



# K-12 Health Curriculum



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## **K – 12 HEALTH CURRICULUM REVISION COMMITTEE MEMBERS**

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Audrey Montanaro	Health Teacher, Clark Lane Middle School
Craig C. Powers	Assistant Superintendent
Gene Ryan	Dean of Students, Waterford High School

## GRADES K-2 OVERVIEW

The Health Education Program is aligned to the National Health Standards. It encompasses all relevant areas of health: mental, social, emotional and physical. The course will consist of methods for influencing positive changes in health-related behavior by equipping students with information to aid them in making wise decisions concerning their health with regard to the following alphabetically (and therefore not the prescribed sequence of teaching) listed topics:

1. Alcohol and Other Drugs
2. Healthy Eating
3. Mental and Emotional Health
4. Personal Health and Wellness
5. Physical Activity
6. Safety/Injury Prevention
7. Sexual Health
8. Tobacco
9. Violence Prevention

Each topic has various grade level expectations for each of the eight standards below. In some cases, a standard will be “not applicable.”

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

In addition, the lessons are being designed to incorporate the Common Core State Standards for Speaking and Listening, specifically #1, 2, 4, and 5.

- [CCSS.ELA-Literacy.CCRA.SL.1](#) Students will “Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.”
- [CCSS.ELA-Literacy.CCRA.SL.2](#) Students will “Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.”
- [CCSS.ELA-Literacy.CCRA.SL.4](#) Students will “Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.”
- [CCSS.ELA-Literacy.CCRA.SL.5](#) Students will “Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.”

**GRADES K-2**  
**UNIT: VIOLENCE PREVENTION**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of violence on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about violence prevention in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
V1.2.1 Describe the difference between bullying and teasing. (verbal/non-verbal/physical/emotional/cyber)	X	>	>
V1.2.3 Explain what to do if someone is being bullied.	X	>	>
V1.2.4 Identify “appropriate” and “inappropriate” or “safe” and “unsafe” touches. (hitting/kicking/throwing)	X	>	>
V1.2.5 Explain why inappropriate touches should be reported to a trusted adult.	X	>	>
V1.2.6 Explain that a child is not at fault if someone touches him or her in an inappropriate way.	X	>	>
V1.2.7 Explain why everyone has the right to tell others not to touch his or her body. (personal space)	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
V2.2.1 Identify relevant influences of family on violence prevention practices and behaviors.	X	>	>
V2.2.2 Identify relevant influences of school on violence prevention practices and behaviors.	X	>	>
V2.2.3 Identify relevant influences of media and technology on violence prevention practices and behaviors.	X	>	>
V2.2.4 Describe positive influences on violence prevention practices and behaviors.	X	>	>
V2.2.5 Describe negative influences on violence prevention practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
V3.2.1 Identify trusted adults at home who can help prevent violence.	X	>	>
V3.2.2 Identify trusted adults and professionals in school who can help prevent violence (e.g., school counselor, principal).	X	>	>
V3.2.3 Identify trusted adults and professionals in the community who can help prevent violence (e.g., police officer).	X	>	>
V3.2.4 Explain how to locate school health helpers who can help prevent violence (e.g., school counselor, principal).	X	>	>
V3.2.5 Explain how to locate community health helpers who can help prevent violence (e.g., police officer).	X	>	>

**GRADES K-2**  
**UNIT: VIOLENCE PREVENTION**

<b>Grade Level Expectations</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
V3.2.6 Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911).	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
V4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence.	X	>	>
V4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to prevent violence.	X	>	>
V4.2.3 Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.	X	>	>
V4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	X	>	>
V4.2.5 Identify how to communicate care and concern for others to prevent violence.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
V5.2.1 Identify situations which need a decision to prevent violence.	X	>	>
V5.2.2 Describe how family, peers or media influence a decision that could lead to violence.	X	>	>
V5.2.3 Explain the potential positive and negative outcomes from a decision that could lead to violence.	X	>	>
V5.2.4 Describe when help is needed and when it is not needed to make a decision related to violence prevention.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
V6.2.1 Identify a realistic personal short-term goal to prevent violence.	X	>	>
V6.2.2 Take steps to achieve the personal goal to prevent violence.	X	>	>
V6.2.3 Identify people who can help achieve a personal goal to prevent violence.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
V7.2.1 Identify practices that reduce or prevent violence.	X	>	>
V7.2.2 Demonstrate violence prevention practices.	X	>	>
V7.2.3 Make a commitment to practice violence prevention behaviors.	X	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
V8.2.1 Make requests to others to prevent violence.	X	>	>
V8.2.2 Demonstrate how to encourage peers to prevent violence.	X	>	>

**GRADES K-2**  
**UNIT: VIOLENCE PREVENTION**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- School Behavior Plan
- Assembly
- Whole class shared reading
- Visuals/posters
- Guest speakers
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play

**EVIDENCE OF LEARNING**

- Student Survey
- Teacher Observations
- Behavior Data

**GRADES K-2**  
**UNIT: VIOLENCE PREVENTION**

**RESOURCES**

**Teacher Professional Resource**

- Crowe, Caltha, *How to Bullyproof Your Classroom: The Northeast Foundation for Children, Inc.*, 2012 (Responsive Classroom)

**Other Resources**

- School Behavior Plan (i.e., PBIS)
- School Assembly by Motivational Productions: IMAX 3-Screen Movie: “Stand Together” The film captures 3 real life stories of everyday kids who have battled bullying.

**BrainPOP Jr. Movies**

- Anger:  
<http://www.BrainPOPjr.com/health/relationships/anger/>
- Community Helpers (Police):  
<http://www.BrainPOPjr.com/socialstudies/communities/communityhelpers/>
- Bullying:  
<http://www.BrainPOPjr.com/health/relationships/bullying/>

**Books for All Grades**

- McCloud, Carol, *Have You Filled A Bucket Today: A Guide to Daily Happiness for Kids*
- Cook, Julia, *A Bad Case of Tattle Tongue*, National Center for Youth Issues, 2005

**Books for Grade K**

- Galan, Alvaro and Ana. *Billy Bully: A Schoolyard Counting Tale*: Cartwheel Books, 2009
- Ootoshi, Kathryn. *One*: KO Kids Books, 2008
- Seeger, Laura Vaccaro. *Bully*: Roaring Book Press, 2013
- Urdahl, Gabriel. *Polka Dot Fixes Kindergarten*: Charlesbridge, 2011

**Books for Grade 1**

- Cook, Julia. *Bully B.E.A.N.S.*: National Center for Youth Issues, 2009
- Hoberman, Maryann. *And to Think That We Thought That We'd Never Be Friends*: Dragonfly Books, 2005

**Books for Grade 2**

- Albee, Sarah. *Clever Trevor*: Kane Press, 2003
- Manning, Jane. *Millie Fierce*: Philomel, 2012

**GRADES K-2**  
**UNIT: PERSONAL HEALTH & WELLNESS**

**Objective:**

Students will develop an increased awareness of the impact of personal care/hygiene practices on one's health.

**Essential Question:**

*What do I need to know about personal health practices in order to stay healthy?*

Grade Level Expectations		Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>				
PHW1.2.1	Identify the proper steps for daily brushing and flossing teeth.	X	>	>
PHW1.2.2	State why hygiene is important to good health.	X	>	>
PHW1.2.3	Identify the benefits of personal health care practices such as washing hair and bathing regularly.	X	>	>
PHW1.2.4	State the steps for proper hand washing.	X	>	>
PHW1.2.5	Explain why sleep and rest are important for proper growth and good health.	X	>	>
PHW1.2.6	Explain how hearing can be damaged by loud noise.	N/A	N/A	X
PHW1.2.7	Identify ways to protect vision.	N/A	N/A	X
PHW1.2.8	Identify ways to protect hearing.	N/A	N/A	X
PHW1.2.9	List ways to prevent harmful effects of the sun.	X	>	>
PHW1.2.10	Describe what it means to be healthy.	X	>	>
PHW1.2.11	Identify different ways that disease-causing germs are transmitted.	X	>	>
PHW1.2.12	Identify ways to prevent the spread of germs that cause common infectious diseases.	X	>	>
PHW1.2.13	Identify foods and non-food triggers that are common causes of allergic reactions.	N/A	X	>
PHW1.2.14	Explain that foods can contain germs that can cause illness.	X	>	>
PHW1.2.15	Identify food safety strategies that can control germs that causes food borne illnesses.	X	>	>
PHW1.2.16	Identify proper steps for treating a wound to reduce chances of infection.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>				
PHW2.2.1	Identify relevant influences of family on personal health and wellness practices and behaviors.	X	>	>
PHW2.2.2	Identify relevant influences of school on personal health and wellness practices and behaviors.	X	>	>
PHW2.2.3	Identify relevant influences of media and technology on personal health and wellness practices and behaviors.	X	>	>
PHW2.2.4	Describe positive influences on personal health and wellness practices and behaviors.	X	>	>
PHW2.2.5	Describe negative influences on personal health and wellness practices and behaviors.	X	>	>

**GRADES K-2**  
**UNIT: PERSONAL HEALTH & WELLNESS**

Grade Level Expectations		Grade K	Grade 1	Grade 2
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>				
PHW3.2.1	Identify trusted adults at home who can help promote personal health and wellness.	X	>	>
PHW3.2.2	Identify trusted adults and professionals in school who can help promote personal health and wellness (e.g., school nurse, classroom teacher).	X	>	>
PHW3.2.3	Identify trusted adults and professionals in the community who can help promote personal health and wellness (e.g., healthcare provider, police officer).	X	>	>
PHW3.2.4	Explain how to locate school health helpers who can help promote personal health and wellness (e.g., school nurse).	X	>	>
PHW3.2.5	Explain how to locate community health helpers who can help promote personal health and wellness (e.g., healthcare provider, paramedic).	X	>	>
PHW3.2.6	Demonstrate how to locate school or community health helpers to enhance personal health and wellness (e.g., healthcare provider, paramedic).	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>				
PHW4.2.1	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.	X	>	>
PHW4.2.2	Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.	X	>	>
PHW4.2.3	Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.	X	>	>
PHW4.2.4	Identify how to communicate care and concern for others to enhance their personal health and wellness.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>				
PHW5.2.1	Identify situations which need a decision related to personal health and wellness (e.g., washing hands before eating, wearing sun protection, brushing teeth daily).	X	>	>
PHW5.2.1	Identify how family, peers or media influence a personal health or wellness-related decision.	X	>	>
PHW5.2.1	Explain the potential positive and negative outcomes from personal health or wellness-related decisions.	X	>	>
PHW5.2.1	Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.	X	>	>

**GRADES K-2**  
**UNIT: PERSONAL HEALTH & WELLNESS**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>			
PHW6.2.1 Identify a realistic short-term goal to improve a personal health and wellness-related practice.	X	>	>
PHW6.2.2 Take steps to achieve the goal to improve personal health and wellness.	X	>	>
PHW6.2.3 Identify people who can help achieve a personal health and wellness-related goal.	X	>	>
<b><i>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>			
PHW7.2.1 Identify personal health and wellness-related practices that reduce or prevent health risks.	X	>	>
PHW7.2.1 Demonstrate positive personal health and wellness-related practices.	X	>	>
PHW7.2.1 Make a commitment to practice positive personal health and wellness-related behaviors.	X	>	>
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>			
PHW8.2.1 Make requests to others to promote positive personal health and wellness-related practices.	X	>	>
PHW8.2.2 Demonstrate how to encourage peers to make positive personal health and wellness-related choices.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- School Nurse Demo (PHW1.2.16)

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: PERSONAL HEALTH & WELLNESS**

**RESOURCES**

**Textbook**

- Harcourt Health and Fitness – Chapters 2, 3, 4 & 8

**Grade K**

- Harcourt Resources: (Chapters 2,3,4, and 8) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapters 2,3,4, and 8) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources (Chapters 2,3,4, and 8): Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- *Healthy Me*. Persuasive (fiction), 319 words, Level I (Grade 1). *Healthy Me* tells the reader ways to keep healthy. The little girl in the story shares several of the ways she keeps her body and mind healthy, including nutrition, hygiene, exercise, sufficient sleep, and mental relaxation. The accompanying illustrations are whimsical and fun.

**BrainPOP Jr. Movies**

- Washing Hands:  
<http://www.BrainPOPjr.com/health/bewell/washinghands/>
- Going to the Dentist:  
<http://www.BrainPOPjr.com/health/bewell/goingtothedentist/>
- Caring for Teeth:  
<http://www.BrainPOPjr.com/health/teeth/caringfortooth/>
- Going to the Doctor:  
<http://www.BrainPOPjr.com/health/bewell/goingtothedoctor/>
- Cold and Flu (germs):  
<http://www.BrainPOPjr.com/health/bewell/coldsandflu/>
- Sun protections:  
<http://www.BrainPOP.com/health/personalhealth/sunprotection/>
- Community Helpers (Police):  
<http://www.BrainPOPjr.com/socialstudies/communities/communityhelpers/>

**GRADES K-2**  
**UNIT: HEALTHY EATING**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of food and beverage quality and quantity choices on growth, development, and health, as well as the importance of adhering to food safety practices.</p> <p><b>Essential Question:</b> <i>What do I need to know about food in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
HE 1.2.1 Explain the importance of trying new foods.	X	>	>
HE 1.2.2 Explain the importance of choosing healthy foods and beverages.	X	>	>
HE 1.2.3 Identify a variety of healthy snacks.	X	>	>
HE 1.2.4 Identify the benefits of drinking plenty of water.	X	>	>
HE 1.2.5 Describe the types of foods and beverages that should be limited.	X	>	>
HE 1.2.6 Describe the benefits of eating breakfast every day.	X	>	>
HE 1.2.7 Describe how to keep food safe from harmful germs.	X	>	>
HE 1.2.8 Describe body signals that tell a person when they are hungry and when they are full.	X	>	>
HE 1.2.9 Identify healthy eating Posters that provide energy and help the body grow and develop.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
HE2.2.1 Identify relevant influences of family on food choices and other eating practices and behaviors.	X	>	>
HE2.2.2 Identify relevant influences of school personnel on food choices and other eating practices and behaviors.	X	>	>
HE2.2.3 Identify relevant influences of media and technology on food choices and other eating practices and behaviors.	X	>	>
HE2.2.4 Describe positive influences on personal food choices and other eating practices and behaviors.	X	>	>
HE2.2.5 Describe negative influences on personal food choices and other eating practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
HE3.2.1 Identify trusted adults at home who can help promote healthy eating.	X	>	>
HE3.2.2 Identify trusted adults and professionals in school (e.g., foodservice director) who can help promote healthy eating.	X	>	>
HE3.2.3 Identify trusted adults and professionals in the community (e.g., registered dietitian, healthcare provider) who can help promote healthy eating.	X	>	>

**GRADES K-2**  
**UNIT: HEALTHY EATING**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>			
HE4.2.1 Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>			
HE5.2.1 Identify situations which need a healthy eating-related decision.	X	>	>
HE5.2.2 Identify how family, peers, or media influence a healthy eating-related decision.	X	>	>
HE5.2.3 Explain the potential positive and negative outcomes from a nutrition-related decision.	X	>	>
HE5.2.4 Describe when help is needed and when it is not needed to make a healthy eating-related decision.	X	>	>
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>			
HE6.2.1 Identify a realistic personal short-term goal to improve healthy eating.	X	>	>
HE6.2.2 Take steps to achieve a personal goal to improve healthy eating	X	>	>
HE6.2.3 Identify people who can help achieve a personal goal to improve healthy eating.	X	>	>
<b><i>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>			
HE7.2.1 Identify practices that reduce or prevent unhealthy eating behaviors.	X	>	>
HE7.2.2 Demonstrate healthy eating practices.	X	>	>
HE7.2.3 Make a commitment to practice healthy eating behaviors.	X	>	>
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>			
HE8.2.1 Make requests to others (e.g., family members) about preferences for healthy eating.	X	>	>
HE8.2.2 Demonstrate how to encourage peers to make healthy food and beverage choices.	X	>	>

**GRADES K-2**  
**UNIT: HEALTHY EATING**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: HEALTHY EATING**

**RESOURCES**

**Textbook**

- Harcourt Health and Fitness – Chapter 4

**Grade K**

- Harcourt Resources: (Chapter 4) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 4) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources (Chapter 4): Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- Fruit. Concept book (nonfiction), 31 words, Level A (Grade K). This informational text introduces students to the printed vocabulary that names examples of nutritious foods. Students may be surprised to find the tomato, which is a large berry, included alongside lemons, apples, and bananas. Repeated high-frequency words reinforce fluency and support the decoding of new vocabulary.

**BrainPOP Jr. Movies**

- Eating Right: <http://www.BrainPOPjr.com/health/food/eatingright/>
- Food Groups: <http://www.BrainPOPjr.com/health/food/foodgroups/>
- Sugar: <http://www.BrainPOPjr.com/health/food/sugar/>

**GRADES K-2**  
**UNIT: PHYSICAL ACTIVITY**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of physical activity on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about physical activity in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
PA 1.2.1 Identify the recommended amount of physical activity for children.	Check current findings		
PA 1.2.2 Explain ways to be active every day.	X	>	>
PA 1.2.3 Describe behaviors that are physically active and physically inactive.	X	>	>
PA 1.2.4 Describe how being physically active can help a person feel better.	X	>	>
PA 1.2.5 Describe the benefits of being physically active.	X	>	>
PA 1.2.6 Describe the benefits of drinking plenty of water before, during, and after physical activity.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
PA 2.2.1 Identify relevant influences of family on physical activity practices and behaviors.	X	>	>
PA 2.2.2 Identify relevant influences of school on physical activity practices and behaviors.	X	>	>
PA 2.2.3 Identify relevant influence of media and technology on physical activity practices and behaviors.	X	>	>
PA 2.2.4 Describe positive influences on personal physical activity practices and behaviors.	X	>	>
PA 2.2.5 Describe negative influences on personal physical activity practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
PA3.2.1 Identify trusted adults at home who can help promote physical activity.	X	>	>
PA3.2.2 Identify trusted adults and professionals in school (e.g., physical education teacher) who can help promote physical activity.	X	>	>
PA3.2.3 Identify trusted adults and professionals in the community (e.g., recreation leader) who can help promote physical activity.	X	>	>
PA3.2.4 Explain how to locate school health helpers (e.g., teacher) who can help promote physical activity.	X	>	>
PA3.2.5 Explain how to locate school or community health helpers to enhance physical activity.	X	>	>

**GRADES K-2**  
**UNIT: PHYSICAL ACTIVITY**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
PA4.2.1 Demonstrate effective refusal skills, including firmly saying “no”, to avoid engaging in unsafe physical activities.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
PA5.2.1 Identify situations which need a decision related to physical activity.	X	>	>
PA5.2.2 Describe how family, peers, or media influence a decision related to physical activity.	X	>	>
PA5.2.3 Explain how family, peers, or media influence a decision to use proper equipment when engaging in physical activities.	X	>	>
PA5.2.4 Explain the potential positive and negative outcomes from decisions related to physical activity.	X	>	>
PA5.2.4 Describe when help is needed and when it is not needed to make a healthy decision related to physical activity.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
PA6.2.1 Identify a realistic personal short-term goal to be physically active.	X	>	>
PA6.2.2 Take steps to achieve the personal goal to be physically active.	X	>	>
PA6.2.3 Identify people who can help achieve a personal goal to be physically active.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
PA7.2.1 Identify practices that reduce inactivity and unsafe physical activity.	X	>	>
PA7.2.2 Demonstrate healthy and safe physical activity practices and behaviors.	X	>	>
PA7.2.3 Make a commitment to be physically active.	X	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
PA8.2.1 Make requests to others to promote being physically active.	X	>	>
PA8.2.2 Demonstrate how to encourage peers to be physically active.	X	>	>

**GRADES K-2**  
**UNIT: PHYSICAL ACTIVITY**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: PHYSICAL ACTIVITY**

**RESOURCES**

**Textbook**

- Harcourt Health and Fitness – Chapter 5

**Grade K**

- Harcourt Resources: (Chapter 5) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 5) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 5) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Jr. Movies:**

- Exercise:  
<http://www.BrainPOPjr.com/health/bewell/exercise/>

**GRADES K-2**  
**UNIT: SAFETY / INJURY PREVENTION**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of safety and injury prevention on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about safety and injury prevention in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
S1.2.1 State the benefits of riding in the back seat when a passenger in a motor vehicle.	X	>	>
S1.2.2 Describe the importance of using safety belts, child safety restraints, and motor vehicle booster seats.	X	>	>
S1.2.3 Identify safe behaviors when getting on and off and while riding on a bus.	X	>	>
S1.2.4 Identify safety rules for playing on playground, swimming, and playing sports.	X	>	>
S1.2.5 Describe how injuries can be prevented.	X	>	>
S1.2.6 Identify safety rules for being around fire.	X	>	>
S1.2.7 Describe how to be a safe pedestrian.	X	>	>
S1.2.8 Identify safety hazards in the home.	X	>	>
S1.2.9 Identify how household products are harmful if ingested or inhaled.	X	>	>
S1.2.10 Identify safety hazards in the community.	X	>	>
S1.2.11 Identify people who can help when someone is injured or suddenly ill.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
S2.2.1 Identify relevant influences of family on safety and injury prevention practices and behaviors.	X	>	>
S2.2.2 Identify relevant influences of school on safety and injury prevention practices and behaviors.	X	>	>
S2.2.3 Identify relevant influences of media and technology on safety and injury prevention practices and	X	>	>
S2.2.4 Describe positive influences on safety and injury prevention practices and behaviors.	X	>	>
S2.2.5 Describe negative influences on safety and injury prevention practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
S3.2.1 Identify trusted adults at home who can help promote safety and injury prevention.	X	>	>
S3.2.2 Identify trusted adults and professionals in school who can help promote safety and injury prevention (e.g., school principal, facility and maintenance staff).	X	>	>
S3.2.3 Identify trusted adults and professionals in the community who can help promote safety and injury prevention (e.g., police, firefighter).	X	>	>

**GRADES K-2**  
**UNIT: SAFETY / INJURY PREVENTION**

<b>Grade Level Expectations</b>	<b>Grade K</b>	<b>Grade 1</b>	<b>Grade 2</b>
S3.2.4 Explain how to locate school health helpers who can help promote safety and injury prevention (e.g., school nurse, facility and maintenance staff).	X	>	>
S3.2.5 Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., police officer, firefighter).	X	>	>
S3.2.6 Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., police officer, firefighter).	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
S4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.	X	>	>
S4.2.2 Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.	X	>	>
S4.2.3 Demonstrate effective refusal skills to avoid or reduce injury.	E	E	E
S4.2.4 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	E	E	E
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
S5.2.1 Identify situations which need a decision related to safety and injury prevention.	X	>	>
S5.2.2 Identify how family, peers or media influence a decision related to safety and injury prevention.	X	>	>
S5.2.3 Explain the potential positive and negative outcomes from a decision related to safety and injury prevention.	X	>	>
S5.2.4 Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
S6.2.1 Identify a realistic personal short-term goal to avoid or reduce injury.	X	>	>
S6.2.2 Take steps to achieve a personal goal to avoid or reduce injury.	X	>	>
S6.2.3 Identify people who can help achieve a personal goal to avoid or reduce injury.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
S7.2.1 Identify practices that promote safety and reduce or prevent injuries.	X	>	>
S7.2.2 Demonstrate safety and injury prevention practices.	X	>	>
S7.2.3 Make a commitment to practice safety and injury prevention behaviors.	X	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
S8.2.1 Make requests to others to promote safety and avoid or reduce injury.	X	>	>
S8.2.2 Demonstrate how to encourage peers to be safe and avoid or reduce injury.	X	>	>

**GRADES K-2**  
**UNIT: SAFETY / INJURY PREVENTION**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: SAFETY / INJURY PREVENTION**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 4, 7, 8 & 12

**Grade K**

- Harcourt Resources: (Chapter 6, 7, 12) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 6, 7) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 6, 7, 8, and Health and Safety Handbook) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Jr. Movies:**

- Safety Signs:  
<http://www.BrainPOPjr.com/health/besafe/safetysigns/>
- Fire Safety:  
<http://www.BrainPOPjr.com/health/besafe/firesafety/>
- Community Helpers (Police, Firefighters):  
<http://www.BrainPOPjr.com/socialstudies/communities/communityhelpers/>

**GRADES K-2**  
**UNIT: ALCOHOL AND OTHER DRUGS**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of household products, prescription and over-the-counter medicines, and alcohol on health.</p> <p><b>Essential Question:</b> <i>What do I need to know about household products and medicines in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
AOD1.2.1 Identify how household products are harmful if intentionally inhaled or absorbed.	X	>	>
AOD1.2.2 Explain the harmful effects of medicines when used incorrectly.	X	>	>
AOD1.2.3 Describe the potential risks associated with use of over-the-counter medicines.	X	>	>
AOD1.2.4 Identify family rules about medicine use.	X	>	>
AOD1.2.5 Identify school rules about use of medicines.	X	>	>
AOD1.2.6 Describe how to use medicines correctly.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
AOD2.2.1 Identify relevant influences of family on taking medicines safely.	X	>	>
AOD2.2.2 Identify relevant influences of school personnel on taking medicines safely.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
AOD3.2.1 Identify trusted adults at home who can help with taking prescriptions and over-the-counter medicines.	X	>	>
AOD3.2.2 Identify trusted adults and professionals in school (e.g., school nurse) who can help with taking prescriptions and over-the-counter medicines.	X	>	>
AOD3.2.3 Explain how to locate school health helpers (e.g., school nurse) who can help with information about prescriptions and over-the-counter medicines.	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
AOD4.2.1 Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine or other drugs by someone other than a trusted adult.	X	>	>
AOD4.2.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine other drugs by someone other than a trusted adult.	X	>	>

**GRADES K-2**  
**UNIT: ALCOHOL AND OTHER DRUGS**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
AOD5.2.1 Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medicines in unsafe ways.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
AOD8.2.1 Make requests to others to avoid driving while under the influence of alcohol or other drugs.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: ALCOHOL AND OTHER DRUGS**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 6 & 9

**Grade K**

- Harcourt Resources: (Chapter 6, 9) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 6,9) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 6, 9) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Jr. Movies:**

- Medicine: <http://www.BrainPOPjr.com/health/drugs/medicine/>
- Drugs: <http://www.BrainPOPjr.com/health/drugs/>
- Illegal Drugs (covers alcohol, but also might go beyond K-2 scope. Use teacher discretion. <http://www.BrainPOPjr.com/health/drugs/illegaldrugs/>

**GRADES K-2  
UNIT: TOBACCO**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of tobacco on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about tobacco in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
T1.2.1 Identify a variety of tobacco products.	X	>	>
T1.2.2 Identify short-term effects of using tobacco.	X	>	>
T1.2.3 Describe the benefits of not using tobacco.	X	>	>
T1.2.4 Describe the dangers of experimenting with tobacco.	X	>	>
T1.2.5 Identify family rules about avoiding tobacco use.	X	>	>
T1.2.6 Identify the short-and long-term physical effects of being exposed to tobacco smoke.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
T3.2.1 Identify trusted adults at home who can help prevent tobacco use.	X	>	>
T3.2.2 Identify trusted adults and professionals in school (e.g., school nurse, school counselor) who can help prevent tobacco use.	X	>	>
T3.2.3 Explain how to locate school health helpers (e.g., school nurse) who can help prevent tobacco use.	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
T4.2.1 Demonstrate how to effectively communicate needs, wants and feelings that help avoid exposure to secondhand smoke.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
T5.2.1 Identify how family, peers, or media influence a decision to not use tobacco.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A

**GRADES K-2  
UNIT: TOBACCO**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
T8.2.1 Make requests to others to avoid second-hand smoke.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2  
UNIT: TOBACCO**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapter 9

**Grade K**

- Harcourt Resources: (Chapter 9) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 9) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 9) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Jr. Movies:**

- Smoking: <http://www.BrainPOPjr.com/health/drugs/smoking/>

**GRADES K-2**  
**UNIT: SEXUAL HEALTH (RELATIONSHIPS)**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of relationships on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about relationships in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
SH1.2.1 Identify the benefits of healthy family relationships.	X	>	>
SH1.2.2 Identify the benefits of healthy peer relationships.	X	>	>
SH1.2.3 Identify different ways that disease-causing germs are transmitted.	X	>	>
SH1.2.4 Identify ways to prevent the spread of germs that cause common infectious diseases.	X	>	>
SH1.2.5 Explain why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts).	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
SH4.2.1 Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.	X	>	>
SH4.2.2 Demonstrate how to communicate care and concern for others to promote healthy family and peer relationships.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A

**GRADES K-2**  
**UNIT: SEXUAL HEALTH (RELATIONSHIPS)**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: SEXUAL HEALTH (RELATIONSHIPS)**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 8, 10 & 11

**Grade K**

- Harcourt Resources: (Chapter 8, 10, 11) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 8, 10, 11) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 8, 10, 11) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Jr. Movies:**

- Bullying:  
<http://www.brainpopjr.com/health/relationships/bullying/>
- Germs: Washing Hands:  
<http://www.brainpopjr.com/health/bewell/washinghands/>
- Germs: Cold and Flu:  
<http://www.brainpopjr.com/health/bewell/washinghands/>

**GRADES K-2**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of family and peer relationships on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about feelings in order to stay healthy?</i></p>
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Grade Level Expectations	Grade K	Grade 1	Grade 2
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention</b>			
MEH1.2.1 Explain the importance of talking with parents and other trusted adults about feelings.	X	>	>
MEH1.2.2 Identify appropriate ways to express and deal with feelings.	X	>	>
MEH1.2.3 Explain the relationship between feelings and behavior.	X	>	>
MEH1.2.4 Describe the difference between bullying and teasing.	Teacher		
MEH1.2.5 Explain the importance of respecting the personal space and boundaries of others.	Teacher		
MEH1.2.6 Explain why it is wrong to tease or bully others.	X	>	>
MEH1.2.7 Identify the benefits of healthy family relationships.	X	>	>
MEH1.2.8 Identify the benefits of healthy peer relationships.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
MEH2.2.1 Identify relevant influences of family on mental and emotional health practices and behaviors.	X	>	>
MEH2.2.2 Identify relevant influences of school on mental and emotional health practices and behaviors.	X	>	>
MEH2.2.3 Identify relevant influences of media and technology on mental and emotional health practices and behaviors.	X	>	>
MEH2.2.4 Describe positive influences on mental and emotional health practices and behaviors.	X	>	>
MEH2.2.5 Describe negative influences on mental and emotional health practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
MEH3.2.1 Identify trusted adults at home who can help promote mental and emotional health.	X	>	>
MEH3.2.2 Identify trusted adults and professionals in school who can help promote mental and emotional health (e.g., school nurse, school counselor).	X	>	>
MEH3.2.3 Identify trusted adults and professionals in the community who can help promote mental and emotional health (e.g., counselors, social workers, healthcare providers).	X	>	>
MEH3.2.4 Explain how to locate school health helpers who can help with mental and emotional health (e.g., school nurse, school counselor).	X	>	>

**GRADES K-2**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

Grade Level Expectations		Grade K	Grade 1	Grade 2
MEH3.2.5	Explain how to locate community health helpers who can help promote mental and emotional health (e.g., counselors, healthcare providers).	X	>	>
MEH3.2.6	Demonstrate how to locate school health helpers to enhance mental and emotional health.	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>				
MEH4.2.1	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	X	>	>
MEH4.2.2	Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	X	>	>
MEH4.2.3	Demonstrate effective refusal skills to avoid participating in emotionally unhealthy behaviors.	X	>	>
MEH4.2.4	Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	X	>	>
MEH4.2.5	Describe how to effectively communicate care and concern for others.	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>				
MEH5.2.1	Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal, managing anger).	X	>	>
MEH5.2.2	Describe how family, peers or media influence a decision related to mental and emotional health.	X	>	>
MEH5.2.3	Explain the potential positive and negative outcomes from decisions related to mental and emotional health (e.g., dealing with interpersonal conflict, managing anger).	X	>	>
MEH5.2.4	Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision (e.g., dealing with interpersonal conflict, managing anger).	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>				
MEH6.2.1	Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health.	X	>	>
MEH6.2.2	Take steps to achieve the goal to improve or maintain positive mental and emotional health.	X	>	>
MEH6.2.3	Identify people who can help achieve a goal to improve or maintain positive mental and emotional health.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>				
MEH7.2.1	Identify mental and emotional health practices that reduce or prevent health risks.	X	>	>
MEH7.2.2	Demonstrate healthy mental and emotional health practices.	X	>	>
MEH7.2.3	Make a commitment to practice healthy mental and emotional health behaviors.	X	>	>

**GRADES K-2**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

Grade Level Expectations	Grade K	Grade 1	Grade 2
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>			
MEH8.2.1 Make requests to others to promote personal mental and emotional health practices.	X	>	>
MEH8.2.2 Demonstrate how to encourage peers to make healthy mental and emotional health choices.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip

**EVIDENCE OF LEARNING**

- Student Activity Booklet pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES K-2**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 10 & 11

**Grade K**

- Harcourt Resources: (Chapter 10, 11) Big Book, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters

**Grade 1**

- Harcourt Resources: (Chapter 10, 11) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 2**

- Harcourt Resources: (Chapter 10, 11) Student Editions, Big Book Version of Student Edition, Teacher Edition (includes Read Aloud Books), Activity Book, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Assessment Options, and Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- Feelings. Informational (fiction), 67 words, Level C (Grade K)  
This book demonstrates that feelings not only change, but they also change in intensity.

**BrainPOP Jr. Movies:**

- Friends:  
<http://www.brainpopjr.com/health/relationships/friends/>
- Bullying:  
<http://www.brainpopjr.com/health/relationships/bullying/>
- Anger:  
<http://www.brainpopjr.com/health/relationships/anger/>

**GRADES K-2  
UNIT PACING GUIDE**

Units	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Violence Prevention (not addressed in Harcourt Resources)	X	>	>
Personal Health and Wellness (Harcourt Chapters 2 and 3)	X		
Healthy Eating (Harcourt Chapter 4)	X		
Physical Activity (Harcourt Chapter 5)	X		
Safety/Injury Prevention (Harcourt Chapters 6 and 7)		X	
Personal Health and Wellness-CONTINUED (Harcourt Chapter 8)		X	
Alcohol and Other Drugs (Harcourt Chapters 6 and 9)		X	
Tobacco (Harcourt Chapter 9)			X
Sexual Health (Relationships for K-2) (Harcourt Chapters 8, 10, 11)			X
Mental Health (Harcourt Chapters 10 and 11)			X

## GRADES 3–5 OVERVIEW

The Health Education Program is aligned to the National Health Standards. It encompasses all relevant areas of health: mental, social, emotional and physical. The course will consist of methods for influencing positive changes in health-related behavior by equipping students with information to aid them in making wise decisions concerning their health with regard to the following alphabetically (and therefore not the prescribed sequence of teaching) listed topics:

1. Alcohol and Other Drugs
2. Healthy Eating
3. Mental and Emotional Health
4. Personal Health and Wellness
5. Physical Activity
6. Safety/Injury Prevention
7. Sexual Health
8. Tobacco
9. Violence Prevention

Each topic has various Grade Level Expectations for each of the eight standards below. In some cases, a standard will be “not applicable.”

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

In addition, the lessons are being designed to incorporate the Common Core State Standards for Speaking and Listening, specifically #1, 2, 4, and 5.

- [CCSS.ELA-Literacy.CCRA.SL.1](#) Students will “Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.”
- [CCSS.ELA-Literacy.CCRA.SL.2](#) Students will “Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.”
- [CCSS.ELA-Literacy.CCRA.SL.4](#) Students will “Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.”
- [CCSS.ELA-Literacy.CCRA.SL.5](#) Students will “Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.”

**GRADES 3–5**  
**UNIT: VIOLENCE PREVENTION**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of violence on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about violence prevention in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>V1.5.1 Identify nonviolent ways to manage anger.</b>	X	>	>
<b>V1.5.2 Describe the benefits of using non-violent means to solve interpersonal conflict.</b>	X	>	>
<b>V1.5.3 Explain that anger is a normal emotion.</b>	X	>	>
<b>V1.5.4 Identify examples of self-control.</b>	X	>	>
V1.5.5 Describe the difference between bullying and teasing.	X	>	>
<b>V1.5.6 Define prejudice, discrimination and bias.</b>	X	>	>
<b>V1.5.7 Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts).</b>	X	>	>
<b>V1.5.8 Describe examples of pro-social behaviors that help prevent violence.</b>	X	>	>
<b>V1.5.9 Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders.</b>	X	>	>
<b>V1.5.10 Describe</b> what to do if <b>oneself</b> or someone <b>else</b> is being bullied.	X	>	>
<b>V1.5.12 Identify examples of dangerous or risky behaviors that might lead to injuries.</b>	X	>	>
<b>V1.5.11 Recognize techniques that are used to coerce or pressure someone to use violence.</b>	X	>	>
<b>V1.5.13 Identify situations that might lead to violence.</b>	X	>	>
<b>V1.5.14 Identify strategies to avoid physical fighting and violence.</b>	X	>	>
<b>V1.5.15 Describe how participation in gangs can lead to violence.</b>	X	>	>
<b>V1.5.16 Explain the difference between tattling and reporting aggression, bullying or violence.</b>	X	>	>
<b>V1.5.17 Distinguish between “appropriate” and “inappropriate” touch.</b>	>	>	>
V1.5.18 Explain that inappropriate touches should be reported to a trusted adult.	>	>	>
V1.5.19 Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.	>	>	>
V1.5.20 Explain that everyone has the right to tell others not to touch his or her body.	>	>	>
<b>V1.5.21 Explain the importance of telling an adult if someone is in danger of hurting themselves or others.</b>	X	>	>

**GRADES 3-5  
UNIT: VIOLENCE PREVENTION**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)		Grade 3	Grade 4	Grade 5
<b><i>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i></b>				
<b>V2.5.1</b>	<b>Identify relevant influences of culture on violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.2</b>	<b>Identify relevant influences of peers on violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.3</b>	<b>Identify relevant influences of community on violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.4</b>	<b>Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.5</b>	<b>Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.6</b>	<b>Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.</b>	X	>	>
<b>V2.5.7</b>	<b>Describe how relevant influences of peers affect personal violence prevention practices and behaviors.</b>	X	>	>
<b><i>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>				
<b>V3.5.1</b>	<b>Describe characteristics of accurate violence prevention information.</b>	X	>	>
<b>V3.5.2</b>	<b>Describe characteristics of appropriate and trustworthy health services that help reduce or avoid violence.</b>	X	>	>
<b>V3.5.3</b>	<b>Demonstrate how to locate sources of accurate violence prevention information.</b>	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>				
<b>V4.5.1</b>	<b>Demonstrate effective verbal and nonverbal communication skills to prevent violence.</b>	X	>	>
<b>V4.5.2</b>	<b>Explain how to be empathetic and compassionate toward others to prevent violence.</b>	X	>	>
<b>V4.5.3</b>	<b>Demonstrate effective peer resistance skills to avoid or reduce violence.</b>	X	>	>
<b>V4.5.4</b>	<b>Demonstrate healthy ways to manage or resolve conflict to prevent violence.</b>	X	>	>
<b>V4.5.5</b>	<b>Demonstrate how to effectively ask for help to prevent violence.</b>	X	>	>
<b>V4.5.6</b>	<b>Demonstrate how to effectively communicate support for others to prevent violence.</b>	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>				
<b>V5.5.1</b>	<b>Identify situations which need a decision to prevent violence.</b>	>	>	>
<b>V5.5.2</b>	<b>Decide when help is needed and when it is not needed to make a decision that could lead to violence.</b>	X	>	>
<b>V5.5.3</b>	<b>Explain how family, culture, peers or media influence a decision that could lead to violence.</b>	X	>	>
<b>V5.5.4</b>	<b>Identify options and their potential outcomes when making a decision that could lead to violence.</b>	X	>	>

**GRADES 3–5**  
**UNIT: VIOLENCE PREVENTION**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>V5.5.5</b> Choose a healthy option when making a decision that could lead to violence.	X	>	>
<b>V5.5.6</b> Describe the final outcome of a decision related to violence prevention.	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
<b>V6.5.1</b> Set a realistic personal goal to prevent violence.	X	>	>
<b>V6.5.2</b> Track progress to achieving a personal goal to prevent violence.	X	>	>
<b>V6.5.3</b> Identify resources that can help achieve a personal goal to prevent violence.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
<b>V7.5.1</b> Describe practices and behaviors that reduce or prevent violence.	X	>	>
<b>V7.5.2</b> Demonstrate violence prevention practices and behaviors.	X	>	>
V7.5.3 Make a commitment to practice violence prevention behaviors.	X	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
<b>V8.5.1</b> Give factual information to others to prevent violence.	X	>	>
<b>V8.5.2</b> State personal beliefs to help others prevent violence.	X	>	>
<b>V8.5.3</b> Demonstrate how to persuade others to prevent violence.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- School Behavior Plan
- Assembly
- Whole class shared reading
- Visuals/posters
- Guest speakers
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Debates

**EVIDENCE OF LEARNING**

- Student Survey
- Teacher Observations
- Behavior Data

**GRADES 3–5**  
**UNIT: VIOLENCE PREVENTION**

**RESOURCES**

**Teacher Professional Resource**

- Crowe, Caltha, *How to Bullyproof Your Classroom: The Northeast Foundation for Children, Inc.*, 2012 (Responsive Classroom)

**Other Resources**

- Anger: Harcourt Health and Fitness – Chapter 10
- School Behavior Plan (i.e., PBIS)
- School Assembly by Motivational Productions: IMAX 3-Screen Movie: “Stand Together” The film captures 3 real life stories of everyday kids who have battled bullying.

**BrainPOP Movies**

- Anger:  
<http://www.BrainPOPjr.com/health/relationships/anger/>
- Conflict Resolution:  
<http://www.BrainPOP.com/health/personalhealth/conflictresolution/>
- Bullying:  
<http://www.BrainPOP.com/socialstudies/culture/bullying/>
- Prejudice (Civil Rights)  
<http://www.BrainPOP.com/socialstudies/ushistory/civilrights/>
- Non-Violence:  
<http://www.BrainPOP.com/socialstudies/famoushistoricalfigures/mahatmagandhi/>

**Books for All Grades**

- McCloud, Carol, *Have You Filled A Bucket Today: A Guide to Daily Happiness for Kids*
- Cook, Julia, *A Bad Case of Tattle Tongue*, National Center for Youth Issues, 2005

**Books for Grade 3**

- Polacco, Patricia. *Mr. Lincoln’s Way*: Philomel, 2001
- Shaw, Hannah. *Sneaky Weasel!*: Knopf books for Young Readers, 2009

**Books for Grade 4**

- Ludwig, Trudy. *Better Than You*: Tricycle Press, 2011
- Sylvester, Kevin. *Splinters*: Tundra Books, 2010
- Woodson, Jacqueline. *Each Kindness*: Nancy Paulsen Books, 2012

**Books for Grade 5**

- Abrams, Carlton, Archbishop Desmond Tutu. *Desmond and the Very Mean Word*: Candlewick Press, 2012
- Ludwig, Trudy. *Just Kidding*: Tricycle Press, 2006
- Polacco, Patricia. *Bully*: Putnam Juvenile, 2011

**GRADES 3–5**  
**UNIT: PERSONAL HEALTH & WELLNESS**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of personal care/hygiene practices on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about personal hygiene in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>PHW1.5.1</b> Describe the <b>benefits</b> of personal health care practices such as <b>tooth brushing and flossing</b> , washing hair and bathing regularly.	>	>	>
<b>PHW1.5.2</b> Describe <b>values that promote healthy behaviors.</b>	X	>	>
PHW1.5.3 Explain why sleep and rest are important for proper growth and good health.	>	>	>
<b>PHW1.5.4</b> Explain how hearing can be damaged by loud <b>sounds.</b>	>	>	>
<b>PHW1.5.5</b> Describe how <b>vision can be damaged.</b>	X	>	>
<b>PHW1.5.6</b> Describe ways to <b>prevent vision or hearing damage.</b>	X	>	>
<b>PHW1.5.7</b> Describe ways to prevent harmful effects of the sun.	>	>	>
<b>PHW1.5.8</b> Explain the <b>difference between</b> infectious diseases and non-infectious diseases.	>	>	>
<b>PHW1.5.9</b> Describe ways that <b>common infectious diseases are transmitted.</b>	X	>	>
<b>PHW1.5.10</b> Describe ways to prevent the spread of germs that cause infectious diseases.	>	>	>
<b>PHW1.5.11</b> Describe <b>symptoms that occur when a person is sick.</b>	X	>	>
<b>PHW1.5.12</b> Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases.	>	>	>
<b>PHW1.5.13</b> Describe how food borne illnesses can spread at school or in the community.	>	>	>
<b>PHW1.5.14</b> Describe how to keep food safe from harmful germs.	>	>	>
<b>PHW1.5.15</b> Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.	X	>	>
<b>PHW1.5.16</b> Describe the importance of seeking help and treatment for common infectious diseases.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>PHW2.5.1</b> Identify relevant influences of culture on personal health and wellness-related practices and behaviors.	X	>	>
<b>PHW2.5.2</b> Identify relevant influences of peers on personal health and wellness-related practices and behaviors.	X	>	>

**GRADES 3–5**  
**UNIT: PERSONAL HEALTH & WELLNESS**

<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>		<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>PHW2.5.3</b>	<b>Identify relevant influences of community on personal health and wellness-related practices and behaviors</b>	X	>	>
<b>PHW2.5.4</b>	<b>Describe how</b> relevant influences of family <b>and culture</b> affect personal health and wellness-related practices and behaviors.	>	>	>
<b>PHW2.5.5</b>	<b>Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.</b>	X	>	>
<b>PHW2.5.6</b>	<b>Describe how</b> relevant influences of media and technology affect personal health and wellness-related practices and behaviors.	>	>	>
<b>PHW2.5.7</b>	<b>Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.</b>	X	>	>
<b><i>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>				
<b>PHW3.5.1</b>	<b>Describe characteristics of accurate personal health and wellness information.</b>	X	>	>
<b>PHW3.5.1</b>	<b>Describe characteristics of appropriate and reliable personal health and wellness products.</b>	X	>	>
<b>PHW3.5.1</b>	<b>Describe characteristics of appropriate and trustworthy personal health and wellness services.</b>	X	>	>
<b>PHW3.5.1</b>	<b>Demonstrate how to locate sources of accurate personal health and wellness information.</b>	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>				
<b>PHW4.5.1</b>	<b>Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.</b>	X	>	>
<b>PHW4.5.2</b>	<b>Explain how to be empathetic and compassionate toward others.</b>	X	>	>
<b>PHW4.5.3</b>	<b>Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</b>	X	>	>
<b>PHW4.5.4</b>	<b>Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.</b>	X	>	>
<b>PHW4.5.5</b>	<b>Demonstrate how to effectively ask for help to improve personal health and wellness.</b>	X	>	>
<b>PHW4.5.6</b>	<b>Demonstrate how to effectively communicate support</b> for others to improve their personal health and wellness.	>	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>				
<b>PHW5.5.1</b>	<b>Identify situations which need a decision related to personal health and wellness.</b>	>	>	>
<b>PHW5.5.2</b>	<b>Decide when help is needed and when it is not needed to make a personal health and wellness-related decision.</b>	X	>	>

**GRADES 3-5**  
**UNIT: PERSONAL HEALTH & WELLNESS**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)		Grade 3	Grade 4	Grade 5
<b>PHW5.5.3</b>	<b>Explain how family, culture, peers or media influence a personal health and wellness-related decision.</b>	X	>	>
<b>PHW5.5.4</b>	<b>Identify options and their potential outcomes when making a personal health and wellness-related decision.</b>	X	>	>
<b>PHW5.5.5</b>	<b>Choose a healthy option when making a personal health and wellness-related decision.</b>	X	>	>
<b>PHW5.5.6</b>	<b>Describe the final outcome of a personal health and wellness-related decision.</b>	X	>	>
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>				
<b>PHW6.5.1</b>	<b>Set a realistic goal to improve a personal health and wellness-related practice.</b>	>	>	>
<b>PHW6.5.2</b>	<b>Track progress toward achieving a personal health and wellness-related goal.</b>	X	>	>
<b>PHW6.5.3</b>	<b>Identify resources that can help achieve a personal health and wellness-related goal.</b>	X	>	>
<b><i>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>				
<b>PHW7.5.1</b>	<b>Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.</b>	X	>	>
<b>PHW7.5.2</b>	<b>Demonstrate positive personal health and wellness-related practices and behaviors.</b>	>	>	>
<b>PHW7.5.3</b>	<b>Make a commitment to practice positive personal health and wellness-related behaviors.</b>	>	>	>
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>				
<b>PHW8.5.1</b>	<b>Give factual information to improve the personal health and wellness of others.</b>	X	>	>
<b>PHW8.5.2</b>	<b>State personal beliefs to improve the personal health and wellness of others.</b>	X	>	>
<b>PHW8.5.3</b>	<b>Demonstrate how to persuade others to make positive personal health and wellness-related choices.</b>	>	>	>

**GRADES 3-5**  
**UNIT: PERSONAL HEALTH & WELLNESS**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5**  
**UNIT: PERSONAL HEALTH & WELLNESS**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapter 2

**Grade 3**

- Harcourt Resources: (Chapter 2) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 2) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 2) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- *InFLUenza*. Informational (nonfiction), 2,314 words, Level Z (Grade 5). Multilevel Book also available in levels T and W. *InFLUenza* provides basic facts pertaining to the flu, or influenza-including what it is, how it spreads, and how it changes. The book provides students with useful information about how their body naturally fights flu viruses, as well as how the flu can be prevented and treated. Photographs, diagrams, charts, and maps support the text. Book and lesson also available at Levels T and W.

**BrainPOP Movies:**

- Washing Hands: <http://www.BrainPOPjr.com/health/bewell/washinghands/>
- Going to the Dentist: <http://www.BrainPOPjr.com/health/bewell/goingtothedentist/>
- Caring for Teeth: <http://www.BrainPOPjr.com/health/teeth/caringfortooth/>
- Going to the Doctor: <http://www.BrainPOPjr.com/health/bewell/goingtothedoctor/>
- Cold and Flu (germs): <http://www.BrainPOPjr.com/health/bewell/coldsandflu/>
- Sun protections: <http://www.BrainPOP.com/health/personalhealth/sunprotection/>
- Immune System: <http://www.BrainPOP.com/health/bodysystems/immunesystem/>
- Viruses: <http://www.BrainPOP.com/health/diseasesinjuriesandconditions/viruses/>
- Bacteria: <http://www.BrainPOP.com/science/diversityoflife/bacteria/>
- Antibiotic Resistance: <http://www.BrainPOP.com/health/diseasesinjuriesandconditions/antibioticresistance/>
- Eyes: <http://www.BrainPOP.com/health/bodysystems/eyes/>
- Hearing: <http://www.BrainPOP.com/health/bodysystems/hearing/>

**BrainPOP Games**

- “You Make Me Sick”: <http://www.BrainPOP.com/games/youmakemesick/>
- “Immune System Defender” <http://www.BrainPOP.com/games/immunesystemdefender/>

**GRADES 3–5**  
**UNIT: HEALTHY EATING**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of food and beverage quality and quantity choices on growth, development, and health, as well as the importance of adhering to food safety practices.</p> <p><b>Essential Question:</b> <i>What do I need to know about food and beverages in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>HE 1.5.1 Name the food groups and variety of nutritious food choices for each food group.</b>	>	>	>
<b>HE 1.5.2 Identify the amount of food from each food group that a child needs daily.</b>	>	>	>
<b>HE 1.5.3 Describe the benefits of eating plenty of fruits and vegetables.</b>	>	>	>
<b>HE 1.5.4 Explain the importance of eating a variety of foods from all the food groups.</b>	>	>	>
<b>HE 1.5.5 Identify nutritious and non-nutritious beverages.</b>	>	>	>
<b>HE 1.5.6 Describe the benefits of drinking plenty of water.</b>	>	>	>
<b>HE 1.5.7 Identify foods that are high in fat and low in fat.</b>	X	>	>
<b>HE 1.5.8 Identify alternate sources of fat (e.g., unsaturated fats and oils).</b>	X	>	>
<b>HE 1.5.9 Identify foods that are high in added sugars.</b>	N/A	X	>
<b>HE 1.5.10 Identify foods that are high in sodium.</b>	N/A	X	>
<b>HE 1.5.11 Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.</b>	N/A	X	>
<b>HE 1.5.12 Explain why breakfast should be eaten every day.</b>	>	>	>
<b>HE 1.5.13 Describe methods to keep food safe from harmful germs.</b>	>	>	>
<b>HE 1.5.14 Explain the concept of eating in moderation.</b>	X	>	>
<b>HE 1.5.15 Describe the benefits of healthy eating.</b>	>	>	>
<b>HE 1.5.16 Explain body signals that tell a person when they are hungry and when they are full.</b>	>	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>HE2.5.1 Identify relevant influences of culture on food choices and other eating practices and behaviors.</b>	X	>	>
<b>HE2.5.2 Identify relevant influences of peers on food choices and other eating practices and behaviors.</b>	X	>	>
<b>HE2.5.3 Identify relevant influences of community on food choices and other eating practices and behaviors.</b>	X	>	>
<b>HE2.5.4 Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.</b>	>	>	>

**GRADES 3–5**  
**UNIT: HEALTHY EATING**

<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>		<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>HE2.5.5</b>	<b>Describe how relevant influences of school and community affect food choices and other eating practices and behaviors.</b>	X	>	>
HE2.5.6	Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.	>	>	>
<b>HE2.5.7</b>	<b>Describe how relevant influences of peers affect food choices and other eating practices and behaviors.</b>	X	>	>
<b><i>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>				
<b>HE3.5.1</b>	<b>Describe characteristics of accurate nutrition information.</b>	X	>	>
<b>HE3.5.2</b>	<b>Describe characteristics of appropriate and reliable nutrition products.</b>	X	>	>
<b>HE3.5.3</b>	<b>Describe characteristics of appropriate and trustworthy nutrition services.</b>	X	>	>
<b>HE3.5.4</b>	<b>Demonstrate how to locate sources of accurate nutrition information.</b>	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>				
<b>HE4.5.1</b>	<b>Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.</b>	X	>	>
<b>HE4.5.2</b>	<b>Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.</b>	X	>	>
<b>HE4.5.3</b>	<b>Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.</b>	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>				
HE5.5.1	Identify situations which need a decision related to healthy eating (e.g., when a peer offers a soft drink).	>	>	>
HE5.5.2	Decide when help is needed and when it is not needed to make a decision related to healthy eating behaviors.	>	>	>
<b>HE5.5.3</b>	<b>Explain how family, culture, peers, or media influence a decision related to healthy eating behaviors.</b>	>	>	>
<b>HE5.5.4</b>	<b>Identify options and their potential outcomes when making a decision related to healthy and safe eating behaviors.</b>	X	>	>
<b>HE5.5.5</b>	<b>Choose a healthy food or beverage option when making a decision related to healthy eating behaviors.</b>	X	>	>
<b>HE5.5.6</b>	<b>Describe the final outcome of a decision related to healthy eating behaviors.</b>	X	>	>

**GRADES 3–5**  
**UNIT: HEALTHY EATING**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>			
<b>HE6.5.1</b> Set a realistic personal goal related to improve healthy eating behaviors.	X	>	>
<b>HE6.5.2</b> Track progress toward achieving a personal goal to improve healthy eating behaviors.	X	>	>
<b>HE6.5.3</b> Identify resources that can help achieve a personal goal to improve healthy eating behaviors.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
<b>HE7.5.1</b> Describe practices and behaviors that reduce or prevent unhealthy eating behaviors.	X	>	>
HE7.5.2 Demonstrate healthy eating practices and behaviors.	>	>	>
HE7.5.3 Make a commitment to practice healthy eating behaviors.	>	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
<b>HE8.5.1</b> Give factual information to improve the food and beverage selections of others.	X	>	>
<b>HE8.5.2</b> State personal beliefs to improve the food and beverage selections of others.	X	>	>
<b>HE8.5.3</b> Demonstrate how to persuade others to make healthy food and beverage choices.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

## GRADES 3–5 UNIT: HEALTHY EATING

### RESOURCES

#### Textbook

- Harcourt Health & Fitness – Chapters 3 & 7

#### Grade 3

- Harcourt Resources: (Chapter 3, 7) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

#### Grade 4

- Harcourt Resources: (Chapter 3, 7) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

#### Grade 5

- Harcourt Resources: (Chapter 3, 7) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD-ROM), “Be Active!” Music for Daily Physical Activity

#### Reading A-Z

- *An Apple a Day*. Informational (nonfiction), 1,072 words, Level R (Grade 3). *An Apple a Day* is an informative book about nutrition and healthful foods. It includes chapters that explain proteins, carbohydrates, and fats, along with examples of foods that contain each type of nutrient. The “Smart Eating” chapter encourages readers to use what they have learned in the book to plan their meals for a day.

#### BrainPOP Movies

- Nutrition: <http://www.BrainPOP.com/health/personalhealth/sunprotection/>
- Sugar: <http://www.BrainPOPjr.com/health/food/sugar/>
- Carbohydrates: <http://www.BrainPOP.com/health/nutrition/carbohydrates/>
- Fats: <http://www.BrainPOP.com/health/nutrition/fats/>
- Obesity: <http://www.BrainPOP.com/health/diseasesinjuriesandconditions/obesity/>
- Salt: <http://www.BrainPOP.com/science/earthsystem/salt/> (not sure if this is related – need to view)
- Pasteurization: <http://www.BrainPOP.com/technology/scienceandindustry/pasteurization/>
- Food Safety: <http://www.BrainPOP.com/health/diseasesinjuriesandconditions/foodsafety/>
- Bacteria: <http://www.BrainPOP.com/science/diversityoflife/bacteria/>
- Body weight: <http://www.BrainPOP.com/health/nutrition/bodyweight/>

#### Personal Health, Fitness, and Nutrition Lesson Plan

- Create a PSA: <http://www.BrainPOP.com/educators/community/lesson-plan/personal-health-fitness-and-nutrition-lesson-plan/>  
In this lesson plan, which is adaptable for grades 3-12, students use BrainPOP resources (along with print, web, and/or community resources) to explore one area of health, fitness, or nutrition. Students will learn about the contributing factors in the obesity epidemic and identify how lifestyle choices can contribute to or prevent weight and health problems. Students will then create a public service announcement (PSA) to teach others about the importance of making good choices and staying healthy.

**GRADES 3–5**  
**UNIT: PHYSICAL ACTIVITY**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of physical activity on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about physical activity in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>PA1.5.1</b> Describe the recommended amount of physical activity for children.	Check current findings		
<b>PA1.5.2</b> Identify ways to increase daily physical activity.	X	>	>
PA1.5.3 Identify different types of physical activities.	>	>	>
<b>PA1.5.4</b> Describe the importance of choosing a variety of ways to be physically active.	X	>	>
<b>PA1.5.5</b> Explain positive outcomes for being physically active.	X	>	>
<b>PA1.5.6</b> Identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	X	>	>
<b>PA1.5.7</b> Identify warm up activities to help prevent injury during physical activity.	X	>	>
PA1.5.8 Describe the benefits of drinking water before, during, and after physical activity.			
<b>PA1.5.9</b> Identify safety precautions for participating in various physical activities in different kinds of weather and climates.	X	>	>
<b>PA1.5.10</b> Explain how physical activity can contribute to maintaining a healthy body weight.	N/A	N/A	X
PA1.5.11 Identify equipment needed for protection in sports and recreational activities, such as mouthpieces, pads and helmets.	>	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>PA2.5.1</b> Identify relevant influences of culture on physical activity practices and behaviors.	X	>	>
<b>PA2.5.2</b> Identify relevant influences of peers on physical activity practices and behaviors.	X	>	>
<b>PA2.5.3</b> Identify relevant influences of community on physical activity practices and behaviors.	X	>	>
<b>PA2.5.4</b> Describe how relevant influences of family and culture affect personal physical activity practices and behaviors.	X	>	>
<b>PA2.5.5</b> Describe how relevant influences of school and community affect personal physical activity practices and behaviors.	X	>	>
<b>PA2.5.6</b> Describe how relevant influences of media (e.g., advertising, social networks) and technology (e.g., time playing video games) affect personal physical activity practices and behaviors.	X	>	>

**GRADES 3-5  
UNIT: PHYSICAL ACTIVITY**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)		Grade 3	Grade 4	Grade 5
<b>PA2.5.7</b>	<b>Describe how relevant influences of peers affect personal physical activity practices and behaviors.</b>	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>				
<b>PA3.5.1</b>	<b>Describe characteristics of accurate physical activity information.</b>	X	>	>
<b>PA3.5.2</b>	<b>Describe characteristics of appropriate and reliable physical activity products.</b>	X	>	>
<b>PA3.5.3</b>	<b>Describe characteristics of appropriate and reliable physical activity services.</b>	X	>	>
<b>PA3.5.4</b>	<b>Demonstrate how to locate sources of accurate physical activity information.</b>	X	>	>
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>				
<b>PA4.5.1</b>	<b>Demonstrate effective verbal and nonverbal communication skills to avoid engaging in unsafe physical activities.</b>	>	>	>
<b>PA4.5.2</b>	<b>Explain how to be empathetic and compassionate toward others who are trying to maintain or increase physical activity.</b>	X	>	>
<b>PA4.5.3</b>	<b>Demonstrate effective peer resistance skills to avoid or reduce physical inactivity.</b>	X	>	>
<b>PA4.5.4</b>	<b>Demonstrate how to effectively ask for help to improve personal physical activity.</b>	X	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>				
<b>PA5.5.1</b>	<b>Identify situations which need a decision related to physical activity.</b>	X	>	>
<b>PA5.5.2</b>	<b>Decide when help is needed and when it is not needed to make a decision related to physical activity.</b>	X	>	>
<b>PA5.5.3</b>	<b>Explain how family, culture, peers, or media influence a decision related to physical activity.</b>	>	>	>
<b>PA5.5.4</b>	<b>Identify options and their potential outcomes when making a decision related to physical activity.</b>	X	>	>
<b>PA5.5.5</b>	<b>Choose a safe and healthy option when making a decision related to physically activity.</b>	X	>	>
<b>PA5.5.6</b>	<b>Describe the final outcome of a decision related to physical activity.</b>	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>				
<b>PA6.5.1</b>	<b>Set a realistic personal goal to be physically active.</b>	>	>	>
<b>PA6.5.2</b>	<b>Track progress toward achieving a personal goal to be physically active.</b>	>	>	>
<b>PA6.5.3</b>	<b>Identify resources that can help to achieve a personal goal to be physically active.</b>	>	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>				
<b>PA7.5.1</b>	<b>Describe physical activity practices and behaviors that reduce or prevent health risks.</b>	X	>	>
<b>PA7.5.2</b>	<b>Demonstrate healthy physical activity practices and behaviors</b>	>	>	>
<b>PA7.5.3</b>	<b>Make a commitment to be physically active.</b>	X	>	>

**GRADES 3–5**  
**UNIT: PHYSICAL ACTIVITY**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>			
<b>PA8.5.1</b> Give factual information to improve the physical activity of others.	X	>	>
<b>PA8.5.2</b> State personal beliefs to improve the physical activity of others.	X	>	>
<b>PA8.5.3</b> Demonstrate how to <b>persuade others</b> to make healthy physical activity choices.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5**  
**UNIT: PHYSICAL ACTIVITY**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapter 4

**Grade 3**

- Harcourt Resources: (Chapter 4) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 4) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 4) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Movies**

- Fitness:  
<http://www.BrainPOP.com/health/personalhealth/fitness/>
- Body Weight:  
<http://www.BrainPOP.com/health/nutrition/bodyweight/>

**Fitness Lesson Plan**

- Create a Public Service Announcement About Exercise!:  
<http://www.BrainPOP.com/educators/community/lesson-plan/fitness-and-exercise-public-service-announcement-lesson-plan/>

In this lesson plan, which is adaptable for grades K through 3, students use BrainPOP Jr. resources to explore the importance of exercise in keeping the body fit. Students will identify ways to exercise safely, and create a public service announcement (PSA) to teach others about the importance of exercise.

**GRADES 3–5**  
**UNIT: SAFETY / INJURY PREVENTION**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of safety and injury prevention on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about safety and injury prevention in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
S1.5.1 Identify ways to reduce risk of injuries while riding in a motor vehicle.	>	>	>
S1.5.2 Explain how injuries can be prevented.	>	>	>
<b>S1.5.3 List examples of dangerous or risky behaviors that might lead to injuries.</b>	X	>	>
S1.5.4 Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.	>	>	>
S1.5.5 Identify ways to reduce risk of injuries in case of a fire.	>	>	>
S1.5.6 Identify ways to reduce risk of injuries around water.	>	>	>
<b>S1.5.7 Identify ways to reduce injury from falls.</b>	N/A	X	>
S1.5.8 Identify ways to protect vision or hearing from injury.	>	>	>
<b>S1.5.9 Identify ways to reduce injuries from firearms.</b>	N/A	X	>
S1.5.10 Identify ways to reduce injuries as a pedestrian.	>	>	>
<b>S1.5.11 Identify safety precautions for playing and working outdoors in different kinds of weather and climates.</b>			
S1.5.12 List ways to prevent injuries at home.	>	>	>
S1.5.13 List ways to prevent injuries in the community.			
<b>S1.5.14 Identify ways to reduce risk of injuries from animal and insect bites and stings.</b>	X	>	>
S1.5.15 List ways to prevent injuries at school.	>	>	>
<b>S1.5.16 Explain why household products are harmful if ingested or inhaled.</b>	X	>	>
<b>S1.5.17 Explain what to do if someone is poisoned or injured and needs help.</b>	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>S2.5.1 Identify relevant influences of culture on safety and injury prevention practices and behaviors.</b>	X	>	>
<b>S2.5.2 Identify relevant influences of peers on safety and injury prevention practices and behaviors.</b>	X	>	>
<b>S2.5.3 Identify relevant influences of community on safety and injury prevention practices and behaviors.</b>	X	>	>

**GRADES 3–5**  
**UNIT: SAFETY / INJURY PREVENTION**

<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>S2.5.4 Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.</b>	X	>	>
<b>S2.5.5 Describe how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.</b>	X	>	>
<b>S2.5.6 Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.</b>	X	>	>
<b>S2.5.7 Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.</b>	X	>	>
<b><i>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>			
<b>S3.5.1 Describe characteristics of accurate safety and injury prevention information.</b>	X	>	>
<b>S3.5.2 Describe characteristics of appropriate and reliable safety and injury prevention products.</b>	X	>	>
<b>S3.5.3 Describe characteristics of appropriate and trustworthy safety and injury prevention services.</b>	X	>	>
<b>S3.5.4 Demonstrate how to locate sources of accurate safety and injury prevention information.</b>	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>			
<b>S4.5.1 Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.</b>	X	>	>
<b>S4.5.2 Demonstrate effective peer resistance skills to avoid or reduce injury.</b>	>	>	>
<b>S4.5.3 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.</b>	X	>	>
<b>S4.5.4 Demonstrate how to effectively ask for help to avoid or reduce personal injury.</b>	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>			
<b>S5.5.1 Identify situations which need a decision related to safety and injury prevention.</b>	>	>	>
<b>S5.5.2 Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.</b>	X	>	>
<b>S5.5.3 Explain how family, culture, peers or media influence a decision related to safety and injury prevention.</b>	X	>	>
<b>S5.5.4 Identify options and their potential outcomes when making a decision related to safety and injury prevention.</b>	X	>	>
<b>S5.5.5 Choose a healthy option when making a decision related to safety and injury prevention.</b>	X	>	>
<b>S5.5.6 Describe the final outcome of a decision related to safety and injury prevention.</b>	X	>	>
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>			
<b>S6.5.1 Set a realistic personal goal to avoid or reduce injury.</b>	X	>	>

**GRADES 3-5**  
**UNIT: SAFETY / INJURY PREVENTION**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>S6.5.2</b> Track progress toward achieving a personal goal to avoid or reduce injury.	X	>	>
<b>S6.5.3</b> Identify resources that can help achieve a personal goal to avoid or reduce injury.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
<b>S7.5.1</b> Describe practices and behaviors that reduce or prevent injury.	>	>	>
<b>S7.5.2</b> Demonstrate safety and injury prevention practices and behaviors.	>	>	>
S7.5.3 Make a commitment to practice safety and injury prevention.	>	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
<b>S8.5.1</b> Give factual information to improve the safety and injury prevention of others.	X	>	>
<b>S8.5.2</b> State personal beliefs to improve safety and injury prevention of others.	X	>	>
<b>S8.5.3</b> Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5**  
**UNIT: SAFETY / INJURY PREVENTION**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 5 & 6

**Grade 3**

- Harcourt Resources: (Chapter 5,6) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 5, 6) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 5, 6) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Movies**

- Bicycle Safety:  
[http://www.BrainPOP.com/technology/transportation/bicycle\\_safety/](http://www.BrainPOP.com/technology/transportation/bicycle_safety/)
- Online Safety:  
<http://www.BrainPOP.com/technology/computersandinternet/onlinesafety/>

**GRADES 3–5**  
**UNIT: ALCOHOL AND OTHER DRUGS**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of household products, medicines, alcohol, and drugs on health.</p> <p><b>Essential Question:</b> <i>What do I need to know about household products, medicines, alcohol, and drugs in order to stay healthy?</i></p>
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<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention</b>			
AOD1.5.1 Explain why household products are harmful if intentionally absorbed or inhaled.	>	>	>
AOD1.5.2 Explain the benefits of medicines when used correctly.	>	>	>
AOD1.5.3 Explain how to use medicines correctly.	>	>	>
AOD1.5.4 Describe potential risks associated with inappropriate use of over-the-counter medicines.	>	>	>
AOD1.5.5 <b>Explain the potential risks associated with inappropriate use and abuse of prescription medicines.</b>	N/A	X	>
AOD1.5.6 <b>Identify short- and long-term effects of alcohol use.</b>	X	>	>
AOD1.5.7 <b>Identify family and school rules about alcohol use.</b>	X	>	>
AOD1.5.8 <b>Explain the difference between medicines and illicit drugs.</b>	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
AOD2.5.1 Identify relevant influences of culture on practices and behaviors related to alcohol use.	X	>	>
AOD2.5.2 Identify relevant influences of peers on practices and behaviors related to alcohol use.	X	>	>
AOD2.5.3 Identify relevant influences of community on practices and behaviors related to alcohol use.	X	>	>
AOD2.5.4 Describe how relevant influences of family and culture affect practices and behaviors related to alcohol use.	X	>	>
AOD2.5.5 Describe how relevant influences of school and community affect practices and behaviors related to alcohol use.	X	>	>
AOD2.5.6 Describe how relevant influences of media (e.g., alcohol advertising) and technology affect practices and behaviors related to alcohol use.	X	>	>
AOD2.5.7 Describe how relevant influences of peers affect practices and behaviors related to alcohol use.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
AOD3.5.1 Describe characteristics of accurate information for over-the-counter and prescription medicines.	X	>	>
AOD3.5.2 Describe characteristics of accurate alcohol-use prevention information.	X	>	>
AOD3.5.3 Describe characteristics of appropriate and reliable over-the-counter and prescription medicines.	X	>	>

**GRADES 3-5**  
**UNIT: ALCOHOL AND OTHER DRUGS**

<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
AOD3.5.4 Describe characteristics of appropriate and trustworthy alcohol-use prevention services.	X	>	>
AOD3.5.5 Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines.	X	>	>
AOD3.5.6 Describe how to locate sources of accurate information for alcohol-use prevention.	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>			
AOD4.5.1 Demonstrate effective verbal and nonverbal communication skills to avoid taking another's prescription medication.	X	>	>
AOD4.5.2 Demonstrate effective verbal and nonverbal communication skills to avoid alcohol and other drug use.	X	>	>
AOD4.5.3 Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol.	X	>	>
AOD4.5.4 Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol or other drug use.	X	>	>
AOD4.5.5 Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or drugs.	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>			
AOD5.5.1 Identify situations which need a decision related to alcohol- and other drug-use prevention.	X	>	>
AOD5.5.2 Decide when help is needed and when it is not needed to make a decision to not use alcohol or other drugs.	X	>	>
AOD5.5.3 Explain how family, culture, peers, or media influence a decision related to alcohol and other drug use.	X	>	>
AOD5.5.4 Identify options and their potential outcomes when making a decision related to alcohol and other drug use	X	>	>
AOD5.5.5 Choose a healthy option when making a decision about alcohol and other drug prevention.	X	>	>
AOD5.5.6 Describe the final outcome of a decision related to alcohol and other drug use.	X	>	>
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>			
AOD6.5.1 Set a realistic goal to be alcohol-free.	X	>	>
AOD6.5.2 Track progress to achieving a personal goal to be alcohol-free.	X	>	>
AOD6.5.3 Identify resources that can help achieve a personal goal to be alcohol-free.	X	>	>

**GRADES 3-5**  
**UNIT: ALCOHOL AND OTHER DRUGS**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>			
AOD7.5.1 Describe practices and behaviors that prevent alcohol use, avoid taking others' prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	X	>	>
AOD7.5.2 Demonstrate healthy alcohol- and other drug-use prevention practices and behaviors.	X	>	>
AOD7.5.3 Make a commitment to practice healthy alcohol- and other drug-use prevention behaviors.	X	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>			
AOD8.5.1 Give factual information about the benefits of being alcohol- and other drug-free.	X	>	>
AOD8.5.2 State personal beliefs about the dangers related to alcohol and other drug use.	X	>	>
AOD8.5.3 Demonstrate how to persuade others to be alcohol- and other drug-free.	X	>	>
AOD8.5.4 Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.	X	>	>
AOD8.5.5 Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5**  
**UNIT: ALCOHOL AND OTHER DRUGS**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 8 & 9

**Grade 3**

- Harcourt Resources: (Chapter 8, 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 8, 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 8, 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- *Spoiled Sports: The Dangers of Steroids*. Informational (nonfiction), 1,501 words, Level Y (Grade 5). The desire to be the best has driven some of the greatest athletes to ruin their reputations, careers, and often their bodies by taking steroids. While touching on a few of these stories, this informational book explains what steroids are, how they affect the human body, and why they are dangerous when abused.

**BrainPOP Movies**

- Drug Abuse: <http://www.BrainPOP.com/health/personalhealth/drugabuse/>
- Steroids: <http://www.BrainPOP.com/health/personalhealth/steroids/>
- Alcohol: <http://www.BrainPOP.com/health/nutrition/alcohol/>
- Addiction: <http://www.BrainPOP.com/health/personalhealth/addiction/>

**GRADES 3–5  
UNIT: TOBACCO**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of tobacco on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about tobacco in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
<b>T1.5.1</b> Identify short- and long-term physical effects of using tobacco.	>	>	>
<b>T1.5.2</b> Describe the benefits of <b>abstaining from or discontinuing tobacco use.</b>	>	>	>
<b>T1.5.3</b> Explain the dangers of <b>experimenting</b> with tobacco.	X	>	>
<b>T1.5.4</b> Describe family rules about avoiding tobacco use.	>	>	>
<b>T1.5.5</b> Explain the short- and long-term physical effects of being exposed to others’ tobacco use.	>	>	>
<b>T1.5.6</b> Identify the effects of tobacco use on social relationships.	X	>	>
<b>T1.5.7</b> Explain that tobacco use is an addiction that can be treated.	X	>	>
<b>T1.5.8</b> Describe how to support family and friends who are trying to stop using tobacco.	X	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
<b>T2.5.1</b> Identify relevant influences of culture on tobacco-related practices and behaviors.	X	>	>
<b>T2.5.1</b> Identify relevant influences of peers on tobacco-related practices and behaviors.	X	>	>
<b>T2.5.1</b> Identify relevant influences of community on tobacco-related practices and behaviors.	X	>	>
<b>T2.5.1</b> Describe how relevant influences of family and culture affect tobacco-related practices and behaviors.	X	>	>
<b>T2.5.1</b> Describe how relevant influences of school and community affect tobacco-related practices and behaviors.	X	>	>
<b>T2.5.1</b> Describe how relevant influences of media (e.g., tobacco advertising) and technology affect tobacco-use practices and behaviors.	X	>	>
<b>T2.5.1</b> Describe how relevant influences of peers affect tobacco-related practices and behaviors.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
<b>T3.5.1</b> Describe characteristics of accurate tobacco-use prevention information.	X	>	>
<b>T3.5.2</b> Demonstrate how to locate sources of accurate tobacco-use prevention information.	X	>	>

**GRADES 3-5  
UNIT: TOBACCO**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>			
<b>T4.5.1 Demonstrate effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.</b>	X	>	>
<b>T4.5.2 Explain how to be empathetic and compassionate towards others who are trying to quit using tobacco.</b>	X	>	>
<b>T4.5.3 Demonstrate effective peer resistance skills to prevent tobacco use.</b>	X	>	>
<b>T4.5.4 Demonstrate how to effectively ask for help to avoid exposure to secondhand smoke.</b>	X	>	>
<b><i>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</i></b>			
<b>T5.5.1 Identify situations which need a decision related to tobacco use.</b>	X	>	>
<b>T5.5.2 Decide when help is needed and when it is not needed to make a decision related to tobacco use.</b>	X	>	>
<b>T5.5.3 Explain how family, culture, peers, or media influence a decision related to tobacco use.</b>	>	>	>
<b>T5.5.4 Identify options and their potential outcomes when making a decision related to tobacco use.</b>	X	>	>
<b>T5.5.5 Choose a healthy option when making a decision about tobacco use.</b>	X	>	>
<b>T5.5.6 Describe the final outcome of a decision related to tobacco use.</b>	X	>	>
<b><i>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</i></b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b><i>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</i></b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b><i>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i></b>			
<b>T8.5.1 Give factual information about the benefits of being tobacco-free to improve the health of others.</b>	X	>	>
<b>T8.5.2 State personal beliefs about the dangers of behaviors related to tobacco use to improve the health of others.</b>	X	>	>
<b>T8.5.3 Demonstrate how to persuade others to be tobacco-free.</b>	X	>	>

**GRADES 3–5**  
**UNIT: TOBACCO**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5  
UNIT: TOBACCO**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapter 9

**Grade 3**

- Harcourt Resources: (Chapter 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 9) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Movies**

- Smoking:  
<http://www.BrainPOP.com/health/personalhealth/smoking/>

**GRADES 3–5**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of family and peer relationships on one’s mental and emotional health.</p> <p><b>Essential Question:</b> <i>What do I need to know about feelings in order to stay mentally and emotionally healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention</b>			
<b>MEH1.5.1 Identify characteristics of a mentally and emotionally healthy person.</b>	X	>	>
<b>MEH1.5.2 Explain what it means to be mentally or emotionally healthy.</b>	X	>	>
MEH1.5.3 Describe the relationship between feelings and behavior.	>	>	>
<b>MEH1.5.4 Identify role models who demonstrate positive emotional health.</b>	X	>	>
<b>MEH1.5.5 Describe appropriate ways to express and deal with emotions.</b>	>	>	>
<b>MEH1.5.6 Describe healthy ways to express affection, love, friendship, and concern.</b>	X	>	>
MEH1.5.7 Explain the importance of talking with parents and other trusted adults about feelings.	>	>	>
<b>MEH1.5.8 Identify feelings and emotions associated with loss and grief.</b>	X	>	>
<b>MEH1.5.9 Identify feelings of depression, sadness, and hopelessness for which someone should seek help.</b>	N/A	N/A	X
<b>MEH1.5.10 Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.</b>	X	>	>
<b>MEH1.5.11 Identify positive and negative ways of dealing with stress and anxiety.</b>	N/A	X	>
MEH1.5.12 Explain the importance of respecting the personal space and boundaries of others.	>	>	>
<b>MEH1.5.13 Identify characteristics of someone who has self-respect.</b>	X	>	>
<b>MEH1.5.14 Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).</b>	X	>	>
<b>MEH1.5.15 Explain that anger is a normal emotion.</b>	X	>	>
<b>MEH1.5.16 Identify personal stressors at home, in school, and with friends.</b>	N/A	x	>
<b>MEH1.5.17 Identify characteristics of someone who has self-control.</b>	X	>	>
<b>MEH1.5.18 List physical and emotional reactions to stress.</b>	X	>	>
<b>MEH1.5.19 Describe the value of others’ talents and strengths.</b>	X	>	>
<b>MEH1.5.20 Describe how people are similar and different.</b>	X	>	>
<b>MEH1.5.21 Identify characteristics of healthy relationships.</b>	X	>	>

**GRADES 3–5**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

<b>Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)</b>		<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
MEH1.5.22	Describe the benefits of healthy family relationships.	>	>	>
MEH1.5.23	Describe the benefits of healthy peer relationships.	>	>	>
<b>MEH1.5.24</b>	<b>Identify characteristics of a responsible family member.</b>	X	>	>
<b><i>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i></b>				
MEH2.5.1	Identify relevant influences of culture on mental and emotional health practices and behaviors.	X	>	>
MEH2.5.2	Identify relevant influences of peers on mental emotional health practices and behaviors.	X	>	>
MEH2.5.3	Identify relevant influences of community on mental and emotional health practices and behaviors.	X	>	>
MEH2.5.4	Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.	X	>	>
MEH2.5.5	Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.	X	>	>
MEH2.5.6	Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.	X	>	>
MEH2.5.7	Describe how relevant influences of peers affect mental and emotional health practices and behaviors.	X	>	>
<b><i>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</i></b>				
MEH3.5.1	Describe characteristics of accurate mental and emotional health information.	X	>	>
MEH3.5.2	Describe characteristics of appropriate and reliable mental and emotional health products.	X	>	>
MEH3.5.3	Describe characteristics of appropriate and trustworthy mental and emotional health services.	X	>	>
MEH3.5.4	Demonstrate how to locate sources of accurate mental and emotional health information.	X	>	>
<b><i>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</i></b>				
MEH4.5.1	Demonstrate effective verbal and nonverbal communication skills.	X	>	>
MEH4.5.2	Explain how to be empathetic and compassionate toward others.	X	>	>
MEH4.5.3	Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.	X	>	>
MEH4.5.4	Demonstrate healthy ways to manage or resolve interpersonal conflict.	X	>	>
MEH4.5.5	Demonstrate how to effectively ask for help to improve personal mental and emotional health.	X	>	>

**GRADES 3-5**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)		Grade 3	Grade 4	Grade 5
<b>MEH4.5.6</b>	Demonstrate how to effectively communicate <b>support</b> for others.	>	>	>
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>				
<b>MEH5.5.1</b>	Identify situations which need a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing <b>emotional stress</b> ).	>	>	>
<b>MEH5.5.2</b>	<b>Decide when help is needed and when it is not needed to make a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).</b>	X	>	>
<b>MEH5.5.3</b>	Explain how family, <b>culture</b> , peers or media influence a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing <b>emotional stress</b> ).	X	>	>
<b>MEH5.5.4</b>	<b>Identify options and their potential outcomes when making a decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).</b>	X	>	>
<b>MEH5.5.5</b>	<b>Choose a healthy option when making a decision related to mental and emotional health.</b>	X	>	>
<b>MEH5.5.6</b>	<b>Describe the final outcome of a decision related to mental and emotional health.</b>	X	>	>
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>				
<b>MEH6.5.1</b>	<b>Set a realistic goal to improve or maintain positive mental and emotional health.</b>	X	>	>
<b>MEH6.5.2</b>	<b>Track progress to achieving the goal to improve or maintain positive mental and emotional health.</b>	X	>	>
<b>MEH6.5.3</b>	Identify <b>resources</b> that can help achieve a goal to improve or maintain positive mental and emotional health.	X	>	>
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>				
<b>MEH7.5.1</b>	<b>Describe</b> mental and emotional practices <b>and behaviors</b> that reduce or prevent health risks.	X	>	>
<b>MEH7.5.2</b>	Demonstrate healthy mental and emotional health practices <b>and behaviors</b> .	X	>	>
MEH7.5.3	Make a commitment to practice healthy mental and emotional health behaviors.	>	>	>
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
MEH8.5.1	Give factual information to improve the mental and emotional health of others.	>	>	>
MEH8.5.2	State personal beliefs to improve the mental and emotional health of others.	>	>	>
<b>MEH8.5.3</b>	Demonstrate how to <b>persuade others</b> to make positive mental and emotional health choices.	X	>	>

**GRADES 3–5**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3-5**  
**UNIT: MENTAL AND EMOTIONAL HEALTH**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 10 & 11

**Grade 3**

- Harcourt Resources: (Chapter 10, 11) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 10, 11) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 10, 11) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Reading A-Z**

- *Bullying Hurts Everyone*. Informational (nonfiction), 1,916 words, Level V (Grade 4). Gardner and Lily are two kids, like millions of others, who have been subjected to bullying at school. In fact, seven out of ten kids say they have been bullied at some time. This book is full of examples to help students recognize the types of bullying that occur, and strategies and resources to help them help themselves and others.

**BrainPOP Movies**

- Peer Pressure:  
<http://www.BrainPOP.com/health/personalhealth/peerpressure/>
- Bullying:  
<http://www.BrainPOP.com/health/personalhealth/bullying/>
- Conflict Resolution:  
<http://www.BrainPOP.com/health/personalhealth/conflictresolution/>
- Stress:  
<http://www.BrainPOP.com/english/studyandreadingskills/stress/>
- Getting Help:  
<http://www.BrainPOP.com/english/studyandreadingskills/gettinghelp/>

**Stress Management Lesson Plan**

- Create a Cartoon:  
<http://www.BrainPOP.com/educators/community/lesson-plan/stress-management-lesson-plan-create-a-cartoon/>  
In this lesson plan, which is adaptable for grades 3-12, students use BrainPOP resources to explore factors that contribute to stress. Students then identify effective coping strategies for stressful situations, and create a cartoon with Toondoo to share appropriate responses to stress in a fun, light-hearted format

**GRADES 3–5**  
**UNIT: SEXUAL HEALTH**

<p><b>Objective:</b> Students will develop an increased awareness of the impact of relationships on one’s health.</p> <p><b>Essential Question:</b> <i>What do I need to know about relationships in order to stay healthy?</i></p>
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Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)	Grade 3	Grade 4	Grade 5
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention.</b>			
SH1.5.1 List healthy ways to express affection, love, and friendship.	X	>	>
SH1.5.2 Identify characteristics of healthy relationships.	X	>	>
SH1.5.3 Describe the benefits of healthy family relationships.	X	>	>
SH1.5.4 Describe the benefits of healthy peer relationships.	X	>	>
SH1.5.5 Identify characteristics of a responsible family member.	X	>	>
SH1.5.6 Describe ways that common infectious diseases are transmitted.	>	>	>
SH1.5.7 Explain that HIV is not easily transmitted like other common infectious diseases.	N/A	N/A	X
SH1.5.8 Describe ways to prevent the spread of germs that cause infectious diseases.	>	>	>
SH1.5.9 Describe basic male and female reproductive body parts and their functions.	N/A	N/A	X
SH1.5.10 Describe the physical, social, and emotional changes that occur during puberty.	N/A	N/A	X
SH1.5.11 Explain how puberty and development can vary greatly and still be normal.	N/A	N/A	X
SH1.5.12 Describe personal characteristics related to gender expression and gender roles that make people different from one another.	N/A	N/A	X
SH1.5.13 Summarize why it is wrong to tease or bully others based on personal characteristics (such as gender, appearance, mannerisms, and the way one dresses or acts).	>	>	>
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>			
SH2.5.1 Identify relevant influences of peers on relationships.	X	>	>
SH2.5.2 Identify relevant influences of culture on relationships.	X	>	>
SH2.5.3 Describe how relevant influences of media and technology affect personal relationships.	X	>	>
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>			
N/A Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>			
SH4.5.1 Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.	X	>	>

**GRADES 3–5**  
**UNIT: SEXUAL HEALTH**

Grade Level Expectations (Bold indicates NEW expectations since Grades K-2)		Grade 3	Grade 4	Grade 5
<b>SH4.5.2</b>	<b>Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.</b>	N/A	N/A	X
<b>SH4.5.3</b>	<b>Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty.</b>	N/A	N/A	X
<b>SH4.5.4</b>	<b>Demonstrate how to effectively communicate support for peers who are progressing through puberty.</b>	N/A	N/A	X
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>				
N/A	Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</b>				
N/A	Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>				
N/A	Skill expectations are not identified for this grade group.	N/A	N/A	N/A
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<b>SH8.5.1</b>	<b>Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender expression or other personal characteristics.</b>	X	>	>

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Whole class shared reading partner work
- Visuals/posters
- Projected book
- Projects
- Guest speakers
- Graphic organizers
- Student workbook
- Poetry
- Songs
- Surveys
- Graphing
- Videos
- Dramatic Play
- Daily Fitness Tip
- Debates

**EVIDENCE OF LEARNING**

- Student Activity Book pages
- Performance Tasks
- Chapter Assessment given as a pre- and post-test

**GRADES 3–5**  
**UNIT: SEXUAL HEALTH**

**RESOURCES**

**Textbook**

- Harcourt Health & Fitness – Chapters 1, 7, 10
- Optional Resource: Growth, Development, and Reproduction

**Grade 3**

- Harcourt Resources: (Chapter 1, 7, 10, Optional Resource: Growth, Development, and Reproduction ) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 4**

- Harcourt Resources: (Chapter 1, 7, 10, Optional Resource: Growth, Development, and Reproduction) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**Grade 5**

- Harcourt Resources: (Chapter 1, 7, 10, Optional Resource: Growth, Development, and Reproduction) Student Editions, Teacher Edition (includes Read Aloud Books), Activity Book, Assessment Guide, Home-School Connection letters, Take-Home Booklets, Reproducible copies of Health and Safety Handbook, Posters, Posters, Teaching Transparencies with accompanying copying masters, Teaching Transparencies in Interactive Format (CD/ROM), “Be Active!” Music for Daily Physical Activity

**BrainPOP Movies**

- Adolescence  
<http://www.BrainPOP.com/health/geneticsgrowthanddevelopment/adolescence/>
- Puberty:  
<http://www.BrainPOP.com/health/geneticsgrowthanddevelopment/puberty/>
- Reproduction:  
<http://www.BrainPOP.com/health/bodysystems/reproductivesystem/>
- Gender Determination:  
<http://www.BrainPOP.com/health/geneticsgrowthanddevelopment/genderdetermination/> (Teacher discretion)
- Peer Pressure:  
<http://www.BrainPOP.com/health/personalhealth/peerpressure/>
- Cyberbullying:  
<http://www.BrainPOP.com/technology/computersandinternet/cyberbullying/>
- Bullying:  
<http://www.BrainPOP.com/socialstudies/culture/bullying/>

**GRADES 3-5**  
**UNIT: PACING GUIDE**

Units	1 <sup>st</sup> Trimester	2 <sup>nd</sup> Trimester	3 <sup>rd</sup> Trimester
Violence Prevention (not addressed in Harcourt Resources)	X	>	>
Personal Health and Wellness (Harcourt Chapter 2)	X		
Healthy Eating (Harcourt Chapter 3)	X		
Physical Activity (Harcourt Chapter 4)	X		
Safety/Injury Prevention (Harcourt Chapters 5 & 6)		X	
Personal Health and Wellness-CONTINUED (Harcourt Chapter 7)		X	
Alcohol and Other Drugs (Harcourt Chapters 8 & 9)		X	
Tobacco (Harcourt Chapter 9)			X
Mental Health (Harcourt Chapters 10 & 11)			X
Sexual Health (Chapter 1 and Harcourt Optional Materials)			X

## GRADE 7 – HEALTH OVERVIEW

The Health Education Program encompasses all relevant areas of health - mental, social, emotional, and physical. The course will consist of methods for influencing positive changes in health related behavior by arming students with information to aid them in making wise decisions concerning their health.

Seventh grade health will focus on personal health and communication, physical activity and healthy eating, sexual health, as well as alcohol, tobacco and other drug use as it aligns with the National Health Standards, which are as follows:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability at access valid information, products, and services.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

The Common Core State Standards for speaking and listening and National Health Education Standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

**GRADE 7 – HEALTH**  
**UNIT 1: PERSONAL HEALTH AND WELLNESS**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. [CCSS.ELA-Literacy.CCR.SL.4](#)

**Essential Questions:**

- *What does it mean to be mentally and emotionally healthy?*
- *What factors in my life affect my mental, emotional, and social health?*
- *What communication skills will contribute to my well-being as well as the well-being of those in my community?*
- *How do mental/emotional, social, and physical factors contribute to my overall well-being?*

Grade Level Expectations	Evidence of Learning
Describe characteristics of a mentally and emotionally healthy person.	<ul style="list-style-type: none"> <li>• Read informational text and respond to document-based questions.</li> <li>• Accurately identify content-based vocabulary</li> <li>• Role-play performances; communication and peer resistance techniques</li> <li>• Group discussions</li> </ul>
Explain the interrelationship of physical, mental, emotional, social and spiritual health.	
Explain appropriate ways to express needs, wants, emotions, and feelings.	
Summarize the benefits of talking with parents and other trusted adults about feelings.	
Describe a variety of appropriate ways to respond to stress when angry or upset.	
Describe how mental and emotional health can affect health-related behaviors.	
Summarize the benefits of getting proper rest and sleep for healthy growth and development.	
Explain how the expression of emotions or feelings can help or hurt oneself and others.	
Analyze how influences of peers affect mental and emotional health practices and behaviors.	

**GRADE 7 – HEALTH**  
**UNIT 1: PERSONAL HEALTH AND WELLNESS**

Grade Level Expectations	Evidence of Learning
Describe how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.	<ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• Close reading activities</li> <li>• Written responses</li> <li>• Video response; Bullying video</li> <li>• Benchmark Assessment</li> </ul>
Describe pro-social behaviors that help prevent violence.	
Describe ways to manage interpersonal conflict nonviolently.	
Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.	
Describe how intolerance can affect others.	
Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.	
Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.	
Describe situations that call for professional personal health and wellness services.	
Locate valid and reliable personal health and wellness services.	
Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health and prevent violence.	
Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use.	
Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.	
Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.	
Demonstrate effective peer resistance skills to avoid or reduce violence.	
Persuade others to make positive personal health and wellness-related choices.	

## GRADE 7 – HEALTH

### UNIT 2: PHYSICAL ACTIVITY

#### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)

#### Essential Questions:

- *What diseases can be prevented through proper nutrition and exercise?*
- *How do the components of physical fitness contribute to one's physical health?*
- *What are the risks of leading a sedentary lifestyle?*

Grade Level Expectations	Evidence of Learning
Explain various methods available to evaluate body weight.	<ul style="list-style-type: none"> <li>• Read informational text and respond to document-based questions.</li> <li>• Accurately identify content-based vocabulary</li> <li>• Interactive stations, use of fitness equipment</li> <li>• Group discussions</li> <li>• Fitness evaluation; use of iPads</li> <li>• Interactive games (i.e. Simon Says)</li> <li>• Formative assessments</li> <li>• Close reading activities</li> <li>• Written responses</li> </ul>
Explain how physical activity can be incorporated into daily life without special exercise equipment.	
Describe ways to increase daily physical activity and decrease inactivity.	
Summarize the mental and social benefits of physical activity.	
Explain the short- and long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases.	
Explain how an inactive lifestyle contributes to chronic disease.	
Analyze how relevant influences of media (e.g., advertising, social networks), technology (e.g., internet shopping), and peers affect personal physical activity practices and behaviors.	
Describe the components of fitness (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, body composition) and the importance of each towards one's overall physical health.	
Explain the difference between Resting Heart Rate and Target Heart Rate, including when and how to determine each.	
Demonstrate the use of technology to enhance physical activity.	
Assess personal physical activity practices.	

**GRADE 7 – HEALTH**  
**UNIT 2: PHYSICAL ACTIVITY**

Grade Level Expectations	Evidence of Learning
Access resources to determine one’s Basal Metabolism and Body Mass Index.	<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Benchmark Assessment</li> </ul>
Persuade others to make healthy and safe physical activity choices.	
Access resources to evaluate and enhance one’s physical health and fitness level.	
Describe the importance of warming up and cooling down after physical activity.	
Summarize the benefits of drinking water before, during, and after physical activity.	
Describe ways to reduce risk of injuries from participation in sports and other physical activities.	
Identify major muscle groups and demonstrate relative stretches and activities for injury prevention.	

## GRADE 7 – HEALTH

### UNIT 3: HEALTHY EATING

#### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. [CCSS.ELA-Literacy.CCR.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

#### Essential Questions:

- *How does what I eat affect my physical health?*
- *What diseases can be prevented through proper nutrition and exercise?*
- *Where can I find information about the food I am eating and how do I determine whether or not it is healthy?*
- *What practices and resources can help me make healthy food choices?*
- *How does body image relate to eating disorders, and what are the dangers?*

Grade Level Expectations	Evidence of Learning
Analyze the benefits of healthy eating.	<ul style="list-style-type: none"> <li>● Read informational text and respond to document-based questions.</li> <li>● Accurately identify content-based vocabulary</li> <li>● Teacher observation</li> <li>● Group discussions</li> <li>● Evaluation of food labels</li> <li>● Food comparison</li> </ul>
Describe the benefits of eating in moderation.	
Summarize a variety of nutritious food choices for each food group.	
Summarize the benefits of eating plenty of fruits and vegetables.	
Identify foods that are high in fiber and describe the benefits.	
Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	
Identify examples of whole grain foods and how to recognize them.	
Describe the benefits of consuming “nutrient dense” foods.	

**GRADE 7 – HEALTH  
UNIT 3: HEALTHY EATING**

Grade Level Expectations	Evidence of Learning
Differentiate between whole foods and processed foods.	<ul style="list-style-type: none"> <li>• Diet analysis; use of iPads</li> <li>• Menu creation; use of iPads</li> <li>• Formative assessments</li> <li>• Close reading activities</li> <li>• Persuasive Letter</li> <li>• Written responses to videos and class discussions</li> <li>• Unit Test</li> <li>• Benchmark Assessment</li> </ul>
Explain the benefits of whole foods and health risks associated with processing.	
Summarize the benefits of drinking plenty of water.	
Differentiate between nutritious and non-nutritious beverages.	
Summarize the benefits of limiting the consumption of trans fat, added sugar, and sodium.	
Summarize the concept of “empty calories” and identify related foods.	
Differentiate between natural and refined sugars, and explain the consequences of eating a diet high in refined sugars.	
Identify alternative forms of sugar and trans fat within an ingredients list.	
Use the Nutrition Facts and ingredients list on food packaging to locate nutrients and evaluate nutritional value.	
Describe the importance of eating breakfast every day.	
Explain the relationship between access to healthy foods and personal food choices.	
Describe major chronic diseases and their relationship to food choice and physical activity levels.	
Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats.	
Explain how to select healthy foods when dining out.	
Identify healthy and risky approaches to weight management.	
Explain the importance of positive body image.	
Describe the signs, symptoms, and consequences of common eating disorders.	
Explain why people with eating disorders need professional help.	
Analyze how relevant influences of peers, family, and media affect one’s body image.	
Analyze how relevant influences of family, culture, and peers affect personal food choices and other eating practices and behaviors.	
Access valid and reliable nutrition information and services from home, school, or the community	
Demonstrate the ability to use effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.	
Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.	
Access resources to determine one’s own metabolic rate and caloric needs.	
Access resources to assess and enhance personal dietary needs and eating practices.	
Persuade and support others to make positive food and beverage choices.	

## GRADE 7 – HEALTH UNIT 4: SEXUAL HEALTH

### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)

### Essential Questions:

- *What are some physical, mental, social and emotional changes that I can expect from adolescence through adulthood?-*
- *What functions do the male and female reproductive systems play in development and reproduction?*
- *What are the physical and emotional benefits of sexual abstinence?*
- *What are Sexually Transmitted Infections, and how can they be prevented?*
- *What is HIV and how is it transmitted?*

Grade Level Expectations	Evidence of Learning
Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	<ul style="list-style-type: none"> <li>• Read informational text and respond to document-based questions.</li> <li>• Accurately identify content-based vocabulary</li> <li>• Interactive stations; use of iPads</li> <li>• Group discussions</li> <li>• Formative assessments</li> <li>• Close reading activities</li> <li>• Journal responses</li> <li>• Opinion Essay</li> <li>• Written responses to</li> </ul>
Discuss how emotions change during adolescence.	
Explain the role of hormones in the human body in relation to puberty and reproduction.	
Compare the changes that happen to males and females during puberty.	
Describe healthy hygiene practices and the importance during puberty.	
Summarize basic male and female reproductive body parts and their functions.	
Describe conception and its relationship to the menstrual cycle.	
Outline the sequence of pregnancy from fertilization to childbirth.	
Summarize the precautions a mother must take during pregnancy.	
Define vocabulary terms related to sexual anatomy, pregnancy, and sexually transmitted infections.	
Describe healthy ways to express affection, love, and friendship.	
Determine the benefits of being sexually abstinent.	

**GRADE 7 – HEALTH  
UNIT 4: SEXUAL HEALTH**

Grade Level Expectations	Evidence of Learning
Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).	videos and class discussions <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Benchmark Assessment</li> <li>• iPad website investigation</li> </ul>
Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy	
Identify the emotional, social, physical and financial effects of being a teen parent.	
Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	
Explain how the most common STDs are transmitted.	
Summarize which STDs can be cured and which can be treated.	
Explain the short- and long-term consequences of common STDs and HIV.	
Explain that some STDs and HIV are asymptomatic.	
Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles	
Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).	
Explain how HIV is transmitted and describe the usual signs and symptoms of HIV and AIDS.	
Identify behaviors that increase one’s risk of contracting HIV.	
Explain the importance of early detection in preventing adverse health conditions.	
Persuade others to avoid or reduce risky sexual behaviors.	
Identify and access sexual health resources at school, online, and in the community.	

## GRADE 7 – HEALTH

### UNIT 5: TOBACCO USE AND PREVENTION

#### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. [CCSS.ELA-Literacy.CCR.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

#### Essential Questions:

- *How can tobacco affect my personal health and future?*
- *How do outside factors (friends, family, and media) influence my choice to use or not use tobacco products?*
- *What skills will help me overcome barriers or obstacles that may influence tobacco use?*

Grade Level Expectations	Evidence of Learning
Summarize the dangers of experimenting with tobacco products.	<ul style="list-style-type: none"> <li>• Read informational text and respond to document-based questions.</li> <li>• Accurately identify content-based vocabulary</li> <li>• Interactive stations; use of iPads</li> <li>• Role-play performances</li> <li>• Group discussions</li> <li>• Formative assessments</li> <li>• Close reading activities</li> </ul>
Describe short- and long- term physical effects of using tobacco.	
Explain the concept of “gateway drugs” and describe the relationship between using tobacco and alcohol or other drugs.	
Describe addiction, withdrawal, and related consequences.	
Analyze the financial costs related to using tobacco products.	
Analyze the connection between tobacco use and cancer.	
Summarize the effects of secondhand smoke.	
Analyze how relevant influences of peers affect tobacco-related practices and behaviors.	
Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.	

**GRADE 7 – HEALTH**  
**UNIT 5: TOBACCO USE AND PREVENTION**

Grade Level Expectations	Evidence of Learning
Identify circumstances that help or hinder making a decision related to being tobacco-free.	<ul style="list-style-type: none"> <li>• Persuasive Essay</li> <li>• Written responses</li> <li>• Unit Test</li> <li>• Benchmark Assessment</li> </ul>
Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.	
Choose a healthy alternative when making a decision related to tobacco use.	
Describe ways to support family and friends who are trying to stop using tobacco.	
State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.	
Persuade others to be tobacco-free and avoid exposure to second-hand smoke.	

**GRADE 7 – HEALTH**  
**UNIT 6: ALCOHOL AND OTHER DRUG USE**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCR.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience. [CCSS.ELA-Literacy.CCR.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

**Essential Questions:**

- *How can alcohol and other illegal or misused drugs affect my personal health?*
- *How do friends influence my choice to use or not use alcohol, prescription, or other illegal drugs?*
- *How can the use of alcohol and other drugs put me at risk for sexually transmitted infections or unintended pregnancy?*
- *What skills will help me overcome barriers or obstacles that may influence alcohol or drug use?*

Grade Level Expectations	Evidence of Learning
Summarize the negative consequences of using alcohol and other drugs.	<ul style="list-style-type: none"> <li>• Read informational text and respond to document-based questions.</li> <li>• Accurately identify content-based vocabulary</li> <li>• Role-play performances; use of iPads</li> <li>• Group discussions</li> <li>• Formative assessments</li> <li>• Close reading activities</li> </ul>
Determine reasons why people choose to use or not use alcohol and other drugs.	
Define vocabulary terms relating to alcohol and drug use.	
Explain the dangers associated with binge drinking.	
Describe the concept of “tolerance” and how it can lead to addiction.	
Describe situations that could lead to the use of alcohol and other drugs.	
Explain why using alcohol or other drugs is an unhealthy way to manage stress.	
Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.	
Determine the benefits of being alcohol- and other drug-free.	
Describe positive alternatives to using alcohol and other drugs.	

**GRADE 7 – HEALTH**  
**UNIT 6: ALCOHOL AND OTHER DRUG USE**

Grade Level Expectations	Evidence of Learning
Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.	<ul style="list-style-type: none"> <li>• Persuasive Essay</li> <li>• Written responses</li> <li>• Drug classification; use of iPads</li> <li>• Interactive stations</li> <li>• Interactive games; use of iPads</li> <li>• Unit Test</li> <li>• Benchmark Assessment</li> </ul>
Explain how social expectations influence healthy and unhealthy alcohol- and other drug-use practices and behaviors.	
Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.	
Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.	
Analyze how relevant influences of media (e.g., alcohol advertising) and technology affect alcohol-and other drug-use practices and behaviors.	
Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.	
Demonstrate effective peer resistance skills to avoid or reduce alcohol and other drug use.	
Persuade others to be alcohol- and other drug-free.	

**GRADE 7 – HEALTH  
INSTRUCTIONAL STRATEGIES**

<b>Reading</b>	<b>Writing</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Predicting reading content</li> <li>• Independent reading</li> <li>• Outlining/Note-taking</li> <li>• Graphic Organizer</li> <li>• Summarize text</li> <li>• Expert groups</li> <li>• Activating prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Free-writes</li> <li>• Collaborative writing</li> <li>• Brainstorming</li> <li>• School-wide rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom debates</li> <li>• Collaborative group activities</li> <li>• Role playing</li> <li>• Demonstrations</li> <li>• Simulation activities</li> <li>• Student generated assessments</li> <li>• Students develop higher level questioning</li> <li>• Class and small group discussions</li> <li>• Focused lecture</li> <li>• Multimedia presentation</li> <li>• Teacher modeling</li> <li>• Collaborative group presentations</li> <li>• Virtual classroom</li> <li>• Peer teaching</li> <li>• Flip classroom</li> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Internet scavenger hunt</li> <li>• iPad Apps</li> <li>• Interactive stations</li> <li>• Educational videos</li> <li>• Interactive games (manipulative and computer-based)</li> </ul>

## GRADE 7 – HEALTH RESOURCES

### Videos

- Supersize Me; The Con
- Understanding Anorexia and Bulimia; Human Relations Media
- Gateway to Addiction; New Dimension Media

### Publications

- Choices magazine; Scholastic
- Choices for Health; Holt, Rinehardt & Winston
- Chicken Soup for the Teenage Soul
- Chicken Soup for the Soul: Teens Talk Middle School
- Just for the HEALTH of it; Patricia Rizzo-Toner

### Websites

- [www.teenshealth.org](http://www.teenshealth.org)
- <http://fit.webmd.com>
- [www.cdc.gov](http://www.cdc.gov)
- [www.justthinktwice.gov](http://www.justthinktwice.gov)
- [www.drugfreeworld.org](http://www.drugfreeworld.org)
- [www.abovetheinfluence.com](http://www.abovetheinfluence.com)
- [www.drugfreeworld.org](http://www.drugfreeworld.org)
- [www.bam.gov](http://www.bam.gov)
- [www.girlshealth.gov](http://www.girlshealth.gov)
- [www.nourishinteractive.com](http://www.nourishinteractive.com)
- [www.health.nih.gov](http://www.health.nih.gov)

### Apps

- Fitness: Nike Training Club, Pocket Yoga, My FitnessPal
- Healthy Eating: My FitnessPal, The Snack App, Awesome Eats, Calorie Counter & Traffic Light Food Labels Guide, eFitness Eat Healthy
- Drug Use & Abuse: Drug Addiction, Blood Alcohol Calculator
- Adolescent Development & Reproduction: 99-The Talk, SexEducation, The Facts of Life
- Overall Health: Health Ed Buddy, Everyday Health

## GRADE 8 – WELLNESS OVERVIEW

The Health Education Program encompasses all relevant areas of health - mental, social, emotional, and physical. The course will consist of methods for influencing positive changes in health related behavior by arming students with information to aid them in making wise decisions concerning their health.

Eighth grade Wellness will focus on personal identity, values and goal setting, physical activity, consumer health and advertising, healthy and unhealthy relationships, as well as alcohol, tobacco and other drug use as they align with the National Health Standards, which are as follows:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability at access valid information, products, and services.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.

The Common Core State Standards for speaking and listening and National Health Education Standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

**GRADE 8 – WELLNESS**  
**UNIT 1: PERSONAL IDENTITY, VALUES AND GOAL SETTING**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-Literacy.CCRA.SL.2](#)

**Essential Questions:**

- *What values will affect my personal health practices, now and in the future?*
- *How can goal-setting strategies influence my physical, mental, emotional health?*

Grade Level Expectations	Evidence of Learning
Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.	<ul style="list-style-type: none"> <li>• Personal Identity Project</li> <li>• Journal Responses</li> <li>• Written reflections</li> <li>• Decision making scenarios with group discussion and reflection</li> <li>• Creation of personal goal and elaborate goal breakdown</li> <li>• Values identification</li> </ul>
Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.	
Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.	
Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.	
Explain the importance of being responsible for personal health and wellness-related behaviors.	
Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.	
Identify common values important to oneself and one’s community.	
Describe role models that demonstrate positive physical, mental, and emotional health.	
Explain how personal values and beliefs influence physical activity practices and behaviors.	
Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.	
Choose a healthy alternative when making a personal health and wellness-related decision.	

**GRADE 8 – WELLNESS**  
**UNIT 1: PERSONAL IDENTITY, VALUES AND GOAL SETTING**

Grade Level Expectations	Evidence of Learning
Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.	
Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.	
Make a commitment to practice positive personal health and wellness-related behaviors.	
Collaborate with others to advocate for individuals, families and schools to be healthy.	
Persuade others to make positive personal health and wellness-related choices.	
Distinguish the connection between positive values and achieving personal goals.	
Set a realistic goal to improve a positive personal health and wellness-related practice.	
Assess the barriers to achieving a personal health and wellness-related goal.	
Use strategies and skills to achieve a personal health and wellness-related goal.	
Set a realistic personal goal to improve healthy eating behaviors.	

**GRADE 8 – WELLNESS**  
**UNIT 2: PHYSICAL FITNESS**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)

**Essential Questions:**

- *How can physical activity improve one’s physical, mental, and emotional health?*
- *How can goal-setting strategies help to improve one’s physical fitness?*
- *How can physical activity be incorporated into one’s everyday life?*

Grade Level Expectations	Evidence of Learning
Explain how personal values and beliefs influence physical activity practices and behaviors	<ul style="list-style-type: none"> <li>• Creation of workout plan</li> <li>• Fitness journals</li> <li>• Written responses</li> <li>• Read informational text and respond to document-based questions</li> <li>• Group discussions</li> <li>• Personal fitness evaluation; use of iPads and equipment</li> <li>• Interactive activities</li> <li>• Close reading activities</li> <li>• Written responses</li> <li>• Interactive presentation</li> </ul>
Summarize how physical activity can contribute to maintaining a healthy body weight.	
Explain how an inactive lifestyle contributes to chronic disease.	
Explain how physical activity can be incorporated into daily life without special exercise equipment.	
Set a realistic personal goal related to physical activity.	
Use strategies and skills to achieve a personal goal related to physical activity.	
Design a fitness program incorporating several components of fitness.	
Define the components of physical fitness and provide examples of activities that improve each component.	
Demonstrate healthy practices and behaviors to improve the physical activity of oneself and others.	

**GRADE 8 – WELLNESS**  
**UNIT 3: CONSUMER HEALTH, NUTRITION AND ADVERTISING**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

**Essential Questions:**

- *What factors influence obesity in our country?*
- *What diseases can be prevented through proper nutrition and exercise?*
- *What prevents people from making healthy food choices?*
- *How does the media and advertising influence one's purchasing decisions?*

Grade Level Expectations	Evidence of Learning
Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.	<ul style="list-style-type: none"> <li>• Multimedia advertising project</li> <li>• Identification of health claims</li> <li>• Written responses</li> <li>• Vocabulary assessment</li> <li>• Group discussions</li> <li>• Evaluation of food labels</li> <li>• Food comparison</li> <li>• Diet analysis; use of iPads</li> <li>• Formative assessments</li> </ul>
Explain the relationship between access to healthy foods and personal food choices.	
Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.	
Analyze how relevant influences of media and technology affect mental and emotional health practices and behaviors.	
Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other consumer choices and behaviors.	
Identify food preparation methods that add less fat to food and use unsaturated fats and oils to replace solid saturated fats.	
Identify different forms of fats, sugars, and processed chemicals within an ingredient list.	

**GRADE 8 – WELLNESS**  
**UNIT 3: CONSUMER HEALTH, NUTRITION AND ADVERTISING**

Grade Level Expectations	Evidence of Learning
Identify marketing techniques and health claims on packaging.	<ul style="list-style-type: none"> <li>• Close reading activities</li> <li>• Written responses to videos and class discussions</li> <li>• Advertisement analysis</li> </ul>
Analyze the validity and reliability of nutrition products and health claims.	
Access valid and reliable nutrition information from home, school, or community.	
Differentiate between whole foods and processed foods.	
Examine the benefits of whole foods.	
Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors	
Set a realistic personal goal to improve healthy eating behaviors.	
Use strategies and skills to achieve a personal goal to improve healthy eating behaviors	
Persuade and support others to make positive food and beverage choices	

**GRADE 8 – WELLNESS  
UNIT 4: SEXUAL HEALTH**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)

**Essential Questions:**

- *What are some characteristics of healthy and unhealthy relationships?*
- *What are the physical and emotional benefits of sexual abstinence?*
- *What are some challenges of adolescent parenting?*
- *What factors influence one's sexual health?*

Grade Level Expectations	Evidence of Learning
Describe characteristics of healthy relationships and explain their importance in a healthy dating relationship.	<ul style="list-style-type: none"> <li>• Research Project</li> <li>• Multimedia Presentation</li> <li>• Role plays; use of iPads</li> <li>• Class discussion</li> <li>• Journal Responses</li> <li>• Written reflections</li> <li>• Video response</li> <li>• “Bill of Rights” personal</li> </ul>
Differentiate healthy and unhealthy relationships.	
Collaborate with others to advocate for safe, respectful, and responsible relationships	
Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).	
Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development or physical appearance.	

**GRADE 8 – WELLNESS  
UNIT 4: SEXUAL HEALTH**

Grade Level Expectations	Evidence of Learning
Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one’s own	contract <ul style="list-style-type: none"> <li>• Vocabulary assessment</li> <li>• Unit Test</li> </ul>
Analyze how relevant influences of peers, media and technology affect sexual health practices, behaviors, and relationships.	
Explain how personal values and social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships.	
Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.	
Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.	
Analyze the effectiveness of a sexual health-related decision.	
Determine the benefits of being sexually abstinent.	
Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.	
Describe the factors that contribute to and protect against engaging in sexual risk behaviors.	
Identify the emotional, social, physical and financial effects of being a teen parent.	
Explain the physical risks and complications associated with teen pregnancy.	
Define vocabulary terms related to pregnancy and sexually transmitted infections.	
Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives.	
Describe the relationship between using alcohol and other drugs and sexual risk behaviors	
Recognize techniques that are used to coerce or pressure someone to engage in sexual behaviors.	
Demonstrate the use of communication skills to avoid dangerous situations.	
Explain that acquaintance rape and sexual assault are illegal.	
Describe the similarities and differences between violent behaviors (e.g. bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).	
Explain that a person who has been sexually assaulted or raped is not at fault.	
Explain that rape and sexual assault should be reported to a trusted adult.	
Identify warning signs of an abusive relationship and analyze the challenges of getting out of that relationship.	
Identify strategies to avoid becoming victim of sexual assault.	
Explain that some STDs and HIV are asymptomatic.	
Explain the short- and long-term consequences of common STDs and HIV.	

**GRADE 8 – WELLNESS  
UNIT 4: SEXUAL HEALTH**

<b>Grade Level Expectations</b>	<b>Evidence of Learning</b>
Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles	
Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).	
Locate valid and reliable sexual health information and resources from home, school or community.	
Make a commitment to practice healthy sexual behaviors.	

**GRADE 8 – WELLNESS**  
**UNIT 5: TOBACCO, ALCOHOL AND OTHER DRUG USE**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)

**Essential Questions:**

- *How can tobacco, alcohol and other illegal or misused drugs affect my personal health?*
- *What outside influences impact my choice to use or not use tobacco, alcohol, or other illegal drugs?*
- *How can the use of alcohol and other drugs put me at risk for sexually transmitted infections or unintended pregnancy?*
- *How can goal-setting help me remain drug-free?*

Grade Level Expectations	Evidence of Learning
Summarize the negative consequences of using alcohol and other drugs.	<ul style="list-style-type: none"> <li>• Research project, iPad research</li> <li>• Multimedia presentation</li> <li>• Journal responses</li> <li>• Written reflections</li> <li>• Vocabulary assessment</li> <li>• Read informational text and respond to document-based questions.</li> </ul>
Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.	
Explain how personal values and beliefs influence alcohol- and other drug-use practices and behaviors.	
Analyze how relevant influences of media (e.g., alcohol and tobacco advertising) and technology affect alcohol, tobacco and other drug-use practices and behaviors.	
Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.	
Access valid and reliable alcohol- and other drug-use prevention information from home, school, or community.	

**GRADE 8 – WELLNESS**  
**UNIT 5: TOBACCO, ALCOHOL AND OTHER DRUG USE**

Grade Level Expectations	Evidence of Learning
Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.	<ul style="list-style-type: none"> <li>• Accurately identify content-based vocabulary</li> <li>• Group discussions</li> <li>• Close reading activities</li> <li>• Written responses</li> <li>• Drug classification activity</li> <li>• Interactive games; use of iPads</li> </ul>
Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.	
Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.	
Analyze personal practices and behaviors that reduce or prevent alcohol, tobacco and other drug use.	
Describe situations that could lead to the use of alcohol, tobacco, and other drug use.	
Describe the social, economic, and cosmetic consequences of tobacco use.	
Explain how personal values and beliefs influence tobacco-related practices and behaviors.	
Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco and other drug use.	
Explain school policies and community laws about alcohol, tobacco and other drugs.	
Differentiate between proper use and abuse of prescription medicines.	
Describe the physical, social, mental, legal, and academic consequences of using alcohol, tobacco, and other drugs.	
Define vocabulary terms related to drug use and abuse.	

**GRADE 8 – WELLNESS  
INSTRUCTIONAL STRATEGIES**

<b>Reading</b>	<b>Writing</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Predicting reading content</li> <li>• Independent reading</li> <li>• Outlining/Note-taking</li> <li>• Graphic Organizer</li> <li>• Summarize text</li> <li>• Expert groups</li> <li>• Activating prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Free-writes</li> <li>• Journal writing</li> <li>• Collaborative writing</li> <li>• Noodletools (and other computer-based tools for writing)</li> <li>• Brainstorming</li> <li>• School-wide rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom debates</li> <li>• Collaborative group activities</li> <li>• Role playing</li> <li>• Demonstrations</li> <li>• Simulation activities</li> <li>• Student generated assessments</li> <li>• Students develop higher level questioning</li> <li>• Class and small group discussions</li> <li>• Focused lecture</li> <li>• Multimedia presentation</li> <li>• Teacher modeling</li> <li>• Collaborative group presentations</li> <li>• Virtual classroom</li> <li>• Peer teaching</li> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> <li>• Internet scavenger hunt</li> <li>• iPad Apps (fitness pal)</li> </ul>

## GRADE 8 – WELLNESS RESOURCES

### Videos

- Supersize Me; The Con
- Food Inc.; Magnolia Home Entertainment
- Killer at Large; Shinebox Media Productions
- Teen Safety: Dating and Relationships; Learning Zone Xpress
- Dying High: Teens in the E.R., Human Relations Media

### Publications

- Choices magazine; Scholastic

### Websites

- [www.teenshealth.org](http://www.teenshealth.org)
- <http://fit.webmd.com/teen/default.htm>
- [www.cdc.gov](http://www.cdc.gov)
- [www.justthinktwice.com](http://www.justthinktwice.com)
- [www.justice.gov/dea/druginfo/factsheets.html](http://www.justice.gov/dea/druginfo/factsheets.html)
- [www.drugfreeworld.org](http://www.drugfreeworld.org)
- [www.abovetheinfluence.com](http://www.abovetheinfluence.com)
- [www.drugfreeworld.org](http://www.drugfreeworld.org)
- [www.bam.gov](http://www.bam.gov)
- [www.girlshealth.gov](http://www.girlshealth.gov)
- [www.health.nih.gov](http://www.health.nih.gov)

### Apps

- Fitness: Nike Training Club, Pocket Yoga, My FitnessPal
- Healthy Eating: My FitnessPal, The Snack App, Awesome Eats, Calorie Counter & Traffic Light Food Labels Guide, eFitness Eat Healthy
- Drug Use & Abuse: Drug Addiction, Blood Alcohol Calculator
- Adolescent Development & Reproduction: 99-The Talk, SexEducation, The Facts of Life
- Overall Health: Health Ed Buddy, Everyday Health

## GRADE 10 OVERVIEW

The Waterford High School Health Education Program encompasses all relevant areas of health; mental, social, emotional, and physical. This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Students will focus on personal health, alcohol and other drug use prevention, tobacco, mental and emotional health, sexual health, and violence prevention as it aligns with the National Health Education Standards, which are as follows:

- Students will comprehend concepts related to health promotion and disease prevention. NHES.1
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. NHES.2
- Students will demonstrate the ability at access valid information, products, and services. NHES.3
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. NHES.4
- Students will demonstrate the ability to use decision-making skills to enhance health. NHES.5
- Students will demonstrate the ability to use goal-setting skills to enhance health. NHES.6
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. NHES. 7
- Students will demonstrate the ability to advocate for personal, family, and community health. NHES.8

The Common Core State Standards for College and Career Readiness for Speaking and Listening and National Health Education Standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate. The CCSS standards are as follows:

- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. [CCSS.ELA-Literacy.CCRA.SL.1](#)
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. [CCSS.ELA-Literacy.CCRA.SL.2](#)
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. [CCSS.ELA-Literacy.CCRA.SL.4](#)
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. [CCSS.ELA-Literacy.CCRA.SL.5](#)

## GRADE 10

### UNIT 1: ALCOHOL AND OTHER DRUGS

#### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

#### Essential Questions:

- *How can alcohol and other drugs affect my physical, emotional and social health?*
- *How can legal problems related to alcohol and other drug use complicate my future plans?*
- *Why is the communication of personal boundaries important to help me to avoid the use of alcohol and other drugs?*
- *What goals can I establish to help support a drug-free lifestyle?*

Grade Level Expectations	Evidence of Learning
Describe the harmful effects of binge drinking.	<ul style="list-style-type: none"> <li>• Free writes</li> <li>• Creation of a personal goal</li> <li>• Reading informational text and respond to document based questions</li> <li>• Role play performances</li> <li>• Quizzes</li> <li>• Class Discussions</li> </ul>
Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol and other drugs.	
Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.	
Summarize long-term health benefits of abstaining from or discontinuing alcohol and/or drug use.	
Analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.	
Summarize the importance of not riding with a driver who has been using alcohol or other drugs.	

**GRADE 10**  
**UNIT 1: ALCOHOL AND OTHER DRUGS**

Grade Level Expectations	Evidence of Learning
Analyze how the addiction to alcohol or other drug use can be treated and how cessation programs can be successful.	<ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Common Formative Assessments</li> <li>• Multimedia presentations</li> <li>• Unit Test</li> <li>• Final Exam</li> </ul>
Evaluate situations that could lead to the use of alcohol and other drugs.	
Analyze why individuals choose to use or not to use alcohol and other drugs.	
Analyze short- and long-term benefits of remaining alcohol- and drug-free.	
Analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.	
Summarize family rules, school rules, and community laws about alcohol- and other drug-use.	
Analyze how culture supports and challenges alcohol- and other drug-use beliefs, practices, and behaviors.	
Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol- and other drug-related behaviors.	
Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol- and other drug-use behaviors.	
Analyze how alcohol- and other drug-use can influence the likelihood of engaging in other unhealthy behaviors.	
Analyze how laws, rules, and regulations influence behaviors related to alcohol- and other drug-use.	
Analyze how school and community affect practices behaviors related to alcohol and other drug use.	
Analyze the effect of media and technology on personal, family, and community behaviors related to alcohol- and other drug-use.	
Evaluate the validity and reliability of information for alcohol- and other drug-use prevention.	
Demonstrate effective communication skills to be alcohol- and other drug-free.	
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol and other drug use.	
Examine barriers to making a decision to be alcohol- and other drug-free.	
Generate alternatives when making a decision related to alcohol and other drug use.	
Choose a healthy alternative when making a decision related to alcohol and other drug use.	
Evaluate the effectiveness of decisions related to alcohol and other drug use.	
Demonstrate a personal goal setting plan in relation to alcohol or drug use prevention.	
Evaluate personal practices and behaviors that reduce or prevent alcohol and other drug use.	
Collaborate with others to advocate for personal, family and community alcohol- and other drug-use prevention.	

**GRADE 10  
UNIT 2: TOBACCO**

**Objectives:**

- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Essential Questions:**

- *What influences my health behaviors and decisions in relation to tobacco prevention?*
- *What can I do to avoid or reduce tobacco use?*
- *How do I make good decisions to keep myself healthy?*

Grade Level Expectations	Evidence of Learning
Analyze how peers and perceptions of norms influence healthy or unhealthy tobacco-related behaviors.	<ul style="list-style-type: none"> <li>• Common Formative Assessment</li> <li>• Cause/Event/Outcomes charts</li> <li>• Class discussions</li> <li>• Free writes</li> <li>• Final Exam</li> </ul>
Analyze how laws, rules, and regulations influence behaviors related to tobacco use.	
Analyze how school and community affect tobacco-related practices and behaviors.	
Analyze the effect of media and technology on personal, family, and community behaviors related to tobacco-use practices and behaviors.	
Analyze the role of individual responsibility for being tobacco-free.	
Evaluate personal practices and behaviors that prevent tobacco use.	
Demonstrate tobacco prevention practices and behaviors to improve the health of oneself and others.	

## GRADE 10 UNIT 3: PERSONAL HEALTH

### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Essential Questions:

- *What do I need to know to stay healthy?*
- *What can I do to avoid or reduce health risks?*
- *What influences my healthy behaviors and decisions?*
- *How do I make good decisions to keep myself healthy?*
- *How do I use the goal-setting process to improve my health?*

Grade Level Expectations	Evidence of Learning
Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.	<ul style="list-style-type: none"> <li>• Personal Health Inventory</li> <li>• Common Formative Assessment</li> <li>• Creation of a personal health goal</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Final Exam</li> </ul>
Summarize personal strategies for minimizing potential harm from sun exposure.	
Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.	
Explain the relationship between intravenous drug use and transmission of blood borne diseases such as HIV and hepatitis.	
Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.	
Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.	

**GRADE 10**  
**UNIT 3: PERSONAL HEALTH**

Grade Level Expectations	Evidence of Learning
Summarize important health screenings, immunizations, checkups, examinations, and health screenings necessary to maintain good health.	
Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing.	
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness.	
Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.	
Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.	
Predict potential short- and long-term consequences of alternatives to a health and wellness-related decision.	
Assess personal health and wellness-related practices and behaviors.	
Set a realistic goal to improve a personal health and wellness-related practice.	
Assess the barriers to achieving a personal health and wellness-related goal.	
Develop a plan to attain a personal health and wellness-related goal.	
Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.	
Analyze the role of individual responsibility in enhancing personal health and wellness.	
Evaluate personal health and wellness-related practices and behaviors that reduce or prevent health risks.	

**GRADE 10**  
**UNIT 4: MENTAL AND EMOTIONAL HEALTH**

**Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Essential Questions:**

- *What do I need to know about my mental health in order to stay healthy?*
- *How and where do I find information, products and resources about mental health?*
- *What can I do to avoid or reduce health risks?*
- *What influences my healthy behaviors and decisions?*
- *How can communication enhance my mental health?*
- *What can I do to promote accurate health information and healthy behaviors?*

Grade Level Expectations	Evidence of Learning
Analyze the interrelationship of physical, mental, emotional, social and spiritual health.	<ul style="list-style-type: none"> <li>• Common Formative Assessment</li> <li>• Free writes</li> <li>• Class discussions</li> <li>• Final exam</li> </ul>
Analyze characteristics of a mentally and emotionally healthy person.	
Analyze how mental and emotional health can affect health-related behaviors.	
Summarize healthy ways to express affection, love, friendship, and concern.	
Summarize strategies for coping with loss and grief.	
Analyze the causes, symptoms, and effects of depression and anxiety.	
Analyze strategies for managing and reducing interpersonal conflicts.	
Analyze how sharing or posting personal information electronically about self or others on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact mental and emotional health.	
Summarize characteristics of someone who has self-respect and self-control.	
Analyze how pro-social behaviors can benefit overall health.	

**GRADE 10**  
**UNIT 4: MENTAL AND EMOTIONAL HEALTH**

Grade Level Expectations	Evidence of Learning
Summarize personal stressors at home, in school, and with friends.	
Explain the body's physical and psychological responses to stressful situations.	
Evaluate effective strategies for dealing with stress.	
Summarize impulsive behaviors and strategies for controlling them.	
Determine when to seek help for mental and emotional health problems.	
Summarize how intolerance can affect others.	
Explain how to build and maintain healthy family and peer relationships.	
Analyze characteristics of healthy relationships.	
Summarize the qualities of a healthy dating relationship.	
Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	
Analyze how peers and perceptions of norms influence healthy and unhealthy mental and emotional health behaviors.	
Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy mental and emotional health behaviors.	
Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).	
Determine when professional mental and emotional health services may be required.	
Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.	
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.	
Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.	
Examine barriers to making a healthy decision related to mental and emotional health (e.g., dealing with interpersonal conflict, managing emotional stress).	
Analyze the role of individual responsibility in enhancing personal mental and emotional health.	
Evaluate personal mental and emotional health practices that reduce or prevent health risks.	
Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages.	
Collaborate with others to advocate for improving personal, family and community mental and emotional health.	

## GRADE 10 UNIT 5: SEXUAL HEALTH

### **Objectives:**

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to advocate for personal, family, and community health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### **Essential Questions:**

- *What do I need to know about my sexual health in order to stay healthy?*
- *How and where do I find information, products and resources about sexual health?*
- *What can I do to avoid or reduce health risks?*
- *What influences my healthy behaviors and decisions?*
- *How can communication enhance my sexual health?*
- *How do I make good decisions to keep myself healthy?*
- *How do I use the goal setting process to improve my sexual health?*
- *What can I do to promote accurate health information and healthy behaviors?*

**GRADE 10  
UNIT 5: SEXUAL HEALTH**

Grade Level Expectations	Evidence of Learning
Explain how to build and maintain healthy family and peer relationships.	<ul style="list-style-type: none"> <li>• Free writes</li> <li>• Creation of a personal goal</li> <li>• Text Based Reading Assessments</li> <li>• Read informational text and respond to document based questions</li> <li>• Role play performances</li> <li>• Quizzes</li> <li>• Class Discussions</li> <li>• Oral presentations</li> <li>• Common Formative Assessments</li> <li>• Multimedia presentations</li> <li>• ADAM (computer-based program)</li> <li>• Research Paper</li> <li>• Unit Test</li> <li>• Final Exam</li> </ul>
Analyze characteristics of healthy relationships.	
Summarize the qualities of a healthy dating relationship.	
Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	
Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.	
Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).	
Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.	
Analyze the factors that contribute to and protect one in engaging in sexual risk behaviors.	
Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs.	
Summarize the importance of setting personal limits to avoid risky sexual behavior.	
Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.	
Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.	
Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (Human Papillomavirus).	
Summarize how common STDs and HIV are transmitted, the signs and symptoms, and short and long term consequences.	
Summarize the importance of proper adherence to contraceptive methods to reduce the risk of pregnancy.	
Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs.	
Explain the value of using a condom at the same time as using another form of contraceptive to reduce the risk of infection of HIV and common STDs and reduce the risk of pregnancy.	
Explain the basic side effects and costs of treatment for STDs and HIV.	
Describe the increased risks associated with having multiple sexual partners including serial monogamy.	
Analyze situations that could lead to being pressured to having sex.	
Analyze techniques that are used to coerce or pressure someone to have sex.	
Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	

**GRADE 10**  
**UNIT 5: SEXUAL HEALTH**

Grade Level Expectations	Evidence of Learning
Summarize why individuals have the right to refuse sexual contact.	
Explain the importance of contraceptive counseling and services if sexually active.	
Explain why it is important to know the STD/HIV status of oneself and of a potential sexual partner.	
Explain the importance of STDs and HIV testing and counseling if sexually active.	
Analyze the effectiveness of perfect use vs. typical use of a variety of contraceptive methods in reducing the risk of pregnancy.	
Summarize the relationship between the menstrual cycle and conception.	
Analyze the emotional, social, physical and financial effects of being a teen parent.	
Summarize the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity), growth and development, and physical appearance.	
Summarize why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).	
Summarize how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.	
Explain the importance of immunizations, checkups, examinations, and health screenings, such as breast self-examination, testicular self-examination, and Pap smears necessary to maintain sexual and reproductive health.	
Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.	
Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.	
Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).	
Analyze how laws, rules and regulations influence behaviors related to sexual health.	
Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.	
Analyze the factors that influence opportunities to obtain safe, accessible, equitable and affordable products and services that support sexual health for oneself and others.	
Evaluate the validity and reliability of sexual health information, products and services.	
Use resources that provide valid and reliable sexual health information.	

**GRADE 10**  
**UNIT 5: SEXUAL HEALTH**

Grade Level Expectations	Evidence of Learning
Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the sexual health of oneself and others.	
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.	
Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.	
Examine barriers to making a decision related to relationships or sexual health.	
Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related situation.	
Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.	
Generate alternatives when making a decision related to relationships or sexual health.	
Evaluate the effectiveness of sexual health-related decisions.	
Assess personal practices and behaviors related to sexual health.	
Develop a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.	
Analyze the role of individual responsibility for sexual health.	
Use peer and societal norms, based on accurate health information, to formulate a health-enhancing message about avoiding or reducing risky sexual behaviors.	
Persuade and support others to make positive and healthy choices about relationships.	
Collaborate with others to advocate for improving personal, family, and community sexual health.	
Encourage school and community environments to promote the health of others, without regard to aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).	
Adapt sexual health messages and communication techniques for reach a specific target audience.	

## GRADE 10 UNIT 6: VIOLENCE PREVENTION

### Objectives:

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to use decision-making skills to enhance health.
- Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Students will present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

### Essential Questions:

- *What do I need to know about violence prevention in order to stay healthy?*
- *What can I do to avoid or reduce health risks?*
- *What influences my healthy behaviors and decisions?*
- *How can communication enhance my sexual health?*
- *How do I make good decisions to keep myself healthy?*

Grade Level Expectations	Evidence of Learning
Describe ways to express anger non-violently.	<ul style="list-style-type: none"> <li>• Common Formative Assessment</li> <li>• Cause/Event/Outcomes charts</li> <li>• Class discussions</li> <li>• Free writes</li> <li>• Text based reading assessments</li> <li>• Final Exam</li> </ul>
Analyze why it is important to understand the perspectives of others in resolving a conflict situation.	
Summarize the qualities of a healthy dating relationship.	
Evaluate effective non-violent strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.	
Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence.	
Analyze the negative consequences of violence to perpetrators, victims, and bystanders.	
Explain how bystanders can help prevent violence by reporting dangerous situations or actions.	
Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.	
Explain why it is an individual's responsibility to verify that all sexual contact is consensual.	
Explain why it is wrong to trick, threaten, or coerce another person into having sex.	

**GRADE 10**  
**UNIT 6: VIOLENCE PREVENTION**

Grade Level Expectations	Evidence of Learning
Analyze techniques that are used to coerce or pressure someone to have sex.	
Summarize why individuals have the right to refuse sexual contact.	
Analyze the relationship between using alcohol and other drugs and violence.	
Describe characteristics of the school or community that can increase or decrease the likelihood of violence.	
Analyze situations that could lead to different types of violence.	
Describe actions to take if weapons are seen or suspected in school or outside the supervision of a parent or guardian.	
Explain why a person who has been sexual assaulted or raped is not at fault.	
Explain why rape and sexual assault should be reported to a trusted adult.	
Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.	
Analyze how school and community affect personal violence practices and behaviors.	
Analyze the effect of media and technology on personal, family, and community violence prevention practices and behaviors.	
Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.	
Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.	
Determine the value of applying thoughtful decision making to a potentially violent situation.	
Choose a healthy alternative when making a decision that could lead to violence.	

**GRADE 10  
INSTRUCTIONAL STRATEGIES**

<b>Reading</b>	<b>Writing</b>	<b>Other</b>
<ul style="list-style-type: none"> <li>• Predicting reading content</li> <li>• Independent reading</li> <li>• Outlining/Note-taking</li> <li>• Graphic Organizer</li> <li>• Summarize text</li> <li>• Expert groups</li> <li>• Activating prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Shared writing</li> <li>• Free-writes</li> <li>• Collaborative writing</li> <li>• Noodletools (and other computer-based tools for writing)</li> <li>• Brainstorming</li> <li>• School-wide rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom debates</li> <li>• Collaborative group activities</li> <li>• Role playing</li> <li>• Demonstrations</li> <li>• Simulation activities</li> <li>• Student generated assessments</li> <li>• Students develop higher level questioning</li> <li>• Class and small group discussions</li> <li>• Focused lecture</li> <li>• Multimedia presentation</li> <li>• Teacher modeling</li> <li>• Collaborative group presentations</li> <li>• Virtual classroom</li> <li>• Peer teaching</li> <li>• Flip classroom</li> <li>• Differentiated instruction</li> <li>• Flexible grouping</li> </ul>

## GRADE 10 RESOURCES

### Videos

#### *Alcohol and Other Drugs Unit & Tobacco Unit:*

- Smoking Out the Truth: Teens and Tobacco
- Targeted! How Tobacco and Alcohol Companies try to get you Hooked
- Peer Pressure and Choosing to Drink
- Driving and Choosing to Drink
- Marijuana and the Teenage Brain

#### *Sexual Health Unit:*

- Birth Control: Understanding Options
- Marijuana: Does Legal Mean Safe?

#### *Violence Prevention Unit:*

- Teen Files Flipped: Bullies, Loners and Violence
- Dealing with Teen Dating Abuse

#### *Sexual Health Unit:*

- Am I Ready?
- The Biggest Myths about STIs
- The Latest about HIV and AIDS: What Every Student Still Needs to Know

### Additional Resources

- The Teen Relationship Workbook

**GRADE 10  
PACING GUIDE**

<b>GRADE 10 UNITS</b>	<b>Quarter 1</b>	<b>Quarter 2</b>
Alcohol and Other Drug Use	X	
Tobacco	X	
Personal Health	X	>
Mental and Emotional Health	X	>
Sexual Health		X
Violence Prevention		X