURTH GRADE | UNIT 3b | SUMMARY

## HEALTHY RELATIONSHIPS

### Essential Questions

- What happens during puberty?
- Why is it important to share my boundaries and listen when others share theirs?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

4.HRVP.1 TSEL Practice 4D Restore relationships through actively engaging with others, working collaboratively, and affirming cultural and social perspectives.

4.HRVP.2 Describe a variety of healthy ways to show and express liking or loving someone.

4.HRVP.3 Discuss how power and inequality influence different types of relationships and boundaries.

4.HRVP.4 Demonstrate ways to treat all people with dignity and respect, including people of all genders, gender expressions, and gender identities.

4.HRVP.5 Identify the different personal boundaries and privacy needs of self and others at school, with friends, and at home.

4.HRVP.6 Discuss communication skills to build healthy relationships and manage conflict.

4.HRVP.7 Identify situations when someone is being abused or harassed and identify people or resources to get help from.

4.HRVP.8 Demonstrate how to be an upstander to respond to bullying or teasing based on physical characteristics, ability, or cultural identity.

4.HRVP.9 Identify different behaviors that would be considered child abuse, neglect, and sexual abuse.

5.HRVP.5 Explain why it is harmful to tease or bully others based on personal abilities, characteristics, or identities.

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# FOURTH GRADE | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- What healthy actions are important for me to learn?
- How can I improve my health with practice?
- How does alcohol affect the adolescent brain?

### Health Skills

- Analyze Influences
- Access Valid & Reliable Resources



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

4.SUB.1 Discuss how alcohol, marijuana/cannabis, tobacco, and other substances can be addictive and cause harm to the body.

4.SUB.2 Identify the basic function of body organs and systems and how different substances can affect them.

4.SUB.3 Discuss the impact that alcohol, marijuana/cannabis, tobacco, and other substances can have on reaching goals.

4.SUB.4 Demonstrate how to read medicine labels and prescription instructions.

4.SUB.5 Identify procedural steps in decision making around substance use.

4.SUB.6 Demonstrate communication skills for asserting boundaries around substance use.

4.SUB.7 Understand that a substance use disorder is a medical condition and that there are resources in communities that can provide support, treatment, and healing.

### Key Vocabulary

*Teachers will define:*

- Medication
- Immune System
- Virus
- Fungi
- Parasite
- Bacteria
- Memory
- Decision

### Additional Resources

- Expanded Unit Overview

# Fourth Grade

## Social, Emotional, & Mental Health

1. Who I Am

2-3. What Made Me Who I Am? Parts 1 & 2

3a-3b. Shared History Lessons 1 & 2

4. Mid-Unit Assessment

5-6. Body Talk & the Media, Parts 1 & 2

7-8. Let's Talk About Something Else, Parts 1 & 2

9-10. Positive Affirmations, Parts 1 & 2

11-12. Weight-Based Bullying: What Can I Do? Parts 1 & 2

13-14. Exit & Refusal Strategies, Parts 1 & 2

## Food, Nutrition, & Physical Activity

1. My Healthy Food Choices

2. All Foods Fit, Part 1

3. All Foods Fit, Part 2

4. Mindful Eating & Hunger Scale

5. Six Essential Nutrients

6. Breakfast

7. Learning the Steps to Setting a SMART Goal

8. Creating My SMART Goal

9. Tracking My SMART Goal

10. Food for Thought Assessment

## Growth & Development

1. Class Agreements & Trusted Adults

2. Gender Snowperson

3. Sexual & Reproductive Anatomy

4. Puberty & Hormones

5. Changes During Puberty

6. Puberty & Healthy Habits

7. Puberty & Menstruation

\* **Copyright Materials** - Contact teacher to review

## Healthy Relationships Violence Prevention\*

8. Recognize, Report, Refuse Bullying

9. Bystander Power

10. Bystander Responsibility

11. Bystanders to Cyberbullying

12. Keeping Yourself Safe

13. Always Ask First

14. Unsafe & Unwanted Touches

15. The Private Body Parts Rule

16. Practicing the Ways to Stay Safe

17. Reviewing Safety Skills

## Substance Use & Abuse Prevention

1. Self-Management

2-4. Operation Prevention, Parts 1-3

5. Operation Prevention: Sarah's Sister

6. Alcohol & the Brain

7. Protect Your Body

8. Accessing Information (Pending)

9-10. Informed Students Make Healthier Decisions, Parts 1 & 2



# Fifth Grade

Growth & Development,  
Ages Nine to Twelve

## SOCIAL, EMOTIONAL, & MENTAL HEALTH

### Essential Questions

- What are healthy ways of coping with stress and depression?
- When do I ask for help?
- How can I offer support to my friends?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Social, Emotional, & Mental Health (SEM)

3.SEM.1 TSEL Practice 1B Understand the stress response system (regulation and dysregulation) and what environments and experiences activate those responses.

5.SEM.2 Reflect on external factors and systems that may contribute to stress and anxiety, including microaggressions, and identify coping strategies.

5.SEM.3 Identify the benefits of talking to trusted adults about feelings and thoughts.

#### Safety & First Aid (SFA)

5.SFA.4 Demonstrate how to identify and communicate with trusted adults to keep people safe at home, at school, and in the community.

### Key Vocabulary

*Teachers will define:*

- Emotions
- Stress
- Peer pressure
- Depression
- Affirmation
- Belly breathing
- Journaling
- Decision-making
- Problem-solving
- Feelings

### Additional Resources

- Expanded [Unit Overview](#)
- Letter to Families

# FIFTH GRADE | UNIT 2 | SUMMARY

## WELLNESS & HEALTH PROMOTION

### Essential Questions

- How can I advocate safety and health for myself & my peers?
- What are the healthy decisions I make each day?
- How does the immune system protect the body from disease?

### Health Skills

- Decision-Making
- Analyze Influences



### Essential Health Concepts

*Students will know:*

#### Wellness & Health Promotion (WHP)

3.WHP.1 Discuss what it means to be healthy, considering five dimensions of health (physical, social, emotional, mental, and environmental).

3.WHP.2 Describe the basic function of the immune system.

5.WHP.2 Explain how vaccines work to prevent an illness and reduce severe symptoms.

5.WHP.3 Describe benefits of practicing health promoting behaviors.

5.WHP.4 Explain ways to engage in healthy practices and behaviors that prevent or reduce oral health risks, including brushing, flossing, reducing sugary drink consumption, wearing mouth guards, and visiting a dentist.

5.WHP.5 Practice how to talk to a healthcare provider about health concerns, including dental pain.

5.WHP.6 Evaluate health messages depicted in the media, including in social media and in advertisements.

### Key Vocabulary

*Teachers will define:*

- Problem/Issue
- Need
- Self-advocacy
- Help
- Trusted adult
- Influence
- Confidence

### Additional Resources

- Expanded Unit Overview

# FIFTH GRADE | UNIT 3a | SUMMARY

## GROWTH & DEVELOPMENT

### Essential Questions

- What are my personal boundaries?
- Why is it important to share my boundaries and listen when others share theirs?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Growth & Development (GD)

5.GD.1 Describe the human sexual and reproductive system, including external and internal anatomy and basic functions.

5.GD.2 Examine the physical, social, and emotional changes during puberty and adolescence.

5.GD.3 Identify trusted adults, including parents, caregivers, and health care professionals, to ask questions about puberty and adolescent health.

5.GD.4 Describe the menstrual cycle and how menstrual products are used.

5.GD.5 Define gender identity, gender expression, gender roles, and sex assigned at birth, and sexual orientation.

5.GD.6 Identify trusted adults one could talk to about sexual orientation questions.

### Sexual & Reproductive Health (SRH)

5.SRH.1 Discuss different personal, familial, and cultural values about physical and emotional intimacy.

5.SRH.2 Identify that pregnancy can occur in different ways, including sexual intercourse, insemination, in vitro fertilization, donor conception, and surrogacy.

### Key Vocabulary

*Teachers will define:*

- Sexual orientation
- Gender identity
- Penis/Testicles/Scrotum
- Vulva/Vagina/Clitoris

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# FIFTH GRADE | UNIT 3b | SUMMARY

## HEALTHY RELATIONSHIPS

### Essential Questions

- What are the characteristics of a healthy relationships?
- How can we contribute to a culture of inclusivity and respect in our community?

### Health Skills

- Decision-Making
- Interpersonal Communication



### Essential Health Concepts

*Students will know:*

#### Healthy Relationships (HRVP)

5.HRVP.4 Explain the relationship between consent, personal boundaries, and bodily autonomy.

5.HRVP.7 Identify that abuse is never a child's fault and demonstrate how to communicate personal boundaries and report unsafe or unwanted touch.

#### Safety & First Aid (SFA)

5.SFA.7 Describe internet safety rules and how to respond to cyberbullying and exposure to inappropriate material.

### Key Vocabulary

*Teachers will define:*

- Bullying
- Bystander
- Cyberbullying
- Safe/Unsafe
- Refusal

### Additional Resources

- Expanded Unit Overview
- Parent/Guardian Opt Out Letters
  - Alternate Lessons

# FIFTH GRADE | UNIT 4 | SUMMARY

## SUBSTANCE USE & ABUSE PREVENTION

### Essential Questions

- How does alcohol affect the developing brain?

### Health Skills

- Self-Management
- Goal-Setting



### Essential Health Concepts

*Students will know:*

#### Substance Use & Abuse Prevention (SUB)

5.SUB.1 Recognize that substances can be addictive and harmful for adolescents during physical and neurological development.

5.SUB.2 Describe how alcohol, marijuana/cannabis, tobacco, and other substances impact the human body and brain, interpersonal relationships, and decision-making.

5.SUB.3 Describe the appropriate use for over-the-counter and prescription medicines.

5.SUB.4 Describe how substance use, misuse, and abuse can affect peoples' abilities to reach personal goals.

5.SUB.6 Demonstrate how to use decision making steps around substance use.

### Wellness & Health Promotion (WHP)

5.WHP.5 Practice how to talk to a healthcare provider about health concerns, including dental pain.

5.WHP.6 Evaluate health messages depicted in the media, including in social media and in advertisements.

### Key Vocabulary

*Teachers will define:*

- Alcohol
- Neurotransmitter
- Impaired
- Motor skills
- Memory
- Metabolism

### Additional Resources

- Expanded [Unit Overview](#)

# Fifth Grade

## Social, Emotional, & Mental Health\*

1-2. Get the Attention of a Helper, Parts 1 & 2

3-4. Riding the Waves of Depression, Parts 1 & 2

5. Affirmations

6. Belly Breathing & Using Imagination

7. Journaling

8. Laughing

9. Positive Problem Solving

10. Positive Self-Talk

11. Muscle Relaxation

12. Talking About Feelings

13-14. Helping a Friend, Parts 1 & 2

## Wellness & Health Promotion

1. I Need Help

2. Who Can Help?

3. We Can Help

4. The Best Part of Me

5. Influences on Dental Health

6. Analyzing Influences on Choices

7. What Are Health-Related Decisions I Make?

8. What Causes Disease?

9. How Does the Body Fight Disease?

10. How Can We Help Each Other?

11. How Can We Find Information & Help?

## Growth & Development

1. Class Agreements & Trusted Adults

2. Relationships & Boundaries

3. What is Love Anyway?

4. Thinking Outside the Gender Box

5. Sexual & Reproductive Anatomy

6. It's All About Hormones

7. Puberty & Reproduction

**\* Copyright Materials -**  
Contact teacher to review

## Healthy Relationships Violence Prevention\*

8. Recognize, Report, Refuse Bullying

9. Bystander Power

10. Bystander Responsibility

11. Bystanders to Cyberbullying

12. Keeping Yourself Safe

13. Always Ask First

14. Unsafe & Unwanted Touches

15. The Private Body Parts Rule

16. Practicing the Ways to Stay Safe

17. Reviewing Safety Skills

## Substance Use & Abuse Prevention

1. Safe & Healthy Use of Medicine & Substances

2. Full of Potential: Your Brain, Nicotine Free

3. Healthy Body, Healthy You-th

4. What a Waste!

5. How Tobacco Marketing Targets You-th

6. Stress, Coping, & Wellness

7. Full of Potential: Your Brain - Cannabis Free

8. Effects of Cannabis on the Body

9. Healthy People, Healthy Community

10. Assessment (*Pending*)



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PORTLAND  

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**Public Schools**

