PRINCE WILLIAM COUNTY PUBLIC SCHOOLS

Health Education
Curriculum Guide
Grades K-12

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Prince William County Public Schools

OFFICE OF STUDENT LEARNING
AND PROFESSIONAL DEVELOPMENT

HEALTH EDUCATION CURRICULUM

Timothy L. Healey
Associate Superintendent for Student Learning and Accountability

Judy Warme
Acting Director of Student Learning and Professional Development

A. Frederick Milbert
Curriculum Supervisor

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Les Cline	Casey Cornell	
Stephen Watt		
Cindy Ward		

Tim Healey
Associate Superintendent for Student Learning and Accountability

Judy Warme
Acting Director of Student Learning and Professional Development

A. Frederick Milbert
Supervisor for Health, Physical Education, Driver Education, JROTC, and Athletics

INTRODUCTION

The Health Education K-10 program provides the guidelines and requirements for educators, parents, and community members to work together to support the health and wellness of young people. The K-10 curriculum describes a comprehensive health education program that is intended to provide youth with the essential knowledge and skills to achieve and maintain personal lifelong health and wellness.

The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive curriculum includes eight strands providing instruction in a variety of topics; personal health, safety and first aid, community and environmental health, Body Systems, disease prevention, nutrition, drug abuse and prevention, and mental health. Our curriculum revision is directly related to the Healthy People 2010 Leading Health Indicators (LHIs). The following LHIs and resources used to complete this document are the 10 major health issues for the nation.

1. Physical Activity
2. Overweight and Obesity
3. Tobacco Use
4. Substance Abuse
5. Responsible Sexual Behavior
6. Mental Health
7. Injury and Violence
8. Environmental Quality
9. Immunization
10. Access to Health Care

1. **The Joint Committee on National Health Education Standards,** *National Health Education Standards: Achieving Excellence (2nd Edition).* **Atlanta: American Cancer Society, 2007.** This document provides the foundation for national grade level benchmarks, indicators, and assessment in health education. This document offers a vision of what it means to be health literate.

2. **The Surgeon General's Vision for a Healthy and Fit Nation 2010**
Surgeon General, Dr. Regina Benjamin highlights the alarming trend of overweight and obese Americans, and asks all Americans to join her in a grassroots effort to commit to changes that promote the health and wellness of our families and communities.

3. **Virginia Standards of Learning (SOL): Health Education,** published in 2008, the goals and standards in this document are intended to provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.

4. **Healthy People 2010** is a comprehensive set of disease prevention and health promotion objectives for the Nation to achieve over the first decade of the new century. Created by scientists both inside and outside of government, it identifies a wide range of public health priorities and specific, measurable objectives.

Overarching Goals: 1. Increase quality and years of healthy life.
2. Eliminate health disparities.

PHILOSOPHY

The Prince William County Health Curriculum was revised and created to strengthen the Health Education Component of the Coordinated School Health Program *and to support the Prince William County Wellness Plan that was approved in June 2006.*

The Coordinated School Health Program consists of eight components designed to work cooperatively for students, staff and community. The components are:

Health Education	Counseling and Mental Health
Physical Education and Activity	Healthy School Environment
School Health Services	Staff Wellness
Nutrition Services	Parent and Community Involvement

The quality of our children's future depends on their ability to make choices about their actions. Health education provides the knowledge base and critical thinking skills necessary for students to make informed choices and to exert positive control over their lives. The resulting sense of well-being and self-esteem in each individual promotes the ongoing development of healthy, contributing members of our society.

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH EDUCATION CURRICULUM

VISION

The Prince William County Health Curriculum provides students with a consistent program that addresses the growing number of today's health issues. Students are provided with the essential knowledge and skills necessary to develop healthy lifestyles and to make informed decisions about their health choices as they work towards the goals of Healthy People 2010.

Health instruction will promote a healthier quality of life by providing tools to help students understand how to achieve and maintain good health for a lifetime.

MISSION STATEMENT

The Prince William County Public Schools Comprehensive Health Education Curriculum visualizes:

- A K – 10 comprehensive health education program that prepares all students to make educational healthy decisions to achieve and promote lifelong health;
- A continuous sequence of learning rooted in schools, community, and family;
- An instructional progression that provides all students varied opportunities to use the acquired knowledge and skills in meaningful, genuine and realistic ways; and
- A school community that recognizes and promotes the fundamental value of health.

The ability to make healthy lifestyle decisions involves the acquisition and application of essential knowledge and skills in the following content areas.

Health Education Content Areas	Community Health
Environmental Health	Family Life
Mental and Emotional Health	Injury Prevention and Safety
Nutrition	Personal Health
Prevention and Control of Disease	Substance Use and Abuse

National Health Education Standards

Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Health Education Standard 3: Demonstrate the ability to access valid information, products, and services to enhance health.
Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Health Education Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Health Education Standard 5: Demonstrate the ability to use decision-making skills to enhance health.
Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Health Education Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Health Education Standard 8: Demonstrate the ability to advocate for personal, family, and community health.
Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

The Joint Committee on National Health Education Standards. *National Health Education Standards: Achieving Excellence* (2nd Edition). Atlanta: American Cancer Society, 2007.

Virginia State Standards

The purpose of health education is to help students acquire an understanding of health concepts and the skills needed to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. *Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others.* **(Knowledge and Skills)**

   The intent of this goal is for students to become health-literate, self-directed learners who skillfully apply health-promotion and disease-prevention strategies to establish a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.* **(Information Access and Use)**

   The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. The ability to access valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will have the ability to influence their health and wellness in a positive manner by applying the skills of information access and evaluation and by accepting responsibility for personal health decisions and practices.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.* **(Community Health and Wellness)**

   The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and other community groups can work together to promote safe and healthy communities.

Health Education Standards of Learning for Virginia Public Schools – January 2008

Prince William County Public Schools
Health Education Standards

In developing the Prince William County standards for Health Education, it was essential to ensure the National and Virginia Standards were a main focus of this effort. Prince William County Standards for Health Education is a direct correlation with State Standards, providing students with the necessary information to improve, sustain, and promote, personal, family, and community health.

1. *Personal Health*
   The intent of this goal will be to enable students to comprehend and apply concepts related to personal health.
2. *Safety and First Aid*
   Students will be able to learn and practice basic skills and apply this knowledge to preventing injuries.
   The students will be enabled to apply knowledge and skills for basic life emergencies and life support.
3. *Community and Environmental Health*
   Students will be provided the tolls to identify negative and positive behaviors and their influence on the community and environment. The ability to identify community resources available will enable students to help maintain a healthy environment.
4. *Body Systems*
   With the ability to identify structure, function and major body systems, students will be more likely to maintain an optimal level of health.
5. *Disease Prevention*
   Students will receive skills needed to understand the importance of proper health care and disease prevention.
   Understanding how diseases are spread will enable students to take action in their own disease prevention.
6. *Nutrition*
   Students will develop the understanding of the importance of food choices on overall health.
   Students will receive a minimum of five hours of nutrition education in grades K – 10.
7. *Drug Abuse and Prevention*
   Students will acquire skills to understand the positive and negative effects of drug and alcohol use and to make informed decisions based on acquired knowledge.
8. *Mental Health*
   Students will be given skills demonstrating strategies to manage stress and conflict in a healthy way.
   Students will be provided the understanding of the knowledge and skills to develop and maintain a positive self-image.
   Students will be taught to understand how to build and maintain a healthy relationship.

HEALTH EDUCATION: GRADES K – 2 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
K	• K.1.1 Physical activity and health • K.1.2 Clean body, clothing, and health • K.1.3 Germs and illness • K.1.4 School rules and personal space	• K.2.1 Safety rules and practices • K.2.2 Differences between emergency and non-emergency situations • K.2.3 Injury prevention • K.2.4 Identify health and safety information sources	• K.3.1 Health and safety information sources • K.3.2 Health and safety personnel	• K.4.1 Name five senses • K.4.2 Name major body parts
1	• 1.1.1 Sleep for health and development • 1.1.2 Physical activity and healthy lifestyle • 1.1.3 Clean body, clothing and health	• 1.2.1 Personal safety behavior • 1.2.2 Bus and automobile safety rules • 1.2.3 Pedestrian safety • 1.2.4 Playground safety • 1.2.5 Home safety • 1.2.6 Water safety • 1.2.7 Non-motorized vehicle safety • 1.2.8 Protective sports equipment	• 1.3.1 Health care professionals • 1.3.2 Health care agencies • 1.3.3 Healthy environment using 3 R's – reduce, reuse, and recycle • 1.3.4 Water pollution prevention • 1.3.5 Effects of water pollution • 1.3.6 Water conservation	• 1.4.1 Body structure components and functions
2	• 2.1.1 Good posture and personal health • 2.1.2 Effects of heredity on health, growth, and development • 2.1.3 Regular health checkups • 2.1.4 Identify health media sources	• 2.2.1 Decision making and refusal skills • 2.2.2 Fire safety and fire safety plan	• 2.3.1 Environmental protection and how pollutants impact personal health • 2.3.2 Influence of beliefs, customs, and traditions on health • 2.3.3 Health resources and professionals influence on personal health	• 2.4.1 Cardiovascular system • 2.4.2 Body systems • 2.4.3 Digestive system • 2.4.4 Skeletal system • 2.4.5 Muscular system • 2.4.6 Nervous system

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
			• 2.3.4 Emergency services • 2.3.5 Health information sources	

HEALTH EDUCATION: GRADES K – 2 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
K	• K.5.1 Clean body and clothing prevent illness • K.5.2 Germs make one sick	• K.6.1 Importance of healthy food choices	• K.7.1 Drugs and medicine can be safe and/or dangerous	• K.8.1 Difference between positive and negative emotions and dealing with uncomfortable feelings • K.8.2 Conflict resolution • K.8.3 Sharing information in conflict resolution • K.8.4 Classroom, gymnasium, playground, and cafeteria rules • K.8.5 Respect for others

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
1	• 1.5.1 Clean body, teeth, and clothing prevent illness	• 1.6.1 Importance of proper nutrition and identifying healthy food sources for energy	• 1.7.1 Misuse of drugs and medicines	• 1.8.1 Cooperation • 1.8.2 Adjusting to change • 1.8.3 Thought expression in positive relationships • 1.8.4 Difference between negative and positive emotions • 1.8.5 Accept responsibility and show respect • 1.8.6 Following rules • 1.8.7 Getting along with others • 1.8.8 Acceptance of responsibility • 1.8.9 Show and earn respect • 1.8.10 Role of community health care agencies
2	• 2.5.1 Protection and spreading of germs • 2.5.2 Need for regular health check-ups	• 2.6.1 Food nutrients and contribution to good health	• 2.7.1 Drugs, alcohol, and tobacco can be addictive • 2.7.2 Refusal skills	• 2.8.1 Conflict resolution • 2.8.2 Beliefs, customs, and traditions influence on health • 2.8.3 Self confidence and personal success • 2.8.4 Impact of stress on health • 2.8.5 Handling aggressive behaviors • 2.8.6 Good decision making and impact on self and others

K – 2 LITERACY CONCEPTS

911	feelings	nutrition
abuse	fever	overweight
argument	fire safety	pollution
bleeding	food group	positive
blood	germs	rash
bruise	hand washing	respect
cough	harmful substance	rest
cut	health	risk
death	health care professional	safety professional
dental health	helmet	safety rule
diet	hospital	scratch
disease	human body	skin
drug	illness	stranger
emergency	injury	traffic safety
	listening skill	water safety
	medicine	
	name calling	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Personal Health**
GOALS: **The student will be able to comprehend and apply concepts related to personal health.**

GRADE K	GRADE 1	GRADE 2
K.1.1 The student will understand the human body needs physical activity to be healthy. **SOL K.1d**	**1.1.1 The student will understand the importance of getting enough sleep for good health and growth and development.** **SOL 1.2d**	**2.1.1 The student will learn how heredity affects health, growth, and development.** **SOL 2.3a**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Describe physical activity and exercise (to move muscles in different ways).	Describe why sleep is important (sleep helps bones and muscles grow and allows you to be alert to do well at school).	Define heredity.
Explain why one needs plenty of exercise (to do better in school – exercise helps blood flow to the brain so one can think clearly and not get restless when doing schoolwork).	Describe the amount of sleep needed to promote good health (between eight and ten hours each night).	Describe traits that one inherits from birth parents.
Describe fitness (making muscles strong so that one can exercise for a long time and not get tired easily).	Identify what happens when one does not get enough sleep (one will feel tired because one has less energy and may get sick).	Describe some health conditions that are caused by heredity (nearsightedness, hearing impairment, heart disease, etc.).
Describe heart fitness (having a strong heart).		**2.1.2 The student will describe the need for regular health check-ups.** **SOL 2.2c**
List different exercises to build heart fitness (walking, running, jumping rope, swimming, biking, playing soccer, etc.).		**Essential Knowledge and Skills**
		Describe a medical check-up or health screening.
		Identify the need for regular check-ups (catch problems early, monitor growth and development for immunizations).
		Identify types of health check-ups (dental, vision, hearing, or physical exam).
		Identify people who provide well-care exams (school nurse, doctor, nurse, dentist, optometrist, etc.).

GRADE K	GRADE 1	GRADE 2
K.1.2 The student will understand how keeping one's body and clothing clean helps to prevent illness. **SOL K.2b**	**1.1.2 The student will understand how good posture is important to personal health.** **SOL 1.1b**	**2.1.3 The student will identify print, audiovisual and electronic media sources which provide health information.** **SOL 2.4c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Describe grooming and personal hygiene practices (taking care of one's body and appearance).	Define posture (the way one holds their body when sitting, standing, and moving; allows bones to support the body in the right way).	Identify print, audiovisual, and electronic media sources that provide health information: 1. In the community; 2. In the state, nation, and world.
List examples of grooming products (soap, shampoo, toothpaste, toothbrush, etc.).	Describe good posture (sit and stand tall, hold head up and keep shoulders back).	
Describe ways to take care of clothes and body (hand washing, bathing, hair care, brushing teeth, etc.).	Identify signs of poor posture (person slumps, upper body leans forward. etc.).	
Describe the importance of and how to care for teeth (proper brushing and flossing to remove food and germs stuck between the teeth).	Describe problems that can arise from poor posture (back and neck pain, poor appearance, etc.).	
K.1.3 The student will understand how germs can make one sick. **SOL K.2c**	**1.1.3 The student will describe the benefits of physical activity and a healthy lifestyle.** **SOL 1.2e**	
Essential Knowledge and Skills	**Essential Knowledge and Skills**	
Describe how to protect one from germs (wash hands often especially after using the bathroom or before eating; keep fingers and objects (pencil) out of eyes, mouth, and nose; and do not share your drinks.	Define physical activity (moving all one's muscles).	
	Define fitness (having strong muscles so one does not tire easily).	
	Describe why one needs physical activity (to feel good and do well in school).	
	List some fun physical activities.	

GRADE K	GRADE 1	GRADE 2
	1.1.4 The student will understand how to prevent illness to one's body, teeth, and understand the importance of good hygiene. **SOL 1.2a** **Essential Knowledge and Skills**	
	Describe good hygiene (keeping one's body, teeth and clothing clean).	
	Understand the importance of brushing teeth (brushing at least twice a day prevents cavities – a hole in a tooth).	
	Explain why flossing is important (to remove food and germs from between teeth).	
	Determine how often one should have dental check-ups (every six months).	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: Safety/First Aid
GOALS: 1. The student will gain basic skills and knowledge required for preventing injuries.
2. The student will be able to apply knowledge and skills for basic life emergencies and life support.

GRADE K	GRADE 1	GRADE 2
K.2.1 The student will understand the need for safety rules and practices. SOL K.3a	**1.2.1 The student will describe the need for and the importance of personal safety behaviors.** SOL 1.2b	**2.2.1 The student will understand the importance of making good decisions and using refusal skills.** SOL 2.2d
Essential Knowledge and Skills		**Essential Knowledge and Skills**
Define safety rules (a rule that helps you to stay safe and free from harm).	**Essential Knowledge and Skills**	Describe how to avoid personal harm (walk away, tell an adult, avoid people who say to do bad things, etc.).
Give examples of:	Describe a safety rule (a rule that keeps one safe, free from harm).	
1. School safety rules (no running, (put books away, etc.).	List examples of safety rules:	**2.2.2 The student will learn the importance of fire safety and having a fire safety plan.** SOL 1.3d
2. Home safety rules (put toys away; do not touch poisons, etc.).	1. At home;	
3. Safety rules for bad weather (get inside quickly, stay off the phone, etc.).	2. At school;	**Essential Knowledge and Skills**
4. Pedestrian safety rules (walk on the sidewalk, cross streets at corners, etc.).	3. During bad weather;	Identify the dangers of fire.
5. Safety rules for riding in cars (wear a safety belt, ride in the back seat, lock doors, stay seated, etc.).	4. To prevent a fire;	Describe the steps to take if a fire breaks out at home (yell, call 911, stay low to the floor, touch the door before opening it, have a meeting place, do not hide in the house, have an escape plan and practice it, etc.).
6. Bus safety rules (stay seated, put book bags on lap, etc.).	5. In the kitchen;	
7. Bike safety rules (do not ride too fast, in the dark, in the street, without a helmet, etc.).	6. When riding a bike;	
8. Fire safety rules (get out quickly, stop, drop and roll if clothing catches on fire, etc.).	7. When riding in a car;	Identify the importance of having a fire safety plan at home and at school.
9. Safety rules for the classroom, gymnasium, playground, and cafeteria (no pushing or shoving, listen to safety instructions, etc.	8. On the bus; and	Determine escape routes and a class meeting place after leaving the building.
10. Safety rules for strangers (identify strangers, do not talk or take anything from a stranger, do not go anywhere with a stranger, etc.)	9. On the playground.	Identify the importance of smoke alarms and fire extinguishers.
	Describe personal safety behaviors (following safety rules).	
	List different types of poisons (household cleaning chemicals, bug sprays, etc., that can harm the brain and body if put in one's mouth).	

GRADE K	GRADE 1	GRADE 2
K.2.2. The student will recognize the difference between emergency (life threatening) and non-emergency (non-life threatening) situations. **SOL K.3b** **Essential Knowledge and Skills** Define an emergency (someone needs to go to the hospital or one needs to call a fireman or policeman for help). Define a non-emergency (a minor injury). Know when to call 911 (number to call in an emergency). Know how to make a 911 call in an emergency (say name, tell what happened, do what the person on the phone says to do and do not hang up until told to do so). Define and give examples of first aid (quick care given to someone who is hurt). For a cut, wash the cut with soap and water and put a bandage on it; for a nosebleed, sit down, lean forward, and pinch the nose, etc.	**1.2.2 The student will demonstrate bus and automobile safety knowledge and skills.** **SOL 1.3a** **Essential Knowledge and Skills** Identify car safety rules (lock doors to keep strangers out, fasten seatbelts, use booster seats, sit in the back seat, etc.). Describe bus safety rules (stay seated while the bus is moving, follow the bus driver's directions, keep book bags out of the aisle, etc.). Identify why safety rules are important. Describe the importance of wearing seatbelts. **1.2.3 The student will identify and demonstrate pedestrian safety knowledge and skills.** **SOL 1.3b** **Essential Knowledge and Skills** Define a pedestrian. Describe pedestrian safety rules while walking on public roadways (walk facing traffic, cross at intersections, look both ways before crossing the street, cross with the light, etc.). Describe crossing guards, police, or pedestrian signs and signals.	

GRADE K	GRADE 1	GRADE 2
K.2.3. The student will understand how taking proper safety measures will help to prevent injuries. **SOL K.3c** **Essential Knowledge and Skills** Define choices (what one decides to do) Identify choices that prevent injuries (making decisions that will help to keep one safe). Give examples of safety measures or safety equipment used regularly. Identify safety choices at school, home, pool, playground, as a pedestrian, on a bus, in a vehicle, when riding a bike, etc. Give examples of safety choices when encountering a stranger, during a bad storm, or when finding a gun. **K.2.4. The student will identify sources of health and safety information.** **SOL K.4a** **Essential Knowledge and Skills** Identify symbols used to warn of safe and unsafe materials (Mr. Yuck, seat belt signs, poison symbols, road signs, etc).	**1.2.4 The student will understand the need for rules and safe practices to promote playground safety.** **SOL 1.3c** **Essential Knowledge and Skills** Identify the importance of playground safety. Describe playground safety rules. Identify unsafe situations or behaviors on the playground that may lead to injury. The student will explain the importance of practicing safety behaviors at home. **SOL 1.2e** **Essential Knowledge and Skills** Identify home safety rules (do not stick objects in electrical outlets, play with household chemicals or matches, answer the phone or the door, leave toys on the stairs, take medicines without permission, put toys away, etc.). Identify why falls are a common accident in the home. Describe fire and water safety rules.	

GRADE K	GRADE 1	GRADE 2
	1.2.6 The student will understand the importance of water safety rules. SOL 1.2f **Essential Knowledge and Skills** Identify rules for being safe around the pool, creek, pond, lake, river, and ocean (adult supervision, life guard, proper use of life jacket, the buddy system, etc.). Describe weather conditions that are dangerous when in the water (lightning, high winds, heavy rain, etc.) Identify rules for being safe while participating in recreational water sports (skiing, boating, fishing, tubing, and jet ski safety). Determine why one should remain seated when a boat is moving.	

GRADE K	GRADE 1	GRADE 2
	1.2.7 The student will be able to describe how to be safe when riding a bicycle, scooter, skateboard, or other non-motorized vehicle. **SOL 1.3g** **Essential Knowledge and Skills** Identify bike safety rules. Describe scooter safety rules. Identify skateboard safety rules. Describe how to fit and wear a helmet properly. Identify safety equipment that helps to prevent injuries when using non-motorized vehicles (helmet, wrist guards, elbow and knee joint padding, and proper footwear). Identify safe areas to ride (smooth surfaces, safe from traffic, adequate lighting, etc.) **1.2.8 The student will identify and describe sports protective equipment that will help prevent injury.** **SOL 1.3h** **Essential Knowledge and Skills** Identify bicycle, in-line skating, and skateboard safety protective gear. Identify other sports equipment designed to prevent injury (football helmet, catcher's mask, shin guards, mouth guard, life vest, etc.). Describe why protective equipment should fit properly.	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Community and Environmental Health**

GOALS: **1. The student will able to identify negative and positive behaviors and their influence on the community and environment.**

2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE K	GRADE 1	GRADE 2
K.3.1 The student will identify sources of health and safety information. **SOL K.4a**	**1.3.1 The student will identify and describe the role of health care providers.** **SOL 1.5a**	**2.3.1 The student will learn how to protect the environment and how pollution impacts one's health.** **SOL 2.3b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define and advertisement (a message to get one to buy something or a safety message).	Identify community health care professionals (emergency medical technicians, public health doctors and nurses, etc.)	Define the environment (air, land, and water).
Give examples of where one sees and hears health and safety advertisements (on the television, radio, or in magazines).	Explain the role of community health care professions (counselors help individuals and families communicate better with one another, public health doctors or nurses give vaccines, etc.)	Define pollution (harmful matter or noise that gets into the environment).
Explain where one can find written information about health topics (at school, in books, in magazines, on the Internet, etc.)		Describe how pollution impacts one's health (certain gases, noise or smoke in the air, trash or chemicals in water, and waste materials and chemicals dumped on land may make one sick).
Identify television and radio commercials or programs which provide information for individual, community and world safety (healthful food ads, vehicle safety messages, anti-smoking advertisements, etc.)		Describe why it is important for everyone to protect the environment (because everyone creates pollution).
		Identify how to save resources and prevent pollution (conserve, recycle, or reuse items and properly dispose of chemicals and trash).

GRADE K	GRADE 1	GRADE 2
K.3.2 The student will identify people who help to provide health and safety information. **SOL K.4b**	**1.3.2 The student will identify and describe the role of community health care agencies.** **SOL 1.5b**	**2.3.2 The student will understand how certain beliefs, customs, and traditions may influence health.** **SOL 2.3d**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Identify or describe members of the community who provide health and safety services: 1. School – teacher, counselor, school resource officer, nurse and safety patrol; 2. Public safety – fire fighter, police officer, etc.; 3. Family – parent, grandparent, etc. 4. Medical – dentist, doctor, nurse, etc.	Describe how ambulance services transport people with medical needs.	Explain how physical activity, customs, and traditions may affect health (may encourage regular physical activity, may ban certain or all physical activities).
	Describe how the police department provides help to citizens who are lost, hurt, or in danger.	Identify how health care customs and traditions may affect health (regular preventive check ups, may believe the mind can heal the body without the help of medicine, etc.).
	Identify the fire department as people who put out fires or help citizens who are in traffic accidents and natural disasters.	
	Describe general health and mental health care services provided by the health department.	
	Describe how social services provide housing, food, and support to citizens.	
	Identify local hospitals as centers for emergency and long-term care.	
	Describe how emergency medical services help the sick and injured.	

GRADE K	GRADE 1	GRADE 2
	1.3.3 The student will explain how to contribute to a healthy environment and how to recycle, reduce, and reuse items at school and at home. SOL 1.7a/b	**2.3.3 The student will identify or describe the influence that health resources and health professionals have on personal health. SOL 2.4a**
	Essential Knowledge and Skills	**Essential Knowledge and Skills**
	Define environment (one's surroundings).	Identify health resources in the community (water treatment plants, garbage collection, county dump, local health department, etc.)
	Explain recycle, reuse, reduce (the three R's; recycle paper, glass and cans, reuse something by using it again and reduce how much of something is used).	Identify health resources in the state, nation, and world (environmental policies to reduce pollution, immunization strategies, etc.)
	Define pollution (anything that harms the air, water, or land).	Understand the function of a variety of health resources.
	Define litter (trash on the ground or in the water).	Identify different types of health professionals (health education teacher, emergency medical technician, school nurse, physician, school psychologist, dietitian, optometrist, dental hygienist, guidance counselor, etc).
	Describe how to keep the environment clean (proper disposal of trash).	
	Identify how to stop pollution.	
		Describe how health professionals (doctors, technicians, and counselors) keep individuals and communities healthy.
	1.3.4 The student will identify ways to prevent water pollution. SOL 1.7c	Demonstrate ways to locate and contact health resource agencies and health professionals in the community.
	Essential Knowledge and Skills	Explain how health resources and health professionals contribute to life-long health (health resources are essential for a healthy community and world).
	Define water pollution (anything that harms the water).	
	Describe how to keep water clean (don't throw trash in lakes, ponds, and/or rivers).	
	Identify proper ways to dispose of chemicals.	

GRADE K	GRADE 1	GRADE 2
	1.3.5 The student will understand the effects of pollution on drinking water and marine life. **SOL 1.7d** **Essential Knowledge and Skills** List effects of polluted water on marine life. Identify harmful effects of pollution on drinking water. **1.3.6 The student will explain water conservation and ways to conserve water.** **SOL 1.7e** **Essential Knowledge and Skills** List ways to conserve water: 1. Turn off the water when brushing teeth; 2. Take showers instead of baths; 3. Put a pitcher of water in the refrigerator instead of running the tap; 4. Limit the running of sprinklers; 5. Limit amount of water while washing.	**2.3.4 The student will demonstrate ways to locate and contact emergency services in the community.** **SOL 2.4b** **Essential Knowledge and Skills** List ways to contact police, fire, and rescue personnel. 1. Phone (dial 9-1-1 or other emergency numbers). 2. Flares or flags in roadside emergencies. **2.3.5 The student will identify print, audiovisual, and electronic media sources which provide health information.** **SOL 2.4c** **Essential knowledge and Skills** List health information sources: 1. Telephone directory; 2. Health department; 3. American Red Cross (classes and training videos); 4. American Heart Association; 5. Cable television health channels.

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PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: Body Systems

GOALS: 1. The student will identify major body systems and their structure and function in order to maintain an optimal level of health.

GRADE K	GRADE 1	GRADE 2
K.4.1 The student will be able to name the five senses (hearing, seeing, touching, smelling, and tasting). SOL K.1c	**1.4.1 The student will be able to identify the basic components and functions of the body structures. SOL 1.1a**	**2.4.1 The student will identify and understand the importance and function of the cardiovascular system. SOL 2.1a**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Name the key external body parts (ears, eyes, nose, mouth/tongue, and fingers). Describe the sense associated with each body part.	Describe where the chest, abdomen, head, heart, brain, stomach, and lungs are located in the body. Identify the function of the: 1. Chest (houses heart and lungs); 2. Abdomen (houses stomach and many organs); 3. Head (houses eyes, nose, ears, mouth, and brain); 4. Heart (pumps blood); 5. Brain (tells the body what to do); 6. Stomach (helps change food so that the body can use it; and 7. Lungs (helps the body use the air it breathes.	Explain the location and function of the heart (it is a pump in the center of the chest about the size of a fist and it pumps blood to the whole body). Describe the function of the blood vessels (blood travels through the body in blood vessels which are small tubes that take food and oxygen to body parts). Describe the function of red blood cells (these tiny cells carry oxygen to body parts) Explain how exercise affects the heart (during exercise the heart beats faster to get red blood cells carrying oxygen to your muscles, also strengthening the heart muscle). Describe the function of the circulatory system (blood vessels carry blood to and from the heart and other body parts).
K.4.2 The student will be able to name the major body parts (head, trunk, arms, and legs). SOL K.1c **Essential Knowledge and Skills** Name the key external body parts (head, shoulders, arms, hands, trunk, abdomen, hips, legs, feet, and toes). Identify the key internal body parts (brain, heart, lungs, stomach, muscles, bones, and blood) on a chart or drawing.		

GRADE K	GRADE 1	GRADE 2
	1.4.2 The student will understand how all body systems are interconnected. **SOL 1.1c** **Essential Knowledge and Skills** Define body systems (a group of organs that work together to do a job). Identify different body systems: 1. The skeletal system (group of bones); 2. The circulatory system (heart and blood vessels); 3. The respiratory system (using air inhaled); 4. The muscular system (all muscles); 5. The nervous system (control body actions); 6. The digestive system (help body convert food to energy); 7. Immune system (fights off disease); and 8. Describe how each system works with other body systems.	**2.4.2 The student will identify and understand the importance and function of the digestive system.** **SOL 2.1b** **Essential Knowledge and Skills** Describe the function of the mouth, teeth, and tongue (put food in the mouth and the teeth chew the food to soften it and then the tongue helps to swallow the food). Explain the function of the stomach (a body part that helps break down the food even more so the body can use the food as fuel). Describe the function of the digestive system (to transform food into energy so the body can work and grow).

GRADE K	GRADE 1	GRADE 2
		2.4.3 The student will understand the importance and function of the skeletal system. **SOL 2.1c**
		Essential Knowledge and Skills
		Describe the function of the skeletal system (the 206 bones in the body give it support and shape).
		Describe the skull (the 22 bones in the head and face that protect your brain).
		Describe the ribs (the 12 pairs of ribs protect the heart and lungs and support the shoulders and arms).
		Describe the spine (26 vertebrae make up the backbone which supports the body and head).
		Identify the leg bones (there is one bone in the upper leg - the thigh bone is the largest bond in the body - and there are two bones in the lower leg.
		Identify the arm bones (there is one bone above the elbow and two bones below the elbow).
		Describe the hand, wrist, feet, and ankle bones (there are 24 bones that make up the hand, 8 bones in the wrist, and 12 bones in the foot and ankle).
		Describe the function of the skeletal system and why it is so important (protects the organs, gives the body shape and support, and along with the muscles, allows movement).

GRADE K	GRADE 1	GRADE 2
		2.4.4 The student will identify and understand the importance and function of the muscular system. **SOL 2.1d** **Essential Knowledge and Skills**
		Identify how many muscles are in the body (over 630 muscles).
		Explain the function of the muscles (they are connected to bones and allow movement; muscles cannot push, they pull and they work in pairs to pull in opposite directions so fingers and arms can bend).
		Identify the muscular system (all the muscles in the body – the heart muscle pumps the blood, the leg muscles help movement, etc.)
		Describe why exercise is important for the muscular system (it makes your muscles stronger so you can run faster and longer, jump higher, and throw farther).
		Identify the busiest muscles in the body (the eye muscles).

GRADE K	GRADE 1	GRADE 2
		2.4.5 The student will identify and understand the importance and function of the nervous system. SOL 2.1e

Essential Knowledge and Skills

List the parts of the nervous system (brain, spinal cord, and nerves).
Explain the function of: 1. The brain (uses information it receives from nerves to coordinate all of the body's actions and reactions). 2. The nerves (carry messages to the brain about what one hears, sees, smells, tastes, or feels). 3. The spinal cord (allows messages to go back and forth between the brain and the rest of one's body and tells the muscles when to move). 4. The nervous system (controls all the body actions).

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Disease Prevention**

GOALS: **1. The student will understand the importance of proper health care and disease prevention**

2. The student will understand how diseases are spread.

GRADE K	GRADE 1	GRADE 2
K.5.1 The student will understand that keeping the body and clothing clean helps to prevent illness. **SOL K.2b**	**1.5.1 The student will understand how to prevent illness and how the body, teeth, and clothing need to be kept clean and protected.** **SOL 1.2a**	**2.5.1 The student will understand how germs are spread and how to protect one's self from diseases.** **SOL 2.3c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Explain the importance of washing hands often (to help stop the spread of germs).	Explain effects the sun's rays have on the body cells and how to protect oneself.	Describe germs and how germs are spread (germs can make one sick and are everywhere – in the air, on objects touched, in the water one drinks, on the food one eats, etc.)
K.5.2 The student will understand that germs can make one sick. **SOL K.2c**	Identify people who work as health care providers.	Identify how germs enter the body (through the mouth, nose, or broken skin).
	Define a germ (a tiny living thing that can make one sick).	Describe ways to prevent the spread of germs (wash hands, don't share drinks, use tissues, and cover one's mouth when coughing).
Essential Knowledge and Skills	Discuss why hand washing is so important (washing hands often washes away the germs).	
Define a germ (a tiny living thing that can make you sick).		Determine how one gets well if a germ has made one sick (the body has defenses to fight germs).
Identify how to protect others from germs (cover mouth and nose when sneezing or coughing).		Define direct and indirect contact.
Define disease (when germs make one ill).		**2.5.2 The student will describe the need for regular health check-ups.** **SOL 2.2c**
Discuss what to do if one feels sick and ways to recover from an illness (tell an adult; see a doctor; take medicines given by adult/doctor; get plenty of rest and drink lots of fluids).		**Essential Knowledge and Skills**
		Identify why one needs regular check-ups (catch problems early, monitor growth and development, for immunizations).

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Nutrition**
GOALS: **1. The student will understand the importance of food choices on overall health.**

GRADE K	GRADE 1	GRADE 2
K.6.1 The student will identify and understand the importance of making healthy food choices. **SOL K.1a**	**1.6.1 The student will know the importance of proper nutrition and identify foods that are good sources of energy.** **SOL 1.2f**	**2.6.1 The student will understand how nutrients in foods contribute to good health.** **SOL 2.2a**
	Essential Knowledge and Skills	**Essential Knowledge and Skills**
Essential Knowledge and Skills	Describe why proper nutrition is important (food provides energy for the brain to think and the body to move and grow).	How food choices are related to a healthy lifestyle.
Define diet (foods usually eaten).		Identify what the dietary guidelines are.
Identify food groups (foods that are alike).	Identify the groups of foods that make up the MyPyramaid food guidance system:	Describe the MyPyramid food guidance system (each color band represents the need to eat a variety of all five food groups and oils; the climber represent the need for physical activity each day. The steps represent the need to make positive choices each day.
Describe the MyPyramid food guidance system (guide that tells you how many servings needed in a day from each food group).	1. Breads, cereal, rice, and pasta group; 2. Fruit group; 3. Vegetable group; 4. Milk, yogurt, and cheese group; and 5. Meat, poultry, fish, dry beans, eggs, and nut group. 6. Fats, oils, and sweets located at the top of the pyramid are not considered a food group.	
List the five healthful food groups (bread, cereal, rice and pasta group; fruit group; vegetable group; meat, poultry, fish, dry beans, eggs and nuts group; and milk, yogurt, and cheese group).		Identify the six main nutrients in foods (proteins, fats, carbohydrates, vitamins, minerals, and water.
Explain why one should eat few fats, oils, and sweets (eat few fats and oils because they block blood vessels and few sweets because they cause cavities).	Describe a healthy breakfast, lunch, and dinner (eat different foods from each food group).	Identify nutrients in the five food groups (grains/carbohydrates provide energy; vegetables provide vitamin A to keep skin, hair, and eyes healthy; fruits provide vitamin C to keep one from getting sick and skin and blood vessels healthy; milk, yogurt, and cheese group provides calcium for strong teeth and bones; and meat, poultry, fish, dry beans, eggs, and nuts group provides protein to build muscle, repair the body, and iron to carry oxygen in the blood).
	Describe healthy snacks.	
Why one should eat foods from each food group (different foods give the body energy to move, think, and grow).	Identify the MyPyramid food guidance system and the beneficial effects each group has on the body.	
		Describe information on food labels.
Describe a healthy breakfast, lunch, and dinner (eat different foods from each food group).	Match food names with their pictures.	Identify the importance of eating a nutritional breakfast.
	Discuss healthful food choices with a parent or other family member.	
Describe healthy snacks.		

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Drug Abuse and Prevention**
GOALS: **1. The student will understand the positive and negative effects of drug and alcohol use.**
2. The student will be able to make informed decisions based on acquired knowledge.

GRADE K	GRADE 1	GRADE 2
K.7.1 The student will understand the effects of drugs and medicines on the body. SOL K.1b	**1.7.1 The student will understand how misusing medicines and drugs can be harmful. SOL 1.2c**	**2.7.1 The student will understand how alcohol, tobacco, and other drugs can be addictive. SOL 2.2b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define a drug (something that changes the way the mind or body works).	Define a drug (something that changes the way the mind or body works).	Define addiction (body needs a drug to function or the brain relies on a drug for a sense of well-being. Physical dependence, psychological dependence, or withdrawal often includes both physical and psychological symptoms).
Describe a medicine (a drug that is used to treat an illness or injury – some medicines kill germs).	Explain the function of medicines (drugs used to treat an illness or injury).	
List rules for taking medicine: 1. Take only with permission from parents, guardians, or certain grown ups – doctor, nurse, grandparent, or other family member; 2. Do not take medicines that belong to anyone else; and 3. Look for Mr. Yuk labels.	Define over-the-counter medicines (a medicine that one can buy without a doctor giving a prescription).	Identify the addictive substances in: 1. Drugs and alcohol (narcotics, stimulants, THC, etc.) 2. Tobacco (nicotine – very addictive for young people).
	Identify rules for safe use of medicine (take medicine only with permission from a trusted adult and follow the instructions on the medicine labels).	
Identify potential side effects of medicines and what should be done (if one feels dizzy, has a stomach ache, etc. – tell parents or guardians).	Describe why drugs are harmful if misused (too much medicine can turn into a harmful poison in the body and if that happens, one should tell an adult and call 9-1-1).	Describe the effects that: 1. Drugs and alcohol have on the brain and body (effect concentration, balance, vision, memory and organ function). 2. Tobacco has on the brain and body (shortness of breath, cancer, lung, and heart diseases).
Recognize the universal symbol for a poisonous substance.	Describe Mr. Yuk stickers.	
Explain the purpose of Mr. Yuk stickers.	Understand that drugs and medicines can cause harmful effects if misused.	
Know that drugs can be helpful.	Just say "NO!"	

GRADE K	GRADE 1	GRADE 2
		2.7.2 The student will understand the importance of developing refusal skills. **SOL 2.2d** **Essential Knowledge and Skills** Describe how to say "NO" to situations that parents have taught one to avoid. (Say NO in a firm voice and give reasons for saying NO). Describe how to avoid things that may cause harm (walk away, tell an adult, avoid people saying or doing bad things, etc.)

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

STRAND: **Mental Health**

GOALS: **1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.**

2. The student will understand the knowledge and skills to develop and maintain a positive self image.

3. The student will understand how to build and maintain a healthy relationship.

GRADE K	GRADE 1	GRADE 2
K.8.1 The student will understand the difference between positive and negative emotions (comfortable and uncomfortable feelings) and identify healthful ways to deal with uncomfortable feelings. SOL K.2a	**1.8.1 The student will understand the importance of cooperating and getting along with others. SOL 1.4a**	**2.8.1 The student will learn skills to resolve problems responsibly using conflict resolution skills. SOL 2.2e**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Describe feelings (the way one feels inside – happy, sad, mad, angry, etc.)	Define cooperation (to work together toward a goal).	Determine why conflict is a natural part of relationships (disagreements).
List ways to express feelings (the face or body can show feelings).	Describe why getting along with others is important (to have friends).	Identify common conflicts among second graders.
Describe appropriate ways to deal with uncomfortable feelings (one good way is to talk about them).	Identify ways to get along with friends and classmates (show friends that one cares, take turns with friends, share, etc.)	List steps for resolving conflicts in a responsible way: 1. Remain calm; 2. Listen to each other and define the conflict; 3. Use "I" messages to express feelings about what happened; 4. Discuss possible solutions; 5. Compromise on a solution; or 6. Ask a trusted adult for help if one cannot agree on a solution (mediator).
Describe inappropriate ways to deal with uncomfortable feelings (starting a fight, saying bad words, or breaking something).	Describe how cooperation can help one complete an assignment or task (it is easier to reach a common goal if one cooperates and works together with others).	
	Enjoy wellness activities through healthy entertainment – identify self-worth.	
	Demonstrate healthy, mental, and emotional development through cooperation, adaptation, expression of thoughts, and positive relationships.	
	Identify the differences between positive and negative emotions.	

GRADE K	GRADE 1	GRADE 2
K.8.2 The student will identify situations that result in conflict and identify ways to create a peaceful resolution.　　　　　**SOL K.5a**	**1.8.2 The student will understand that being able to adjust to change is an important skill.**　　　　　**SOL 1.4b**	**2.8.2 The student will understand how certain beliefs, customs, and traditions may influence health.**　　　　　**SOL 2.3d**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Understand the skills necessary to identify and resolve simple conflicts (disagreements) in a peaceful manner.	Define change (getting used to something being one way but then adjusting and doing things in a new way).	Identify customs and traditions (family, religious, etc.)
Explain a conflict (a disagreement).	Describe why the ability to change is important (because many things change – rules change, schedules change, etc.)	**2.8.3 The student will understand how having self-confidence will help lead to personal success.**　　　　　**SOL 2.3e**
Describe peaceful (no fighting).		
Define cooperation (to be helpful and listen to others).	Identify why people change their mind.	**Essential Knowledge and Skills**
Describe a solution (possible answers to problems).	Describe how to cope with change: 1. Be patient – it takes time to get used to change; 2. Accept the change; and 3. Talk about the change and how one is going to adapt to doing things a different way.	Define self-image or self-esteem (how one feels about oneself).
Identify guidelines for peaceful solutions: 1. Remain calm; 2. Tell the other person what is wanted; 3. Listen to what the other person has to say; 4. Try to think of a way both people can get what they want; 5. Remember that people cannot always have their way; 6. Keep promises; and 7. If an agreement cannot be worked out, ask a grownup to help.		Identify one's personal strengths, assets, and desirable traits.
		Determine how a good self-image leads to success (affects many areas of life including choices one makes, how one gets along with others, how well one does in school, and how one copes with life).

GRADE K	GRADE 1	GRADE 2
K.8.3 The student will recognize the importance of sharing information and describe appropriate solutions to resolving conflicts. **SOL K.5b**	**1.8.3 The student will understand how to express ideas and thoughts to create positive relationships.** **SOL 1.4c**	**2.8.4 The student will understand how the stress of disappointment, loss, grief, and separation impacts health.** **SOL 2.3f**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Understand the importance of telling trusted adults about problems.	Describe how to be friendly (to be nice, helpful, polite, say hello, or smile at someone).	Define disappointment, loss, grief, and separation.
Define guidance (getting help).	Define feelings (the way one feels inside).	Identify helpful ways to deal with disappointment, loss, grief, and separation.
Describe trusted adults (someone who cares and provides protection).	Identify how to respond if someone hurts one's feelings (talk to the person or write about hurt feelings).	List harmful ways of dealing with disappointment, loss, grief, and separation.
Define communication (tell someone or talk about the conflict/problem).	Describe "I" messages (a healthful way to say or write about feelings).	Identify the different states of grief or feelings of loss:
K.8.4 The student will demonstrate respect of the rights of others. **SOL K.6b**	**1.8.4 The student will understand the difference between negative and positive emotions.** **SOL 1.4d**	1. Shock and fear; 2. Emotional release; 3. Panic; 4. Guilt; 5. Hostility/anger; 6. Sorrow; 7. Inability to resume normal activities; and 8. Acceptance.
Essential Knowledge and Skills	**Essential Knowledge and Skills**	
Define respect (thinking highly of someone).	Describe positive emotions (happy, safe, loved, etc.)	
Describe showing respect (getting along with others, valuing other people's belongings, and valuing things that belong to one's self and one's family.	Explain negative emotions (scared, angry, sad, etc.)	
Explain good manners (sharing and taking turns, saying "excuse me" if one bumps into someone, etc.	Explain how emotions can be expressed in good ways (say something nice, write a letter of thanks, etc.)	
	Determine how emotions can be expressed in bad ways (break something, fight, etc.)	

GRADE K	GRADE 1	GRADE 2
	1.8.5 The student will demonstrate how to accept responsibly and show respect. SOL 1.6a **Essential Knowledge and Skills** List acceptable behaviors that enhance the student's ability to work and play with others. Describe cooperative behavior (to work and play together). **1.8.6 The student will demonstrate how to follow the rules. SOL 1.6b** **Essential Knowledge and Skills** Explain respect for others (everyone is valuable). **1.8.7 The student will demonstrate how to get along with others. SOL 1.6c** **Essential Knowledge and Skills** List school rules (defined by School Division's code of conduct). **1.8.8 The student will demonstrate acceptance of responsibility. SOL 1.6d** **Essential Knowledge and Skills** Define responsibility (something one is expected to do).	**2.8.5 The student will understand how to effectively handle verbal and nonverbal aggressive behaviors. SOL 2.5a** **Essential Knowledge and Skills** Define consideration (thinking about other people and others feelings). Define verbal (words). Define non-verbal (body actions). Describe aggressive (forceful, physical). Define impact (the effect on something). Describe a bully (when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately and often repeatedly). Identify how to stop bullying. Determine ways to stay safe from bullies. Identify feelings about aggressive behavior towards one's self and others. List ways to treat other people with consideration and respect.

GRADE K	GRADE 1	GRADE 2
	1.8.9 The student will show respect for others and identify how to earn respect. SOL 1.6e **Essential Knowledge and Skills** Explain respect for property of others (valuing other people's belongings). Describe how to earn respect (through integrity, humility, dependability, generosity, having priorities, etc.) **1.8.10 The student will identify and describe the role of community health care agencies. SOL 1.5b** **Essential Knowledge and Skills** Mental health services – helps with emotional and other mental health needs.	**2.8.6 The student will understand the steps for making a good decision and how personal health decisions impact individuals and others. SOL 2.5b** **Essential Knowledge and Skills** Define a decision (deciding to do something). Describe personal health (having a healthy body, healthy mind, getting along well with others, etc.) Define peer pressure (people of the same age try to influence how one acts). Use a Decision-Making Model: 1. Identify the need to make a decision; 2. State the problem; 3. List some choices that can be made; 4. Think about how each choice could come out; 5. Decide on one of the choices; and 6. Evaluate whether a good decision was made.

HEALTH EDUCATION: GRADES 3 – 5 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
3	• 3.1.1 Health benefits of regular physical activity and personal fitness • 3.1.2 Goal setting to promote personal health • 3.1.3 Use of print, audiovisuals, and internet to access health information	• 3.2.1 Safe and unsafe behaviors	• 3.3.1 Locate and access health services for information • 3.3.2 Dietary customs and their impact on health • 3.3.3 Impact of recreational activities on community health • 3.3.4 Impact of celebrations and traditions on community health	
4	• 4.1.1 Identify and access personal and health information sources • 4.1.2 Discriminate between accurate and inaccurate health information	• 4.2.1 Importance of seeking assistance in uncomfortable situations	• 4.3.1 Benefits of exhibiting healthy practices in school and community settings • 4.3.2 Benefits of volunteering in school and the community	• 4.4.1 Importance of nutrients on brain function
5	• 5.1.1 Benefits of exercise and recreational activity • 5.1.2 Effective health decision making strategies • 5.1.3 Evaluation and interpretation skills consumers use making health product decisions		• 5.3.1 Benefits of working together to support environmental issues • 5.3.2 Examining community health issues • 5.3.3 Benefits of volunteering • 5.3.4 Customs and traditions • 5.3.5 Working cooperatively to promote community health and wellness • 5.3.6 Development of community health projects	• 5.4.1 Effects of diet, exercise, and drug use on cardiovascular health

HEALTH EDUCATION: GRADES 3 – 5 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
3	• 3.5.1 Strategies for solving health-related problems • 3.5.2 Advances in science and technology have improved health care	• 3.6.1 Making good food choices to positively impact growth and development	• 3.7.1 Consequences of taking medicines improperly • 3.7.2 Ways to say NO to drugs • 3.7.3 Dangers of abusing household inhalants • 3.7.4 Illegal drugs and their effect on behavior and relationships • 3.7.5 Effects of alcohol, tobacco, and other drugs on body	• 3.8.1 Benefits of peaceful conflict resolution • 3.8.2 Impact of positive interactions with family, peers, and others on social and emotional growth and development
4	• 4.5.1 Body defenses which protect against diseases • 4.5.2 Know what viruses, bacteria, and fungi are and how to prevent spreading • 4.5.3 Differences between communicable and non-communicable diseases • 4.5.4 Benefits of early detection in disease prevention • 4.5.5 Regular physical activity helps prevent illness	• 4.6.1 Importance of nutrients on brain function • 4.6.2 Food pyramid guide and its enhancement of personal health and academic achievement • 4.6.3 Effects of malnutrition on the mind and body • 4.6.4 Importance of proper nutrition on growth development • 4.6.5 Importance of fats, carbohydrates, and proteins as sources of energy	• 4.7.1 Effects of tobacco, alcohol, inhalants, and other drugs on the function of body systems • 4.7.2 Impact of drugs and alcohol on individuals, families, and communities • 4.7.3 Physical, financial, emotional, and social consequences of drug use • 4.7.4 Connection between drug use and violence • 4.7.5 Commonwealth of Virginia laws affecting alcohol and tobacco use by minors	• 4.8.1 Use of refusal skills in difficult relationships • 4.8.2 Recognize aggressive behavior and ways to cope with difficult situations • 4.8.3 Coping skills needed to manage stressful situations • 4.8.4 Recognizing abusive behaviors in relationships • 4.8.5 Importance of practicing self-control • 4.8.6 Identify obstacles to good communication and solutions to ineffective communication
5	• 5.5.1 Connections between healthy lifestyle and disease prevention		• 5.7.1 Effects of alcohol, inhalants, and drugs on academic performance • 5.7.2 Impact of drug and alcohol use on family, friends, and other relationships	• 5.8.1 Recognizing warning signs of stress and managing stressful situations • 5.8.2 Impact of positive self-image of health

3 – 5 LITERACY CONCEPTS

acne	infectious disease	prescription medicine
alcohol	mood swing	protective equipment
conflict	neighborhood safety	recreation safety
cooperation	nonprescription drug	refusal skill
disability	nonviolent conflict	responsibility
drug abuse	resolution	signs
environment	nutritional value	smoking
first- (second-, third-) degree burn	overeating	spoiled food
first aid	peer pressure	stress
food handling	physician	stress management
food label	poison	sunscreen
healthy relationship		symptom
		tobacco abuse
		treatment
		warning label
		weight gain
		weight loss
		well-being

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS HEALTH CURRICULUM: GRADES 3 - 5

STRAND: Personal Health

GOALS: 1. The student will be able to comprehend and apply concepts related to personal health.

GRADE 3	GRADE 4	GRADE 5
3.1.1 The student will discuss the health benefits of regular physical activity and personal fitness. **SOL 3.1b**	**4.1.1 The student will be able to identify and access a variety of sources of information designed to improve personal and family health.** **SOL 4.5a**	**5.1.1 The student will identify the benefits of regular exercise and recreational pursuits.** **SOL 5.2d**
Essential Knowledge and Skills		**Essential Knowledge and Skills**
Define personal fitness (having one's body in top condition).	**Essential Knowledge and Skills**	List examples of exercise and recreational activities.
Describe the benefits of personal fitness: 1. To have good physical health; 2. To get good grades in school; 3. To have fun and play for long periods of time with one's friends.	List useful print and media/audio visual materials designed to improve health.	Explain regular exercise (exercising for 30 minutes three to five times per week.)
	Locate community, state, and national health care agencies that work to improve dental, mental, emergency, occupational, etc. health for one's self and family.	Determine the mental and social benefits of regular physical activity (improves one's mood, reduces stress, and is a good way to spend time with family and friends.)
Compare how different exercises help different muscles.	Search for useful health care web sites.	
Define aerobic exercises as exercises that use a large amount of oxygen and raises the heart beat which makes the heart strong (swimming, running, rope jumping, etc.)	Listen to news reports on radio, television, etc., to become more knowledgeable about local health resources and health promotional events.	Explain the physical benefits of regular physical activity (improves muscle strength, bone density, flexibility, energy levels, resistance to colds, reduces risk of heart disease, diabetes, cancer, and blood pressure problems).
Give examples of exercises which develop muscle strength to lift, pull, push, kick, and throw (climbing a rope, pull ups, push ups, curl-ups, biking, etc.)		
Describe exercises that give muscles endurance to be used for a long time (walk, run, skate, etc.) and for a long distance.		
List exercises that increase flexibility so the body can bend and move easily (joint flexibility is developed by stretching different muscle groups).		
Describe a personal fitness plan to include heart fitness three to five days per week for at least 30 minutes to work on muscle strength and endurance two to four times per week and to work on flexibility during every exercise session.		

GRADE 3	GRADE 4	GRADE 5
3.1.2 The student will understand the process of goal setting and how it promotes personal health. **SOL 3.2a**	**4.1.2 The student will be able to differentiate between accurate and inaccurate health information using methods for detecting reliable and factual information sources.** **SOL 4.5b**	**5.1.2 The student will utilize effective decision making strategies to validate health information.** **SOL 5.4**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define a goal (something one works towards).	Differentiate between accurate and inaccurate health information. 1. Find reputable supporting agencies which endorse the Internet site; 2. Identify whether there are supporting authors or studies; 3. Determine who has written the information and where the information can be checked; 4. Establish the aims of the site are clear; 5. Determine when the site was produced; 6. Screen the information for bias or opinion; and 7. Identify whether the site provides other choices available.	Evaluate health information sources to determine whether it has reliable content, is accurate, and provides current information.
Identify why one needs to set goals (to know what one wants so one can judge progress and to keep working on becoming a better person).		Define health fraud, quackery, and false advertising.
		Explain how corporations use gimmicks and other methods of persuasion to sell products.
Define personal health (taking care of one's physical, mental, emotional, family, and social health).		**5.1.3 The student will acquire problem-solving skills to critically evaluate and interpret advertisements and promotions designed to influence consumer's health products and service decisions.** **SOL 5.4b**
Identify physical health goals (exercise, eat well, get enough sleep, keep one's body clean, etc.)		
Identify mental and emotional health goals (have self respect, a healthy body, make responsible decisions, have a good attitude, etc.)	Define quackery (health fraud or quackery is defined in The American Heritage Dictionary as "one who pretends to have medical knowledge" or the FDA defines health fraud as "articles of unproven effectiveness that are promoted to improve health, well being, or appearance").	**Essential Knowledge and Skills**
		Describe effective tools for evaluating health products and services.
Identify family and social health goals (relate well with others, respect others, treat others the way one wants to be treated, have good character, share feelings, follow family rules, etc.)	Identify warning signs of inaccurate health information (*Tip Offs to Rip Offs* – 11/12 '99, Kurtzweil, U.S. Food and Drug Administration). Use caution if: 1. One product does it all; 2. Has personal testimonials; 3. Promises quick fixes; 4. Claims to be a new found cure and satisfaction is guaranteed.	Explain how effective decision making and improved consumer education affects the buyer.

GRADE 3	GRADE 4	GRADE 5
3.1.3 The student will explore the use of a variety of print (newspapers, billboard, and magazine advertisements), audiovisual (video, DVD, etc.), and electronic media (internet) to access health information. **SOL 3.4c** **Essential Knowledge and Skills** Identify web sites on food product labels. Locate newspaper, magazines, books, audiovisual, and electronic media that provides access to health education information (work with one's school's media specialist).		

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 3 – 5

STRAND: **Safety/First Aid**

GOALS: **1. The student will gain basic skills and knowledge required for preventing injuries.**

            2. The student will be able to apply the knowledge and skills for basic life emergencies and life support.

GRADE 3	GRADE 4	GRADE 5
3.2.1 The student will be able to recognize safe and unsafe behaviors. **SOL 3.1c** **Essential Knowledge and Skills** Discuss the steps for making decisions. Identify one's options. Evaluate each choice. Determine the best choice. Identify the benefits of the choices one has selected. Describe safe behaviors (wearing a seatbelt, not playing with matches, wearing a helmet, not talking to strangers, etc.) Identify unsafe behaviors and how they can harm one's health.	**4.2.1 The student will understand the importance of seeking assistance from an adult in an unsafe or uncomfortable situation.** **SOL 4.7b** **Essential Knowledge and Skills** Define a trusted adult (someone a person trusts). Describe assistance (getting help). Identify unsafe/uncomfortable situations (feeling fear). Identify trusted adults: 1. In school; 2. At home; and 3. In public places. Identify potential unsafe or uncomfortable situations and what to do.	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 3 – 5

STRAND: **Community and Environmental Health**

GOALS: **1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.**

          2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE 3	GRADE 4	GRADE 5
3.3.1 The student will be able to locate and access health services and agencies to obtain health information. **SOL 3.4a** **Essential Knowledge and Skills** Describe where to locate phone numbers for ambulance services, police departments, and animal control agencies. Identify health agencies that are responsible for water quality, transportation safety, drug treatment, hospital care, childcare standards, etc.	**4.3.1 The student will understand the benefits of taking personal responsibility for exhibiting health practices within the school and community setting.** **SOL 4.6a** **Essential Knowledge and Skills** Define community (the group to which one belongs). Describe responsibility (a job or a duty). Identify how to model good health practices within the school and community setting. **4.3.2 The student will understand the benefits of volunteering within the school and community setting.** **SOL 4.6b** **Essential Knowledge and Skills** Define volunteer (someone who helps without expecting a reward). Analyze the benefits of volunteering to help solve community health problems.	**5.3.1 The student will explain the benefits of working together to support environmental issues.** **SOL 5.5a** **Essential Knowledge and Skills** Define collaborative (working together). Identify community workers who help protect the environment (park rangers, fire and rescue, trash collectors). **5.3.2 The student will examine community health issues.** **SOL 5.5b** **Essential Knowledge and Skills** List some health issues (something that will affect the health of the individual or community). List types of pollutants. Explain how pollution affects health (environmental pollution damages people's health and harms animals and plants).

GRADE 3	GRADE 4	GRADE 5
3.3.2 The student will understand dietary customs and practices that may impact community health decisions. **SOL 3.5a** **Essential Knowledge and Skills** Define customs (a practice followed by people of a particular group from different geographic origins, races, and ethnicities). Define diet (the foods that are usually eaten). List cultural customs/traditions which affect: 1. Dietary practices (vegetarian, fasting, etc). 2. Social practices (women cannot participate in sports; women cannot participate in activities with men, different dress, etc.) 3. Participation in physical or recreational activities (prohibit participation in dance, contact sports, motorized sports, etc. In addition, some religious customs include fasting which could limit participation in physical activities). 4. Health care (different cultures and religions have diverse health care beliefs and practices, e.g. western medicine, herbalist, acupuncture, medicine men, etc.)		**5.3.3 The student will explain the benefits of volunteering.** **SOL 5.5c** **Essential Knowledge and Skills** Define volunteerism (Offering a service without being paid). Identify community needs and volunteer to work on them. Explain how volunteering contributes to the health of individuals and the community. **5.3.4 The student will explain customs and traditions.** **SOL 5.5d** **Essential Knowledge and Skills** Identify different health customs and traditions in the community. **5.3.5 The student will explain how people can work cooperatively to promote community health and wellness.** **SOL 5.5e** **Essential Knowledge and Skills** Identify people in the community who promote health and wellness (doctors, nurses, dentists, health teachers, physical education teachers, optometrists, emergency medical technicians, rescue squad personnel, mental health professionals, and state and local health departments).

GRADE 3	GRADE 4	GRADE 5
3.3.3 The student will understand recreational activities that may impact community health decisions.　　　　　**SOL 3.5b** **Essential Knowledge and Skills** Describe recreation (leisure activities). **3.3.4 The student will understand celebrations and traditions that may impact community health decisions.**　　　　　**SOL 3.5c** **Essential Knowledge and Skills** Describe traditions (time-honored practices). Explain celebrations (special occasions).		**5.3.6 The student explains the development of community health projects.**　　　　　**SOL 5.5f** **Essential Knowledge and Skills** Describe health projects that promote community health and wellness.

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 3 – 5

STRAND: Body Systems
GOALS: 1. The student will identify structure, function, and major body systems in order to maintain an optimal level of health.

GRADE 3	GRADE 4	GRADE 5
	4.4.1 The student will understand how nutrients are essential for proper brain functioning. **SOL 4.1a**	**5.4.1 The student will understand the effects of diet, exercise, and drug use on cardiovascular health.** **SOL 5.2e**
	Essential Knowledge and Skills	**Essential Knowledge and Skills**
	Describe the function of the brain (nerves send and receive messages to and from all parts of the body and the brain stores what one learns).	Identify the parts of the cardiovascular system (heart and blood vessels).
	Describe the function of the left side of the brain (is the memory side of the brain and is used when one reads, spells, and does math).	Define cardiovascular fitness (a strong heart muscle and healthy blood vessels).
	Describe the function of right side of the brain (is used when one draws, sings, writes stories, or shows feelings).	Explain personal health habits that positively affect the cardiovascular system (exercising, eating a low fat diet with lots of fruits, vegetables, and whole grains, not smoking, managing stress, maintaining a healthful weight, getting regular check ups, etc.)
	Identify nutrients that help the brain function well: 1. Proteins (good source of energy that last a long time – this is why proteins are needed for breakfast to think clearly at school); 2. Carbohydrates (starches and sugars – starches, such as bread, rice, pasta, and cereal, provide energy for a long time and should be included in one's breakfast while sugars provide quick energy that does not last a long time); 3. Fats (fats help make brain cells and other tissues and store vitamins); 4. Water (needed by every cell in the body – the brain will not work well without enough water – if one becomes dehydrated, one may become dizzy and weak); and	Describe personal health habits that negatively affect the cardiovascular system (alcohol, smoking, fatty foods, overweight, etc.)
		Define heart disease (a disease of the heart or blood vessels).
		Explain blood pressure (the force of blood against artery walls).
		Describe a heart attack (a sudden lack of oxygen to the heart which causes death to the cells that make up the heart muscle).

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GRADE 3	GRADE 4	GRADE 5
	5. Minerals and vitamins (minerals - they help with chemical processes in the cells and are needed for muscles and nerves to work; vitamins – they help the body use carbohydrates, proteins, and fats – vitamin B is needed for nerve cells and memory to work well).	

STRAND: Disease Prevention

GOALS: 1. The student will understand the importance of proper health care and disease prevention.

2. The student will understand how diseases are spread.

GRADE 3	GRADE 4	GRADE 5
3.5.1 The student will develop strategies for solving health-related problems. SOL 3.2c **Essential Knowledge and Skills** Define a health problem (one's body does not work well). Identify types of health problems (obesity, diabetes, heart disease, asthma, a cold, a broken bone, the flu, etc.) Describe the three "C's" of effective decision making (clarify, consider, and choose). Determine strategies to solve or prevent health problems (exercise, eat well, get plenty of rest, wash one's hands, etc.)	**4.5.1 The student will understand how the body has defenses that protect against diseases and germs. SOL 4.4a** **Essential Knowledge and Skills** Define a pathogen (a germ that causes diseases – there are five different types of pathogens). Define an antibody (a substance in the blood that helps fight pathogens). Define immunity (protected from a certain disease). Define a vaccine (a medicine that has dead or weak pathogens in it). Identify how the body fights diseases (unbroken skin, cilia (tiny hairs in air passages), mucus (moist coating that lines the nose and throat), tears, stomach acids, white blood cells, and antibodies). Describe how good health affects the immune system (the healthier the body, the better the immune system will function).	**5.5.1 The student will understand the connection between a healthy lifestyle and disease prevention. SOL 5.2a** **Essential Knowledge and Skills** Define healthy lifestyle (choosing healthy, safe behaviors that improve mental and physical health). Determine how regular physical activity, proper diet, proper amounts of sleep, reducing stress, and abstaining from the use of alcohol and other drugs affect the body's ability to prevent diseases. List types of chronic diseases that can be prevented or delayed as a result of a healthy lifestyle (heart, lung, diabetes, liver, etc.)

GRADE 3	GRADE 4	GRADE 5
3.5.2 The student will identify ways in which health care has improved as a result of advances in science and technology. SOL 3.4b **Essential Knowledge and Skills** Identify dental health care improvements we now have that were not available 100 years ago. Give examples of new technologies that provide safer, quicker, and more efficient health care (ultra sound images instead of x-rays, laser surgery instead of glasses, etc.)	**4.5.2 The student will understand what viruses, bacteria, and fungi are and how to prevent the spread of these germs. SOL 4.4b** **Essential Knowledge and Skills** List the three most common types of pathogens: 1. Bacteria (a one-celled living thing); 2. Virus (a pathogen that makes copies of itself); and 3. Fungus (a plant-like living thing). Describe how the spread of these germs can be prevented: 1. Stay away from someone who has an illness that can be spread; 2. Do not touch anything that person has touched; 3. Wash hands thoroughly with soap and water; 4. Cover sneezes or coughs; and 5. Keep hands away from the eyes, nose, and mouth.	

GRADE 3	GRADE 4	GRADE 5
	4.5.3 The student will understand the difference between diseases which can be spread by contact (communicable) and those that cannot (non-communicable). SOL 4.4c **Essential Knowledge and Skills** Define communicable disease (a disease caused by pathogens that can be spread – cold, flu, strep throat, etc.) Define non-communicable diseases (a disease that cannot be spread from one person to another – heart disease, cancer, diabetes, etc.) Identify the primary causes of non-communicable diseases (genetics, diet, etc.) **4.5.4 The student will understand that the earlier a disease or health problem is detected, the faster the body can recover. SOL 4.4d** **Essential Knowledge and Skills** Describe early detection of health problems (identifying systems or changes in one's behavior or a body function). Identify how to detect health problems early: 1. Get regular medical checkups to monitor growth and development, blood pressure, cholesterol, heart, and lung function, etc.; 2. Tell parents or guardians if shortness of breath, no appetite, any pain, dizziness, swelling of joints, blood in the urine, etc. occurs.	

GRADE 3	GRADE 4	GRADE 5
	Identify the states of a disease: 1. Incubation period (time between when a pathogen/germ enters the body until symptoms of the disease occur); 2. Acute period (time when the symptoms of the disease are the greatest); and 3. Recovery period (time in which the visible symptoms of the disease begin to go away – one can relapse back to the acute period if one does not rest and drink plenty of fluids). Identify why early detection is important (the earlier the disease is identified, the easier it is to treat).	

GRADE 3	GRADE 4	GRADE 5
	4.5.5 The student will understand how regular physical activity, good nutrition, and health choices helps to prevent illness. SOL 4.4.e **Essential Knowledge and Skills** Makes the heart and muscles strong. Helps one manage weight. Increases bone density and the proper release of growth hormones. Helps one relax and sleep better. Gives one something fun to do with family and friends. Produces feelings of well-being by regulating brain hormones (endorphins, adrenaline, etc.) that reduce anxiety and stress. Helps to improve heart/lung efficiency and blood flow to the brain which improves concentration, memory, etc. so one is more likely to get good grades. Helps to coordinate the right and left sides of the brain which is essential to learning how to read, do math, etc.) Helps to prevent heart disease, cancer, and diabetes. Helps the body fight off pathogens (germs).	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 3 – 5

STRAND: **Nutrition**
GOALS: **1. The student will understand the importance of food choices on overall health.**

GRADE 3	GRADE 4	GRADE 5
3.6.1 The student will understand how making good food and beverage choices based on nutritional content will positively impact growth and development. SOL 3.1a **Essential Knowledge and Skills** Exhibit positive health habits that influence personal growth and development. Define nutrients (materials in food that are used by the body). Define vitamins (nutrients that help the body use proteins, carbohydrates, and fats). Define minerals (nutrients that help with the body's chemical processes and are needed for muscles and nerves to work – important minerals are calcium, phosphorus, and iron). Identify the importance of water (a nutrient needed by all body fluids and cells and used for body processes such as digestion). Define proteins (nutrients needed to build, grow, and repair body cells). Describe foods that we need for proper nutrition (use the MyPyramid food guidance system). Identify how to make wise food choices (by understanding the MyPyramid food guidance system and checking the ingredients and nutritional information on the food labels).	**4.6.1 The student will understand how nutrients are essential for proper brain functioning. SOL 4.1a** **Essential Knowledge and Skills** Identify nutrients that help the brain function well: 1. Proteins (good source of energy that lasts a long time – this is why one needs proteins for breakfast to think clearly at school); 2. Carbohydrates (starches and sugars – starches, such as bread, rice, pasta, and cereal provide energy for a long time and should be included in breakfast while sugars provide quick energy that does not last a long time); 3. Fats (fats help make brain cells and other tissues and store vitamins); 4. Water (needed by every cell in the body – the brain will not work well without enough water – if one becomes dehydrated, dizziness and weakness may result); 5. Minerals (they help with chemical processes in the cells and are needed for muscles and nerves to work); and 6. Vitamins (they help the body use carbohydrates, proteins and fats – vitamin B is needed for nerve cells and memory to work well).	**5.6.1 The student will understand the connection between nutritional guidelines and weight management. SOL 5.2b** **Essential Knowledge and Skills** Understand nutritional value of specific foods. Identify strategies for managing weight (example: portion size, food diary, and exercise log). Describe impact of nutrients on growth and body weight. Recognize food content that provides positive results and negative results.

GRADE 3	GRADE 4	GRADE 5
	4.6.2 The student will identify the importance of balance, variety, and moderation in a meal plan through the use of the food pyramid guide. **SOL 4.1b** **Essential Knowledge and Skills** Describe the messages in the MyPyramid symbols (physical activity, variety, proportionality, moderation, gradual improvement, and personalization). 1. Eat at least 3 ounces of whole-grain cereals, rice, or pasta every day. 2. Go low-fat or fat-free when choosing milk, yogurt, and other milk products. 3. Choose food and beverages low in added sugars. **4.6.3 The student will understand and describe malnutrition and its effect on the mind and body.** **SOL 4.1c** **Essential Knowledge and Skills** Define malnutrition (the body does not get the nutrients it needs to grow and for the body systems to function properly). Describe the effects of malnutrition on the mind and body: 1. Vitamin deficiencies – unhealthy skin, teeth, and bones; difficulty concentrating, irritability, depression, and digestive problems; 2. Protein deficiencies – affects skin color, growth, and mental ability;	

GRADE 3	GRADE 4	GRADE 5
	3. Mineral deficiency – most common is iron deficiency which causes fatigue and illness; calcium and magnesium deficiency – weakens bones and teeth.	
	4.6.4 The student will understand how proper nutrition is essential for growth and development. **SOL 4.1d**	
	Essential Knowledge and Skills	
	Develop and adopt personal goals to achieve healthy eating.	
	4.6.5 The student will understand how fats, carbohydrates, and proteins are all sources of energy for the body and affect physical performance. **SOL 4.1e**	
	Essential Knowledge and Skills	
	Identify foods that are high in fats (meat, dairy products, oil, and margarine).	
	Identify foods that are high in carbohydrates (starches – bread, pasta, potatoes, and beans; sugars – fruits and sweets).	
	Identify foods that are high in proteins (meat, fish, eggs, milk, yogurt, cheese, and beans.	
	Explain why carbohydrates and fats are so important for physical activity/performance.	
	Determine why energy is important for physical activity/performance (one needs good food to fuel quick bursts of power, speed, strength, and endurance.)	

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS HEALTH CURRICULUM: GRADES 3 – 5

STRAND: **Drub Abuse and Prevention**
GOALS: **1. The student will understand the positive and negative effects of drug and alcohol use.**
2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 3	GRADE 4	GRADE 5
3.7.1 The student will understand the consequences of taking medicines improperly. **SOL 3.3a**	**4.7.1 The student will describe the impact which drug and alcohol use has on individuals, families, and communities.** **SOL 4.3a**	**5.7.1 The student will explain the effects of tobacco, alcohol, inhalants, and other drugs have on the integrated functioning of the body systems.** **SOL 5.3a**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define medicines (prescription – antibiotic or over-the-counter drugs – aspirin).	Describe how drug use affects someone physically, mentally, socially, and emotionally (harms the mental and physical health, changes the way one thinks and feels – one may get bad grades, go to jail, feel frightened, confused, or angry, etc.)	Define body systems (a group of organs that work together to perform a function).
Identify the difference between prescription and over-the-counter drugs (prescription drugs are medicines that a doctor must prescribe while over-the-counter drugs are medicines one can buy without a doctor's prescription.	Identify how drug use affects family relationships and may cause a financial burden on the family (violates family trust, causes financial strain, drug user may steal from other family members, etc.)	Explain how tobacco, marijuana, and inhalants affect the integrated functioning of body systems (affects all systems – has a primary affect on the respiratory, circulatory systems, nervous and muscular systems – polluted air enters the respiratory system and travels to the blood and then the nicotine and THC or another toxic chemical is taken to the brain).
Describe medicine misuse (unsafe use of a medicine that is not done on purpose).	Determine the affect drug use has on the community (increases crime, gangs, drunk driving crashes, negatively impacts the economy, etc.)	Explain how alcohol and other depressant drugs affect the integrated functioning of body systems (enters the digestive system – moves into the circulatory system (BAC), is taken to the brain where it depresses brain function which affects the nervous and muscular systems).
Describe medicine abuse (taking too much medicine on purpose).		
List examples of improper use of over-the-counter and prescription medicine: 1. Taking too much medicine; 2. Taking someone else's medicine; 3. Letting someone else take one's medicine; 4. Taking medicine from someone other than one's parents or another responsible adult; and 5. Taking medicine without parental permission.		Describe how stimulants affect the integrated functioning of body systems (speeds up all body functions – major effect on the digestive, respiratory, circulatory, and nervous systems – faster heart rate, get jittery, cannot sleep, eat, etc.)

GRADE 3	GRADE 4	GRADE 5
3.7.2 The student will identify the use of refusal skills to counter negative influences. SOL 3.3b	**4.7.2 The student will understand the long-term physical, financial, mental/emotional, and social consequences of drug use. SOL 4.3b**	**5.7.2 The student will understand the effects alcohol, inhalants, and other drugs have on academic performance. SOL 5.3b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define refusal skills (ways of saying NO to behavior that is wrong).	Identify the long-term physical consequences of alcohol and drug use (mental and physical diseases, dependence, or addiction, etc.)	Explain how drugs affect academic performance (affects brain function, desire for success, and attendance in school).
Identify why it is important not to use drugs, alcohol, and tobacco products (they can harm one's health).	Describe the long-term financial consequences of alcohol and drug use (loss of job, house, etc.)	Describe how drinking alcohol may affect academic performance (harms judgment, memory, and muscle coordination; can cause depression; harm friendships; loss of ambition, increased absenteeism; etc.)
Describe ways to say NO to drugs: 1. Say NO in a firm voice; 2. Give reasons why one is saying NO; 3. Stay away from people who use drugs; 4. Tell parents or a trusted adult if someone tries to give you drugs; and 5. Help friends say NO to things that may hurt them.	Identify the long-term mental/emotional consequences of alcohol and drug use (memory problems, loss of self-respect, confusion, etc.)	Explain how inhalants may affect academic performance (kills brain cells, impairs memory, causes emotional swings, causes depression, etc.)
	Describe the long-term social consequences of alcohol and drug use (loss of relationships, trust, breakdown of safe community, etc.)	Describe how abusing stimulants may affect academic performance (causes headaches, feel cranky, sad, paranoid, may hallucinate, etc.)
	4.7.3 The student will understand the connection between drug use and violence. **SOL 4.3c**	Explain how abusing depressants may affect academic performance (may get sleepy, have trouble speaking, weak pulse, low blood pressure, trouble breathing, slowed reaction time, cannot think clearly, feel mixed up, etc.)
	Essential Knowledge and Skills	
	Identify why people under the influence of drugs are more prone to violence (drugs affect the decision making process, the ability to reason, and the ability to know right from wrong.)	
	Describe why people under the influence of drugs are more prone to theft (drug users need a lot of money to support their habit and are often unable to keep a job).	
	Define a gang (a group of people who are involved in dangerous or illegal actions – they are often involved in drug trafficking and use illegal weapons when they get in fights).	

GRADE 3	GRADE 4	GRADE 5
3.7.3 The student will understand the dangers of using common household items as inhalants. **SOL 3.3d**	**4.7.4 The student will understand the Commonwealth of Virginia laws regarding alcohol and tobacco use for minors.** **SOL 4.3d**	**5.7.3 The student will describe the impact that drug and alcohol use have on family, friends, and other relationships.** **SOL 5.3c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define an inhalant (a chemical that is breathed in).	Research Virginia laws regarding alcohol and tobacco use for minors (must be 18 to purchase tobacco. Virginia has a Zero Tolerance law that makes driving under the influence of any amount of alcohol or drugs a serious criminal offense for drivers under the age of 21.)	Describe the impact of drug and alcohol use: 1. Lose interest in friends; 2. Lose interest in sports and other group activities; 3. Lose one's parents' or guardians' trust; 4. Lose trust in others; 5. Lose friends who choose not to do drugs; 6. Lose one's good reputation; and 7. Lose patience with family/friends.
Describe how inhalants harm one's health: 1. Kill brain cells; 2. Hurt memory and one cannot learn things so grades and future suffer; 3. Harm the heart, lungs, and nervous system; 4. One may lose control of the muscles or have trouble breathing; 5. One may have nose bleeds, sores around the mouth, or severe headaches; 6. One may see things that are not real; 7. One may lose interest in friends, school, sports, and family relationships; and 8. One may find that some brain and lung damage that inhalants cause cannot be undone.	Identify the consequences for violating alcohol laws (may be fined up to $2,500 for purchasing, possessing, or attempting to purchase alcoholic beverages; may face up to 12 months in jail; may be required to provide 50 hours of community service; or may have to wait an extra year before being eligible for a driver's license).	

GRADE 3	GRADE 4	GRADE 5
3.7.4 The student will understand how using mind altering drugs may negatively affect behavior and relationships with others. **SOL 3.3e** **Essential Knowledge and Skills** Identify negative effects of illegal drugs: 1. Become disinterested in doing well in school; 2. Withdraw from friends; 3. Engage in criminal or violent behaviors; 4. Cannot remember things; 5. Do not give attention to detail and do sloppy work; 6. Feel sad and mixed up; 7. Experience changes in personality that damage relationships; 8. Experience changes in interests; 9. Are not as productive as used to be; 10. See things that are not real; 11. Feel guilty for doing something wrong; and 12. Isolate themselves from others.		

GRADE 3	GRADE 4	GRADE 5
3.7.5 The student will identify the effects of tobacco, alcohol, and other drugs on the body systems. **SOL 3.3c** **Essential Knowledge and Skills** Define body systems (a group of organs that work together to do a job – the respiratory system takes in oxygen to keep cells alive, the circulatory system moves oxygen and nutrients to different parts of the body, etc.) Identify how tobacco, marijuana, and inhalants affect the body systems (affects all systems – has a significant effect on the respiratory, circulatory, nervous, and muscular systems). Describe how alcohol and other depressants affect the integrated functioning of body systems (enters the digestive system, moves into the circulatory system and is taken to the brain where it depresses brain function – this affects the nervous, muscular, and the rest of the body systems). Identify how stimulants affect the integrated functioning of body systems (speeds up all body systems especially the nervous system to the point that the body systems are unable to function together properly).		

STRAND: **Mental Health**

GOALS: **1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.**

2. The student will understand the knowledge and skills to develop and maintain a positive self-image.

3. The student will understand how to build and maintain a healthy relationship.

GRADE 3	GRADE 4	GRADE 5
3.8.1 The student will understand the benefits of resolving conflicts peacefully. **SOL 3.2b**	**4.8.1 The student will be able to use refusal skills when involved in difficult relationships.** **SOL 4.2a**	**5.8.1 The student will recognize the warning signs of stress and effectively manage stressful situations.** **SOL 5.2c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define a conflict (a disagreement). Describe the wrong way to settle a conflict (a physical or verbal fight). Identify the right way to settle a conflict: 1. Use self-control – do not fight; 2. Agree to listen to each other and talk things out; 3. Try to agree to a solution and then try it; 4. Walk away if the other person still wants to fight; and 5. Ask an adult for help.	Describe refusal skills: 1. Say NO in a firm voice; 2. Give reasons for saying NO; 3. Match one's actions with one's words; 4. Avoid situation in which someone might try to talk one into making a bad decision; 5. Stay away from people who make bad decisions; 6. Tell an adult if one is being pressured into a bad decision; and 7. Help others make responsible decisions.	Define stress (the reaction to any demand on one's mind or body.)
		Explain how the body reacts to stress (the body produces adrenaline which is a chemical that prepares the body for quick action – heart beats faster, breathe faster, blood flow to the muscles increases, more sugar goes into the blood, the muscles tense, the palms may get moist).
3.8.2 The student will understand how positive interactions with family, peers, and others contribute to positive social and emotional growth and development. **SOL 3.1d**		Describe the dangers of stress (stress that lasts a long time may cause headaches, stomach aches, fatigue, lessen resistance to disease, etc.)
Essential Knowledge and Skills		List healthy strategies for managing stress: 1. Exercise lessens muscle tension, helps one sleep well, and uses up the extra sugar in the bloodstream; 2. Talk to one's parents; 3. Plan one's day; 4. Do something enjoyable with a friend or play with a pet; and 5. Get plenty of sleep and eat healthy foods.
Describe characteristics of positive family interactions. Define peers. Describe positive ways to communicate with family and friends (verbal and non-verbal). Identify why it is important to be a member of a family or group.		

GRADE 3	GRADE 4	GRADE 5
	4.8.2 The student will identify bullying tactics, characteristics of aggressive behavior and ways to cope with difficult relationships. SOL 4.2b **Essential Knowledge and Skills** Explain the characteristics of a bully (someone who hurts or frightens others – a bully will usually pick on someone who is weaker, smaller, or alone.) Describe aggressive, bullying behavior (is usually loud, "in your face", using bad language, pointing fingers, etc.) Demonstrate what one should do if bullying behavior is observed (encourage the victim to tell a trusted adult and to stay away from the bully.)	**5.8.2 The student will understand the concept of self-image and how a positive self-image affects health. SOL 5.2f** **Essential Knowledge and Skills** Define self-image (how one regards one's self and the mental picture of how one believes they appear to others.) Describe what is involved in creating a self-image (developed by how one assesses physical appearance, body shape, academic accomplishments, athletic achievements, social skills, value system, relationships, etc.) Explain why a positive self-image is important (sets the stage for our actions and behaviors – people who have a positive self-image are more likely to be positive in all aspects of life including healthy behaviors).

GRADE 3	GRADE 4	GRADE 5
	4.8.3 The student will demonstrate coping skills needed to manage stressful situations. SOL 4.2c **Essential Knowledge and Skills**	**5.8.3 The student will demonstrate the interpersonal skills necessary to build healthy relationships.** **SOL 5.1** **Essential Knowledge and Skills**

Grade 4 – Essential Knowledge and Skills

Identify stressful situations (stress is a major part of life and negative stress includes change, test anxiety, troubles with friends, missing the bus, death of a pet, etc.)

Recognize and explain the body's response to stress.

Stress response is called the "fight or flight" response because the body prepares to fight or flee the stressor.
1. The hormone adrenaline is released into the blood which increases the level of sugar in the blood to give the body extra energy;
2. More blood is directed to the muscles and brain;
3. The heart beats faster;
4. The muscles tighten up so one is ready for action; and
5. One becomes more alert.

Explain why coping skills are necessary – describe how to develop coping strategies.
1. Stay healthy – eat nutritional foods and get plenty of sleep;
2. Breathe deeply and think of peaceful situations/places;
3. Think positively;
4. Laugh at the stressful situation;
5. Talk about the situation with a trusted adult.

Grade 5 – Essential Knowledge and Skills

Development of positive social skills.

Use of refusal and conflict resolution skills.

Effective verbal and non-verbal communication skills that convey care, consideration, and respect for self and others.

GRADE 3	GRADE 4	GRADE 5
	4.8.4 The student will recognize abusive behaviors and relationships. **SOL 4.2d** **Essential Knowledge and Skills** Define abuse (physical, emotional, or mental mistreatment of another person that is always harmful.) Explain why abuse happens (a person does not know how to handle a problem in a healthy way.) Recognize harmful relationships (relationship that harms self-respect and includes harmful behaviors and abuse). Identify abusive behaviors and relationships. 1. Physical abuse (results in physical injury to the person such as bruises, scratches, or broken bones); 2. Emotional abuse (use of words or gestures to make another person feel worthless such as insults, repeated threats, constant teasing, harsh criticism, etc.); 3. Neglect (failure to provide proper care, guidance, food, shelter, health care, and emotional support). Name people they can turn to for help (trusted adult, counselor, teacher, school nurse, school resource officer, religious clergy, etc.)	

GRADE 3	GRADE 4	GRADE 5
	4.8.5 The student will understand the importance of practicing self-control. SOL 4.2e	
	Essential Knowledge and Skills	
	Define self-control (stopping before one does something one should not do such as fighting, yelling, etc.)	
	Explain the importance of self-control. 1. Keeps one from doing things he/she might regret (do not yell or shove someone if they do something displeasing); 2. Keeps one from doing too much of something (eating the whole bag of chips, watching television all night, etc.); 3. Helps individuals manage their emotions (allows one to stop and think before one blows up at someone).	
	Define and explain anger (feeling mad or upset – everyone gets angry at times and it is okay to be angry however it is not okay if one is angry and harms someone, destroys property, etc.)	
	Demonstrate how to control angry feelings: 1. Take time out and do not respond right away (count to 10 slowly, walk away from the situation, etc.); and 2. Take a deep breath and accept a situation one cannot change (if something bad happens and one could not have kept it from happening, accept it and try not to feel angry).	

GRADE 3	GRADE 4	GRADE 5
	4.8.6 The student will identify obstacles to good communication and solutions to ineffective communication. SOL 4.7a	
	Essential Knowledge and Skills	
	Define communication (exchanging or sharing feelings, thoughts, or information).	
	Describe an obstacle (not being polite, not being constructive, being negative, etc.)	
	Identify potential obstacles to good communication.	
	Describe good communication skills for healthy relationships with peers and family: 1. Listening without interrupting; 2. Taking turns talking; 3. Accepting constructive criticism (the ability to give as well as accept constructive criticism) and; 4. Using "I" statements.	

HEALTH EDUCATION: GRADES 6 - 8 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
6	• 6.1.1 Environmental influences on personal health • 6.1.2 Personal responsibility • 6.1.3 Interpret personal and family wellness	• 6.2.1 Risky behaviors • 6.2.2 Importance of safety and first aid • 6.2.3 Procedures of first aid • 6.2.4 Use of safety equipment • 6.2.5 Vehicular and public safety practices	• 6.3.1 Self image and behaviors with gangs • 6.3.2 Resistance skills • 6.3.3 Volunteering • 6.3.4 Being a positive role model • 6.3.5 Persuasive tactics that influence consumers of personal and family health products used by the media	• 6.4.1 Maintaining healthy body systems
7	• 7.1.1 Recreational and leisure activities • 7.1.2 Benefits of physical activities • 7.1.3 Appropriate health practices • 7.1.4 Expressing opinions on health issues	• 7.2.1 Effects of risky behaviors	• 7.3.1 Alternatives to violence • 7.3.2 Persuasive advertising techniques • 7.3.3 Reliability of health information • 7.3.4 Health customs around the world • 7.3.5 Social and environmental factors • 7.3.6 Community health programs funding • 7.3.7 Community supports • 7.3.8 Community service	

HEALTH EDUCATION: GRADES 6 - 8 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
8	• 8.1.1 Short and long term health and fitness goals • 8.1.2 Consequences of sedentary life	• 8.2.1 Health risks of feelings of immortality • 8.2.2 Health risks of dangerous situations	• 8.3.1 Risks of gang activities • 8.3.2 Review health ads • 8.3.3 Influence of media sources • 8.3.4 Consumer rights and issues • 8.3.5 Methods to reduce health risks • 8.3.6 Health risks associated with peer pressure • 8.3.7 Healthy environment practices • 8.3.8 Community service opportunities • 8.3.9 Leadership skills through community projects	

HEALTH EDUCATION: GRADES 6 – 8 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
6	• 6.5.1 Disease prevention – communicable and non-communicable • 6.5.2 Diseases affect function of body	• 6.6.1 Healthy food choices • 6.6.2 Body image and weight management	• 6.7.1 Refusal strategies • 6.7.2 Effects of drugs on body functions • 6.7.3 Recognize contraindications for prescription and OTC drugs	• 6.8.1 Effects of stress • Respect of individuality • 6.8.3 Peer pressure • 6.8.4 Positive self-image • 6.8.5 Violent behaviors • 6.8.6 Importance of friends and adult mentors • 6.8.7 Understand positive and negative criticism
7		• 7.6.1 Dietary habits and affects on daily performance	• 7.7.1 Strategies for avoiding drug use	• 7.8.1 Effectively managing stress • 7.8.2 Coping with disappointment • 7.8.3 Factors affecting success in school • 7.8.4 Relationship between sleep and physical and mental performance • 7.8.5 Effects of difficult family situations • 7.8.6 Meaningful interpersonal relationships
8	• 8.5.1 Factors which influence the contracting of diseases • 8.5.2 Preventative health care measures and disease prevention • 8.5.3 Risk factors with communicable and non-communicable diseases	• 8.6.1 Eating disorders	• 8.7.1 Complications associated with alcohol and tobacco abuse	• 8.8.1 Treatment for emotional and mental health illnesses • 8.8.2 Consequences of sedentary lifestyle on mental health • 8.8.3 Positive relationships promote wellness • 8.8.4 Physical health on mental capabilities • 8.8.5 Resistance problem-solving and decision making skills

6 – 8 LITERACY CONCEPTS

adolescence American Heart Association anger management asthma bacteria BMI body system bullying dental health depression	domestic violence eating disorders emergency plan emotional abuse environmental influences essential nutrients health-care provider health risk hygiene injury-prevention	long-term consequence mental health neglect obesity peer pressure personal health prevention risk factor safety hazard self-esteem serving size short-term consequence stress substance abuse substance use weight management virus

STRAND: **Personal Health**
GOALS: **1. The student will be able to comprehend and apply concepts related to personal health.**

GRADE 6	GRADE 7	GRADE 8
6.1.1 The student will understand the affects environmental influences have on personal health. **SOL 6.1c**	**7.1.1 The student will understand the importance of recreational and leisure activities.** **SOL 7.2b**	**8.1.1 The student will understand the importance of developing and implementing short and long term health and fitness goals.** **SOL 8.2d**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define environmental influences (the physical, social, and cultural conditions affecting the individual's growth and development).	Define and give examples of recreational or leisure activities (play, amusement, and relaxation – activity that provides a positive outlet for physical energy).	Describe the goal setting process. 1. Identify the goal; 2. Get help and support from others; 3. Evaluate progress along the way; 4. Reward oneself once the goal is achieved; 5. Analyze why goal setting is a critical component of a personal fitness program; 6. Describe and give examples of the difference between short and long term goals; and 7. List the steps to reach a goal.
Identify physical environmental influences (shelter, water, air, land, pollution, food, etc.)	**7.1.2 The student will identify the benefits of regular physical activity and fitness. SOL 7.2d**	
Identify social environmental influences (family, peers, schoolmates, etc.)	**Essential Knowledge and Skills**	
Identify cultural environmental influences (traditions, norms, expectations, etc.)	Describe the benefits of physical activity and fitness (relieves stress).	**8.1.2 The student will understand the health risks of a sedentary lifestyle. SOL 8.1g**
Determine how air, water, and noise pollution affects personal health.	**7.1.3 The student will implement safe and healthy practices and behaviors. SOL 7.5a**	**Essential Knowledge and Skills**
Describe how family and peers affect personal health.	**Essential Knowledge and Skills**	Define and give examples of a sedentary lifestyle.
Describe how social norms and cultures affect personal health.	Describe appropriate health practices and behaviors.	Describe the physical health risks associated with a sedentary lifestyle.
	Explain appropriate methods of expressing opinions on health issues.	

GRADE 6	GRADE 7	GRADE 8
6.1.2 The student will understand the importance of accepting personal responsibility for their actions. SOL 6.4b	**7.1.4 The student will identify advocacy and the use of appropriate methods of expressing opinions on health issues.** SOL 7.5b	
Essential Knowledge and Skills	**Essential Knowledge and Skills**	
Define responsibility.	Explain appropriate methods of expressing opinions on health issues.	
List individual responsibilities.		
Discuss examples of situations in which assuming responsibility may be avoided.		
Define and explain responsible behaviors.		
Determine importance of accepting responsibility: 1. Reinforces respect for self and others; 2. Increases accountability; 3. Avoids blaming others for own mistakes; 4. Indicates a person of good character.		
6.1.3 The student will understand how to measure and interpret personal and family wellness data. SOL 6.6a		
Essential Knowledge and Skills		
Define personal wellness.		
Define family wellness.		
Identify and explain the wellness components (social, physical, emotional, intellectual, environmental, spiritual, and career).		
Identify methods of assessing personal and family wellness.		

STRAND: **Safety/First Aid**
GOALS: **1. The student will gain basic skills and knowledge required for preventing injuries.**
                 2. The student will be able to apply the knowledge and skills for basic life emergencies and life support.

GRADE 6	GRADE 7	GRADE 8
6.2.1 The student will identify risky behaviors and understand the consequences of engaging in risky behaviors. **SOL 6.4d**	**7.2.1 The student will use knowledge of health concepts to recognize the affects of harmful and risky behaviors.** **SOL 7.1b**	**8.2.1 The student will understand the health risks associated with feelings of immortality and invincibility.** **SOL 8.1e**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define risky behaviors. Identify examples of risky behaviors: 1. Smoking; 2. Riding a bike without a helmet; 3. Eating large amounts of "junk" food; 4. Skating without safety equipment; 5. Going into deep water and being unable to swim; 6. Not wearing a seatbelt; 7. Being physically inactive; 8. Using alcohol and other drugs; 9. Getting into a physical fight; 10. Handling firearms; 11. Playing with toxic chemicals.	Define risky behaviors. List risky behaviors that could cause harm to self or others.	Define immortality and reasons why young people may feel invincible. List activities which contribute/reinforce feelings of immortality. Identify individuals who choose to participate in extreme sports or other high-risk activities. Discuss the consequences of situations where feelings of immortality override rational thoughts.

GRADE 6	GRADE 7	GRADE 8
6.2.2 The student will understand the importance of safety and first aid.　　SOL 6.5b **Essential Knowledge and Skills** Define injury. Define an accident. Define first aid. Explain what to do in an emergency situation: 1. Check the scene for hazards; 2. Call 9-1-1 or the local emergency number; 3. Care for the victim until help arrives; 4. Administer basic first aid. List safety rules for a variety of situations: 1. Bleeding; 2. Burns; 3. Choking; 4. Poisoning; 5. Fractures; 6. Respiratory emergencies. **6.2.3 The student will become familiar with general first aid procedures.**　　SOL 6.5b **Essential Knowledge and Skills** Demonstrate basic first aid treatment for injuries. Describe the importance of first aid skills.		**8.2.2 The student will understand the health risks associated with involvement in potentially dangerous situations.**　　SOL 8.2f **Essential Knowledge and Skills** Identify and explain risk-taking behaviors (behavior that may cause injury or harm to the individual or others – risky behaviors usually have consequences). Discuss potentially dangerous situations and subsequent consequences associated with these behaviors. Provide information relative to avoiding involvement in high-risk behaviors (good judgment, attitude, maturity, self-image, self-control, etc.)

GRADE 6	GRADE 7	GRADE 8
6.2.4 The student will identify behaviors such as the use of protective gear that reduce the risk of accidents or injury. **SOL 6.5 c-d** **Essential Knowledge and Skills** List activities that required protective gear. List types of protective gear. **6.2.5 The student will understand the need for vehicular and public safety practices. SOL 6.5a** **Essential Knowledge and Skills** Identify vehicle safety precautions. List safety precautions to observe while at the park, playground, or on public roadways. Explain safety precautions to take at school and in the community.		

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 6 - 8

STRAND: **Community and Environmental Health**

GOALS: **1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.**

2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE 6	GRADE 7	GRADE 8
6.3.1 The student will understand the connection between self-image and the behaviors associated with gangs. SOL 6.1b	**7.3.1 The student will explore alternatives to gang-related behaviors and acts of violence. SOL 7.1a**	**8.3.1 The student will understand the risks associated with gang-related activities. SOL 8.2a**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define self-image (the way one sees oneself).	Describe a gang (group of young people who band together to participate in violent or criminal behaviors).	Describe gang-related behaviors.
Identify who influences self-image (feedback received from parents, siblings, other relatives, friends, teachers, and anyone else that may have contact with and will influence self-image).	Identify venues that display images of violence (violence on television, stories about violent crimes, etc.)	Discuss risks associated with gang-related activities.
Define gangs (groups of young people who participate in violent or criminal activity).	Identify the causes of violence (money, anger, hate crimes, easy access to illegal weapons, gang peer pressure, alcohol and other drugs, etc.)	**8.3.2 The student will utilize a personal system of review to authenticate and validate the appropriateness of a variety of health education materials (print – newspapers, magazines, audiovisuals, and electronic information) which target adolescents. SOL 8.4a**
Identify the connection between self-image and gangs (gang members target people with poor self-images because they are viewed as being weak and easy targets).	Review and discuss why someone would want to become a gang member (to be part of a group, to get drugs, feel lonely or bored, peer pressure, racial, or ethnic reasons, etc.)	**Essential Knowledge and Skills**
	Discuss the dangers of being part of a gang (forced to commit crimes, live in fear, etc.)	Brainstorm a list of sources of health-related information (Internet, library, product insert, magazine, television, infomercial, etc.)
		Determine which sources are more reliable and appropriate than others: 1. Is it based on scientific research? 2. Does it provide only one point of view? 3. Is it an attempt to sell something? 4. Does it provide the same information as another reliable source? 5. Is it appropriate?

GRADE 6	GRADE 7	GRADE 8
6.3.2 The student will understand the importance of resistance skills in avoiding violence, gangs, weapons, and drugs. SOL 6.4c	**7.3.2 The student will investigate types of advertising techniques used to influence adolescents' decisions. SOL 7.3a**	**8.3.3 The student will recognize the influence of multiple media sources on adolescent health choices. SOL 8.4b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define negative peer pressure.	Define advertising (designed to influence consumers to buy a product or service).	Brainstorm a list of media sources that influence adolescent health choices.
Demonstrate refusal skills: 1. Say NO in a firm voice; 2. Explain why NO was said; 3. Offer other options; 4. Leave.	Explain infomercial advertising for health and wellness products (anti-smoking messages, encouraging milk consumption, etc.)	Determine why some media sources are more influential than others.
Explain the importance of avoiding gangs, weapons, and drugs: 1. They are likely to lead to serious trouble; 2. Gangs are often involved in violent and illegal behavior; 3. Oneself or a family member may get hurt; 4. Possession of a weapon may result in someone being accidentally hurt. 5. Possession of a weapon at school results in expulsion; and 6. Use of drugs affects ones' ability to make wise decisions.	Identify types of advertising designed to influence adolescents' decisions (groups of teens, beautiful people, good times, status, etc.)	**8.3.4 The student will evaluate consumer rights issues related to products and services targeted at adolescent consumers. SOL 8.3c**
	Describe misleading advertising (claims sound too good to be true, blend opinion with fact, exaggerate the good and barely mention the negative aspects of the product, etc.)	**Essential Knowledge and Skills**
		Define consumer rights.
		List examples of health quackery.
		List examples of consumer problems that may occur with health products or services.
		Identify solutions to health product or service problems.
		Define consumer advocate.

GRADE 6	GRADE 7	GRADE 8
6.3.3 The student will identify how involvement and volunteering with family or community projects is an asset to personal as well as community health. **SOL 6.7a**	**7.3.3 The student will understand the need to develop a process to validate the reliability of health information derived from different sources.** **SOL 7.3b**	**8.3.5 The student will investigate and evaluate methods to reduce health hazards and risks.** **SOL 8.5a**

GRADE 6

6.3.3 The student will identify how involvement and volunteering with family or community projects is an asset to personal as well as community health.   **SOL 6.7a**

Essential Knowledge and Skills

Describe common identity (having similar interests and goals).
Define volunteerism (to provide a service without getting paid).
Identify reasons that community health is important to personal health.

6.3.4 The student will evaluate the benefits of becoming a positive role model within the family and the community.   **SOL 6.7c-e**

Essential Knowledge and Skills

Develop peer mediation techniques: 1. Define mediation (a process in which a trusted person helps to settle a conflict); 2. Describe a mediator (a person who helps two sides solve a problem reasonably); 3. Explain a conflict (disagreement between 2 or more people); 4. Describe a put-down (a negative remark that may make others angry).
Demonstrate respect for the opinions and beliefs or other individuals and respect for rules and regulations. 1. Define respect (having a high regard for others); 2. Explain why there are rules and regulations.

GRADE 7

7.3.3 The student will understand the need to develop a process to validate the reliability of health information derived from different sources.   **SOL 7.3b**

Essential Knowledge and Skills

Brainstorm sources of subjective health information (friends, advertising, etc.)
Brainstorm sources of factual health information: 1. Nonfiction books on nutrition, fitness, science, medicine, etc.; 2. Reliable media sources; 3. Internet; 4. Community, State, and National agencies and non-profit organizations (American Heart Association, Centers for Disease Control, Health Department, etc.); 5. Scientific studies.
Determine how to validate the reliability of information on the Internet (contains a logo or reliable source of information such as the American Medical Association.

GRADE 8

8.3.5 The student will investigate and evaluate methods to reduce health hazards and risks.   **SOL 8.5a**

Essential Knowledge and Skills

Define quackery (consumer fraud or deception that involves the practice of promoting or selling useless products or services).
Define quack (a person who markets inaccurate health-related information, unreliable health care, or useless products or services).
Describe a fad (something that is very popular for a short period of time).
Define peer (a person in the same age group).
Describe peer pressure (the influence people of the same age have on one another).
Define ecology (the study of how living things are connected in the environment).
Describe a health advocate (someone who chooses actions that protect the environment).
Explain service learning (an educational experience that combines learning with community service without pay.)
Describe shadowing (spending time with a mentor as he/she performs work activities).
Define mentor (a responsible, trusted person who guides and helps a younger person).

GRADE 6	GRADE 7	GRADE 8

Describe mediation techniques:
1. Agree on a trusted peer or adult;
2. Set ground rules;
3. Agree to treat each other with respect;
4. Do not blame, name call, fight, or push;
5. Allow both sides to define the conflict;
6. List solutions to the conflict;
7. Judge each solution. Will the solution result in actions that:
   A. Are helpful?
   B. Are safe and non-violent?
   C. Are legal?
   D. Show respect for oneself and others?
   E. Follow the guidelines of responsible adults?
   F. Demonstrate good character?
8. Make a written agreement to try a solution;
9. Schedule a follow-up meeting.
 	
Identify ways to show respect:
1. Listen without interrupting;
2. Consider the views of others when a disagreement occurs;
3. Consider the feelings of others before acting;
4. Follow through on what is agreed to be done;
5. Build others up rather than putting them down;
6. Treat others as one would want to be treated.
	7.3.4 The student will understand how family practices and customs influence health decisions and identify different health practices around the world. **SOL 7.3c**
	
	Essential Knowledge and Skills
	
	Identify food customs that are influenced by family traditions.
	
	Explain the effect these dietary practices have on the individual, family, and groups.
	
	Identify physical activity practices that are influenced by family traditions.
	
	Explain the effect these physical activity practices have on the individual, family, and groups.
	
	Identify health care decisions that are influenced by family customs.
	
	Explain the effect these health care practices have on the individual, family, and groups.
		8.3.6 The student will understand the health risks associated with yielding to negative peer pressure. **SOL 8.5b**
		
		Essential Knowledge and Skills
		
		Identify three kinds of health-related quackery:
		1. Weight loss and diet scams;
		2. Unproven medical treatments;
		3. Unproven medical products.
		
		Investigate health-related products that promote quick fixes or cures.
		
		8.3.7 The student will understand practices associated with healthy environments. **SOL 8.5c**
		
		Essential Knowledge and Skills
		
		Explain environmental protection strategies for individuals and communities.
		1. Stop pollution;
		2. Choose behavior that prevents harmful changes in the atmosphere;
		3. Choose behavior that prevents harmful changes in the climate.
		4. Conserve natural resources;
		5. Improve living conditions for all;
		6. List ways to be a health advocate for the environment.

GRADE 6	GRADE 7	GRADE 8
6.3.5 The student will be able to recognize persuasive tactics used by various types of media. **SOL 6.6b** **Essential Knowledge and Skills** Recognize persuasive tactics designed to influence health consumers. Provide scientific evidence to authenticate a product or service.	**7.3.5 The student will identify how social and environmental factors affect community health.** **SOL 7.4a** **Essential Knowledge and Skills** Define social factors that affect community health: 1. Violent behaviors(actions or words that hurt people or things they care about; 2. Violence (acting in a way that hurts others); 3. Forms of violence (media, family, random). Identify environmental factors that affect community health: 1. Any negative change in the environment affects the health of all living things; 2. Increase in the human population places more demands on the earth's resources; 3. Natural events, such as tornados, blizzards, hurricanes, earthquakes, volcanoes, drought, and floods can disturb the balance of the environment; 4. Pollution (harmful wastes in the air, land, or water); 5. Poverty; and 6. War. **7.3.6 The student will understand the community's financial resources dedicated to promoting health.** **SOL 7.4b** **Essential Knowledge and Skills** Identify financial resources in the community dedicated to benefiting health programs.	**8.3.8 The student will be made aware of the opportunities for community service.** **SOL 8.5d** **Essential Knowledge and Skills** Describe steps to explore volunteer opportunities: 1. List one's skills, talents, and interest; 2. Ask a teacher or guidance counselor about opportunities to participate in service learning; 3. Call or visit organizations for which one would like to volunteer.

GRADE 6	GRADE 7	GRADE 8
	7.3.7 The student will understand how the community supports health services, partnerships and availability of emergency response systems and services. **SOL 7.4c-d**	**8.3.9 The student will understand that participation in family or community projects provides an opportunity to practice and develop leadership skills.** **SOL 6.7b**
	Essential Knowledge and Skills	**Essential Knowledge and Skills**
	List the community's support of health services and partnerships.	Define leadership (the ability to combine knowledge of self and others to achieve a common goal. Leaders model responsible behavior, take risks, and are tolerant of other's opinions).
	Identify the community's support of recreational and leisure activities.	Describe how to get involved with a project or service activity: 1. Consider ways to contribute as a volunteer; 2. Get permission and make a plan; 3. Evaluate the project when it is complete.
	7.3.8 The student will understand how community health programs are funded. **SOL 7.4b**	
	Essential Knowledge and Skills	Identify components of leadership skills: 1. Develop a vision (having an idea); 2. Motivate others (getting others involved); 3. Take initiative (organizing the group); 4. Communicate effectively (ability to explain the project and its goal); 5. Set goals, make decisions (being realistic about what can be accomplished); 6. Manage resources (making use of community or school resources, estimating how long a project will take, etc.)
	List the benefits of community service: 1. Promotes positive feelings; 2. Promotes feelings of confidence; 3. Promotes satisfying personal relationships; 4. Provides an opportunity for career exploration.	List examples of tasks that can be better accomplished by a group.
		Identify and develop a work plan for a project that will contribute to his or her family, school, or community.

STRAND: **Body Systems**
GOALS: **1. The student will identify structure, function, and major body systems in order to maintain an optimal level of health.**

GRADE 6	GRADE 7	GRADE 8
6.4.1 The student will understand the relationship between and the importance of maintaining healthy body systems. SOL 6.2b **Essential Knowledge and Skills** Differentiate between the different body cells. Define the function of body tissue. List and describe body organs. Define and explain the function of each body system. Explain how the following body systems work together: 1. Skeletal and muscular systems; 2. The circulatory and respiratory systems; 3. Digestive and excretory systems; 4. Nervous and all other body systems; 5. Endocrine and all other body systems. Identify behaviors that maintain healthy body systems: 1. Stay active; 2. Avoid alcohol, tobacco, and other drugs; 3. Get plenty of rest; 4. Drink plenty of water and eat healthy foods.		

STRAND: **Disease Prevention**
GOALS: **1. The student will understand the importance of proper health care and disease prevention.**
                          2. The student will understand how diseases are spread.

GRADE 6	GRADE 7	GRADE 8
6.5.1 The student will understand the difference between communicable and non-communicable diseases.　　　　　**SOL 6.1e** **Essential Knowledge and Skills** Define communicable and non-communicable diseases. Identify ways to prevent the spread of communicable diseases. Identify how to decrease one's risk of contracting a communicable disease, such as the common cold, influenza, strep throat, and Rocky Mountain spotted fever. Describe ways to prevent non-communicable diseases such as cancer, heart disease, high blood pressure, and diabetes. **6.5.2 The student will understand how diseases affect the function of the body.**　　　**SOL 6.2c** **Essential Knowledge and Skills** Define disease and differentiate between communicable and non-communicable diseases. Explain the process of infection and the immune system's response. Describe how diseases affect the function of body systems.		**8.5.1 The student will understand the relationship between pathogenic, genetic, age, cultural, environmental, and behavioral factors which influence the degree of risk for contracting certain diseases.**　　**SOL 8.1a** **Essential Knowledge and Skills** Define pathogen and give examples of pathogenic diseases (a disease-causing organism – cold, measles, chickenpox, influenza, smallpox, strep throat, tuberculosis, lyme's disease, rocky mountain spotted fever, typhus, ringworm, athlete's foot, malaria, dysentery, etc.) Define genetic disorder and give examples of genetic diseases/disorders (defect in genes or sections of chromosomes – diabetes, heart disease, hemophilia, cancer, multiple sclerosis, cerebral palsy, sickle-cell anemia, lupus, epilepsy, Down syndrome, etc.) List age related diseases (arthritis, heart disease, stroke, osteoporosis, diabetes, etc.) Give examples of diseases common among various cultures (diabetes, growth hormone deficiency, etc.)

GRADE 6	GRADE 7	GRADE 8
		Describe diseases caused by environmental factors (skin cancer and other cancers, allergies, malnutrition, lung disease from second-hand smoke, etc.)
		Give examples of diseases caused by specific behaviors (lung cancer, heart disease, diabetes, liver disease, etc.)
		List factors that may increase the risk of contracting diseases caused by the above factors.
		8.5.2 The student will understand the relationship between preventive health care measures, immunization, proper treatment and disease prevention. **SOL 8.1b** **Essential Knowledge and Skills**
		Define preventive health care measures (treating a disease or injury so that it does not get worse, getting proper nutrition, physical activity, rest).
		Define immunization (a vaccine of dead or weakened germs that causes the immune system to produce antibodies).
		List examples of treatment for several diseases.

GRADE 6	GRADE 7	GRADE 8
		8.5.3 The student will recognize risk factors associated with communicable and non-communicable diseases. **SOL 8.1h** **Essential Knowledge and Skills** List common non-communicable diseases (cancer, diabetes, heart disease, high blood pressure, arthritis, etc.) List common communicable diseases (influenza, mononucleosis, head lice, food-born diseases – e-coli, salmonella, and trichinosis – tick borne diseases, bacterial infections, etc.) Determine risk factors associated with communicable and non-communicable disease. List preventative measures for various diseases.

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 6 - 8

STRAND: **Nutrition**
GOALS: **1. The student will understand the importance of food choices on overall health.**

GRADE 6	GRADE 7	GRADE 8
6.6.1 The student will understand relationships to the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating habits. SOL 6.2a **Essential Knowledge and Skills** Understand the rationale for the dietary guidelines. List the seven dietary guidelines: 1. Eat a variety of foods; 2. Balance the food eaten with physical activity to maintain a healthy weight; 3. Limit the amount of fatty foods consumed; 4. Eat a variety of grains, vegetables, and fruits; 5. Limit salt intake; 6. Limit amount of processed sugar consumed; 7. Do not drink alcoholic beverages. Understand what is meant by a serving size and how it is determined. Recognize factors that influence eating habits.	**7.6.1 The student will understand the effects of nutrition on daily performance.** **SOL 7.2a** **Essential Knowledge and Skills** Explain why breakfast is the most important meal of the day. Describe a healthful breakfast. Identify nutrients that have a positive effect on physical performance (carbohydrates, proteins, fats, vitamins, minerals, and water). Describe nutritious snacks. Define nutrient dense foods (have a high amount of nutrients relative to the number of calories).	**8.6.1 The student will understand the physical, mental, and emotional causes of eating disorders and their consequences.** **SOL 8.3a** **Essential Knowledge and Skills** Define obsessive/compulsive disorder (trapped in a pattern of repeated behaviors or thoughts). Explain eating disorders (damaging eating behaviors that may lead to sickness or even death – anorexia, bulimia, binge or compulsive overeating, fad diets). List signs and symptoms of common eating disorders (eat very little, eat unusually large amounts of food, tooth decay, etc.) Describe the physical, mental, and emotional effects of eating disorders (health problems such as obesity, diabetes, or heart disease – guilt, shame, low self-esteem, poor body image, etc.) Explain why individuals develop eating disorders (obsessed with being thin, may have a distorted body image, etc.) Provide examples of other obsessive/compulsive disorders.

GRADE 6	GRADE 7	GRADE 8
6.6.2 The student will explore issues surrounding body image and weight management. **SOL 6.3f** **Essential Knowledge and Skills**		
Understand the concept of body image.		
Identify factors that affect perception of body image.		
Explore methods of determining a healthy weight.		

Determine body mass index (BMI):
1. Multiply weight in pounds by 703;
2. Square height (in inches);
3. Divide answer in step 1 by answer in step 2. The result determines categories of risk. Health risk based on BMI:
    A. If BMI is under 25, health risk is minimal;
    B. If BMI is 26-27, health risk is low;
    C. If BMI is 28-30, health risk is moderate;
    D. If BMI is 31-34, health risk is high;
    E. If BMI is 40 or higher, health risk is extremely high.		

Identify and explain illnesses related to body image and weight management: 1. Obesity; 2. Underweight.		
Identify and explain illnesses related to eating disorders: 1. Anorexia nervosa; 2. Bulimia nervosa.		
Explain proper weight management.		

STRAND: **Drug Abuse and Prevention**
GOALS: **1. The student will understand the positive and negative effects of drug and alcohol use.**
                  2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 6	GRADE 7	GRADE 8
6.7.1 The student will understand the benefits of using refusal strategies and assertive behavior when dealing with situations involving alcohol, tobacco, and other drugs. **SOL 6.1d (Refer to 6.3.2)** **Essential Knowledge and Skills**	**7.7.1 The student will develop strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances.** **SOL 7.2c** **Essential Knowledge and Skills**	**8.7.1 The student will understand the short and long term physical, mental, and social complications associated with alcohol and tobacco abuse.** **SOL 8.1c** **Essential Knowledge and Skills**
Define refusal skills.	List the benefits of staying tobacco, alcohol, and drug-free.	Define alcohol abuse (underage, binge drinking, peer pressures, etc., and the psychological or physical addiction to alcohol).
Identify the benefits of staying tobacco, alcohol, and drug-free.	Practice ways of saying NO.	Give examples of nicotine delivery mechanisms (cigarettes or smokeless tobacco).
Determine ways of saying NO.	Define and explain assertive behavior (willing to stand up for oneself in a firm but positive way).	Describe the short and long term health consequences of alcohol and tobacco abuse (impairs physical and mental growth and development of young people and causes poor judgment, loss of memory, bad breath, gum disease, heart and vascular disease, emphysema, cancer, cirrhosis of the liver, etc.)
Define assertive behavior.	Identify strategies for assertively saying NO:	
Describe effective assertive behaviors when saying NO: 1. Have a determined tone of voice; 2. Maintain eye contact; 3. Have a committed facial expression.	1. Increasing loudness and deepening the tone of voice; 2. Making eye contact; 3. Having a stern facial expression; 4. Leaving the situation.	
	Identify strategies for avoiding alcohol, tobacco, inhalants, and other drugs.	
	Participate in healthy alternatives (sports, clubs, recreations, etc.)	
	Choose friends wisely.	
	Participate in "refuse to use" pledge/activities.	

GRADE 6	GRADE 7	GRADE 8
6.7.2 The student will understand the relationships of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning. **SOL 6.2d** **Essential Knowledge and Skills** <table><tr><td>Describe the effects of alcohol and other depressants on body functions.</td></tr><tr><td>Explain the effects of tobacco on body functions.</td></tr><tr><td>Describe the effects of inhalants on body functions.</td></tr><tr><td>Determine the effects of marijuana on body functions.</td></tr><tr><td>Explain the effects of stimulants on body functions.</td></tr><tr><td>Describe the effects of narcotics on body functions.</td></tr><tr><td>Explain the effects of hallucinogens on body functions.</td></tr></table>		

GRADE 6	GRADE 7	GRADE 8
6.7.3 The student will be able to recognize contraindications (effects which are undesirable) for prescription drugs and over-the-counter medicines. **SOL 6.6c** **Essential Knowledge and Skills** Identify signs and symptoms of contraindications for prescription and over-the-counter drugs. Identify the role of the Food and Drug Administration (FDA). Describe how physical activity, dehydration, food, fatigue, and other medications may interact negatively with prescription and over-the-counter medications. Recognize the effects of medications which may be immediate or delayed. Identify what potency, expiration, absorption, and elimination rate mean in regards to medication use. Understand the importance of drug regulations, precautions, and safety for self and others when taking medication (Poison Control Center, Basic First Aid, etc.		

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PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 6 - 8

STRAND:　　**Mental Health**
GOALS:　　**1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.**
　　　　　　2. The student will understand the knowledge and skills to develop and maintain a positive self-image.
　　　　　　3. The student will understand how to build and maintain a healthy relationship.

GRADE 6	GRADE 7	GRADE 8
6.8.1 The student will understand how stress affects adolescents.　　　　**SOL 6.3a** **Essential Knowledge and Skills** Define stress. Distinguish between eustress and distress (eustress are the "good" stressors while distress are the "bad" stressors). Recognize situations that are stressful for sixth graders. List healthy ways to relieve stress: 1.　Increase physical activity; 2.　Relax, take deep breaths, listen to soothing music, and think positive thoughts; 3.　Get plenty of sleep; 4.　Practice time management; 5.　Set priorities; 6.　Talk to someone; 7.　Put things in perspective.	**7.8.1 The student will understand the benefits of stress management and stress-reduction techniques.**　　　　**SOL 7.1c** **Essential Knowledge and Skills** Define stress management (identifying sources of stress and applying strategies to cope with the mental and physical changes produced by stress). 1.　Explain stress management techniques. 2.　Work off stress. 3.　Talk with parents or someone trustworthy. 4.　Learn to accept what one cannot change. 5.　Get enough sleep. 6.　Take time to play and spend time with friends. 7.　Accept one assignment or task at a time. 8.　Plan ahead. 9.　Get medical help if sick. 10. Don't be afraid to say NO. 11. Be realistic about perfection. 12. Keep a sense of humor. 13. Care for pets. Recognize the benefits of stress management strategies (protect one's mental or physical health.)	**8.8.1 The student will understand the importance of recognizing symptoms of and getting treatment for emotional and mental health illnesses.**　　　　**SOL 8.1d** **Essential Knowledge and Skills** Define mental and emotional health (the ability to accept oneself and others, cope with emotions, and deal with change and the many challenges one encounters in life). Discuss adolescent mental or emotional problems (anxiety, depression, stress, peer pressure, self-image, or relationship problems, etc.) List healthy methods teens can use to cope with emotional health issues. List medical or counseling services for mental and emotional health problems. **8.8.2 The student will understand the consequences of a sedentary lifestyle. SOL 8.1g** **Essential Knowledge and Skills** Identify mental health disorders and academic performance consequences of a sedentary lifestyle.

GRADE 6	GRADE 7	GRADE 8
6.8.2 The student will understand the need to respect the uniqueness and individuality of others. **SOL 6.3b**	**7.8.2 The student will develop strategies for coping with disappointment.** **SOL 7.1d**	**8.8.3 The student will understand that developing positive relationships with others will help promote mental and physical wellness.** **SOL 8.2c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**	**Essential Knowledge and Skills**
Define respect.	Anticipate situations in which disappointment may occur (expect something and it does not happen).	Identify how developing positive relationships promotes wellness.
List examples of individual differences.	Discuss ways to cope with disappointment (discuss disappointments with parents and friends and practice stress management skills).	**8.8.4 The student will understand the impact physical health has on mental capabilities.** **SOL 8.3b**
Explain the concept of uniqueness.		
Define personal relationships.		
Define individuality.		**Essential Knowledge and Skills**
Describe a friendly/respectful environment where people: 1. Listen and are able to share ideas; 2. Are not afraid to ask for help; 3. Have self-respect and behave in responsible, caring ways; 4. Feel less stressed and more accepted; 5. Thank and compliment each other; 6. Respect people with disabilities.	**7.8.3 The student will discuss the factors that contribute to or detract from success in school.** **SOL 7.1e**	List the components of physical health.
		Describe healthy brain function.
		Identify how physical fitness impacts cognitive performance.
	Essential Knowledge and Skills	
	Identify positive and negative factors that affect academic performance (mental and physical health, adequate sleep, home environment, homework habits, proper nutrition, self-image and self-esteem, school safety, organizational skills, note taking skills, study skills and habits, test taking strategies, motivation, etc.)	**8.8.5 The student will understand benefits of using the resistance, problem solving, and decision-making skills for addressing health issues.** **SOL 8.2b**
Demonstrate ways to show respect for individual differences: 1. Treat others the way one wishes to be treated; 2. Try to understand other people's ways of life.		**Essential Knowledge and Skills**
		Define: 1. Negative peer pressure; 2. Resistance skills; 3. Problem solving; 4. Decision-making.
Reach out to people who are different.	Identify factors that affect school success over which one has control.	
Teach others to show respect to people who are different.	Identify factors that affect school success over which one has no control.	Discuss how resistance, problem solving, and decision making skills can lead to healthier decisions.

GRADE 6	GRADE 7	GRADE 8
6.8.3 The student will understand the effects of peer pressure on decision-making. SOL 6.3d **Essential Knowledge and Skills**	**7.8.4 The student will understand the relationship between sleep and physical and mental performance. SOL 7.2e** **Essential Knowledge and Skills**	

GRADE 6

6.8.3 The student will understand the effects of peer pressure on decision-making.   SOL 6.3d

Essential Knowledge and Skills

Define peer pressure.
Explain the difference between positive and negative peer pressure.
Identify situations involving negative peer pressure.
Explain the difficulty of not yielding to peer pressure.
Identify ways to handle peer pressure. Say NO. 1. Explain reasons for saying NO. 2. Encourage friends to make better decisions.

6.8.4 The student will understand the relationship between positive self-image and personal success.   SOL 6.4a

Essential Knowledge and Skills

Define self-image.
Explain the development of positive or negative self-image.
Explain the effects of self-image on mental health.
Understand how a positive self-image develops.
Maintain a positive attitude toward self and others. 1. Say positive things to others. 2. Do not dwell on hurtful remarks. 3. Accept complimentary remarks and encouragement from others.

GRADE 7

7.8.4 The student will understand the relationship between sleep and physical and mental performance.   SOL 7.2e

Essential Knowledge and Skills

Promotes sleep.
Provides feeling of well-being.
Maintains cardiovascular health.
Strengthens bones.
Improves brain function.
Tones muscles.
Helps with weight management.
How sleep affects physical and mental performance (helps one's body rebuild and reenergizes one's mind and body.

GRADE 6	GRADE 7	GRADE 8
Develop realistic expectations and understand that no one is perfect.	**7.8.5 The student will understand how difficult family situations affect individual family members.** **SOL 7.1f**	
Understand the benefits of a positive self-image: 1. Confidence in self resulting in success in school, sports, relationships, etc.; 2. Feelings of security and being loved; 3. Caring about self and health; 4. Standing up for what is important; 5. Not dwelling on disappointments; 6. Beginning to recognize negative habits that prevent a positive self-image. **6.8.5 The student will recognize that certain behaviors may result in violence.** **SOL 6.5e** **Essential Knowledge and Skills** Provide examples of behaviors/misunderstandings that may lead to violence.	**Essential Knowledge and Skills** Define family relationship (connection a person has with family members). Provide examples of difficult family situations (abusive behavior, financial problems, separation or divorce, illness, injury or death, loss of job, family has to move, birth of a baby, remarriage, etc.) Explain how these difficult family situations may affect individual family members (may feel angry, confused, afraid, sad, insecure, stress, etc.) Explore ways to adjust to these difficult changes: 1. Talk to parents or a trusted adult about negative emotions such as sadness, fear, or anger; 2. Avoid blaming or criticizing; 3. Look for opportunities to help with family expenses or with chores; 4. Recognize grief as a natural process that may last a long time; 5. Record feelings and experiences in a journal.	

GRADE 6	GRADE 7	GRADE 8
6.8.6 The student will discuss the importance of having significant friends and adult mentors in their life. **SOL 6.1a** **Essential Knowledge and Skills** Describe a significant friend (a special type of relationship between people who enjoy being together). Identify adult mentors (trusted adults – parents, guardians, other relatives, ministers, youth leaders, etc.) Determine why one needs significant friends (offer support, encouragement, share similar interests, etc.) Explain how one benefits from having adult mentors in one's life (offer support, encouragement, guidance and comfort when one feels troubled or need advice.)	**7.8.6 The student will understand the importance of developing meaningful interpersonal relationships.** **SOL 7.1g** **Essential Knowledge and Skills** Define interpersonal relationships (connection a person has with others). Explain a healthy relationship (a relationship that promotes mutual respect, trust, and understanding). Define and give examples of social skills (skills a person needs to communicate effectively and show others respect). Explain how to develop meaningful interpersonal relationships: 1. Show a willingness to listen; 2. Show concern for the needs of others; 3. Be honest and supportive; 4. Be able to give and take; 5. Make an effort to spend time together; 6. Encourage each other to do well and have good character; 7. Support other friendships; 8. Respect family guidelines and values; 9. Be willing to compromise (to give up something to reach a solution).	

GRADE 6	GRADE 7	GRADE 8

6.8.7 The student will understand the difference between positive and negative criticism and the appropriate response to each.
SOL 6.3c
 	
Essential Knowledge and Skills
 	
Define criticism.
 	
Describe why people criticize.
 	
Describe negative ways to respond to criticism.
 	
Describe positive ways to respond to constructive criticism.
1. Understand the person's point of view;
2. Accept making mistakes as a part of a learning process:
   A. Identify what was learned from the mistake and what can be done to avoid making the same mistake.
   B. Analyze the situation and determine how adjustments or improvements can be made to the situation.
   C. Offer thanks when constructive criticism is given.
 	
Describe positive ways to respond to hurtful/negative criticism.
1. Do not respond in a retaliatory way;
2. Using "I"-statements, explain why the statement was hurtful;
3. Be positive about the results.		

HEALTH EDUCATION: GRADES 9 - 10 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
9	• 9.1.1 Selecting health care products • 9.1.2 Promoting personal health • 9.1.3 Implementing a fitness plan • 9.1.4 Appropriate/inappropriate health behaviors • 9.1.5 Proper rest and physical activity • 9.1.6 Connecting personal health goals with State and National health issues • 9.1.7 Sedentary lifestyle health risks • 9.1.8 Examine family health habits and behaviors	• 9.2.1 Prevention of injury and premature death • 9.2.2 Situations involving risks • 9.2.3 Identify situations that require first aid and CPR	• 9.3.1 Understanding health professional relationships • 9.3.2 Identify school and community health programs • 9.3.3 Recognizing community projects and services • 9.3.4 Awareness of health-related social issues • 9.3.5 Involvement of school and community activities • 9.3.6 Effects of family health habits and behaviors • 9.3.7 Health product marketing techniques • 9.3.8 Benefits of volunteering • 9.3.9 Settling disputes • 9.3.10 Positive role models • 9.3.11 Avoid gang-related activities and weapons	• 9.4.1 Improving the cardiovascular system • 9.4.2 Using various sources of information to achieve and maintain long-term health of all systems in the body
10		• 10.2.1 Behaviors resulting in unintentional injuries • 10.2.2 Prevention of unintentional injuries • 10.2.3 Simulate emergency care • 10.2.4 Recognize life-threatening situations	• 10.3.1 Using technology to analyze health products • 10.3.2 Role of local, state, and federal health care • 10.3.3 Global impact of technological improvements on health care • 10.3.4 Identify health professions	

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
10		• 10.2.5 Prevention of injury and premature death • 10.2.6 Situations involving risks • 10.2.7 Situations requiring first aid and CPR	• 10.3.5 Outcome of drinking and driving • 10.3.6 Negative influence of teenage drug and alcohol use on younger members of the community • 10.3.7 Addressing community health issues • 10.3.8 Citizen responsibility to promote health goals	

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
9	• 9.5.1 Healthy behaviors, disease prevention, and control • 9.5.2 Connecting health information sources • 9.5.3 Sources of local, state, and national health organizations	• 9.6.1 Use current research and scientific study to interpret dietary principals • 9.6.2 Recognize the value of proper nutrition • 9.6.3 Impact of poor dietary choices • 9.6.4 Use various sources of information to evaluate the benefits of nutrition	• 9.7.1 Develop personal standards regarding the use of alcohol, tobacco, and other controlled substances • 9.7.2 Evaluate the effects of alcohol and other drug use • 9.7.3 Reducing health risks related to the use of alcohol, tobacco, and other drugs • 9.7.4 Sources of local, state, and national health organizations to identify effects of alcohol and drug use	• 9.8.1 Coping with stress • 9.8.2 Managing deadlines • 9.8.3 Practice conflict resolution • 9.8.4 Consequences of acts of violence using weapons • 9.8.5 Assertiveness • 9.8.6 Exercising self-control • 9.8.7 Developing goal-setting skills • 9.8.8 Impact of emotions on personal decision-making • 9.8.9 Understanding importance of positive role models • 9.8.10 Plan strategies to reduce and prevent violence

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
9				• 9.8.11 Propose conflict resolution • 9.8.12 Identify the risk factors and warning signs associated with someone who may harm him/herself • 9.8.13 Crisis management strategies
10				

9 – 10 LITERACY CONCEPTS

9th GRADE	nutrition plan	10TH GRADE INJURY/FIRST AID/CPR
addiction	overdose	CPR
antioxidant	pathogen	emergency plan
asthma	rehabilitation	first aid
blood pressure	substance abuse	heat exhaustion
caffeine	vaccine	heat stroke
chronic diseases	withdrawal	unintentional injury
conflict prevention strategy		
consumer rights		DRINKING/DRIVING
coping strategy		legal limit
degenerative disease		zero tolerance
dependency		
diet		
dietary supplement		
dieting		
fraud		
genetic inheritability		
health insurance		
illegal drugs		
immune system		
medical history		
melanoma		

PRINCE WILLIAM COUNTY PUBLIC SCHOOLS HEALTH CURRICULUM: GRADES 9 - 10

STRAND: **Personal Health**

GOALS: **1. The student will be able to comprehend and apply concepts related to personal health.**

GRADE 9	GRADE 10
9.1.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long term health and wellness. **SOL 9.1b**	**10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.** **SOL 10.1b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Describe a health consumer (person who uses health products or services).	Identify the outcomes of making healthy nutritional choices.
Identify several health products (soap, shampoo, toothpaste, sports drinks, etc.)	Describe the impact of healthy/poor nutritional choices.
Determine why having a decision-making process is important for selecting health products (personal safety).	Explain the effects of active and sedentary lifestyles.
Identify internal and external factors that influence buying decisions.	Describe the effects of tobacco, alcohol, inhalants, and other drug use on an individuals' health.
Recognize common advertising techniques (rich and famous, bandwagon, testimonials, rewards, etc.)	Identify behaviors that result in intentional and unintentional injury.
Describe consumer rights (right to safety, right to be informed, right to be heard, right to have problems corrected, etc.)	
Define fraud and quackery (making false claims – quackery is a type of medical fraud that plays on human emotions and fear).	
Identify who is the most common victim of health-care fraud (older people).	
Describe what quacks promise (anti-aging and arthritis remedies, cancer cures, etc.)	
Identify who can help with consumer problems (the company's management staff, licensing boards, Consumer Product Safety Commission, Food and Drug Administration, Federal Trade Commission, etc.)	
Use current research and scientific study to interpret nutritional principles.	
Use decision making process for choosing health and wellness products.	
Development of personal standards regarding the use of alcohol, tobacco, and other harmful substances.	

GRADE 9	GRADE 10
9.1.2 The student will recognize how maintenance of health habits promotes personal health. **SOL 9.1d** **Essential Knowledge and Skills** Describe health habits that promote personal health (exercise, diet, sleep, etc). **9.1.3 The student will implement a fitness and lifetime physical activity plan.** **SOL 9.1e** **Essential Knowledge and Skills** Identify components of a personal fitness plan: 1. Analysis of personal fitness data; 2. Incorporating fitness components and principals; 3. Establishing short and long term goals; and 4. Implementing and evaluating the plan. **9.1.4 The student will recognize the establishment of personal parameters for appropriate and inappropriate health behaviors. SOL 9.1f** **Essential Knowledge and Skills** Recognize parameters for appropriate and inappropriate health behaviors (diet and eating disorders, excessive exercising, obsession with fitness, etc.)	

GRADE 9	GRADE 10
9.1.5 The student will recognize the value of proper rest and regular physical activity. SOL 9.2c	

Essential Knowledge and Skills

Recognize how much sleep teenagers need (8 to 10 hours).
Identify adverse health effects of lack of sleep (linked to the rise in obesity; lowers growth hormone which controls the body's proportions of fat and muscle; blood studies show impaired glucose tolerance or a pre-diabetic state; sleep is when the brain rehearses recently-learned information so deep sleep improves memory and one's ability to learn; lowers the body's ability to fight infection.)
Describe the psychological and physiological benefits of physical activity.
Identify the health benefits of regular physical activity for teenagers and for a lifetime.
Describe how a healthy cardiovascular system improves personal health.

9.1.6 The student will identify the connections between personal health goals and state or national health issues (e.g., as found in the Report of the Surgeon General). SOL 9.4a

Essential Knowledge and Skills

Identify the national health issues outlined in the Report of the Surgeon General (http://www.health.gov/healthypeople).
Research community, state, national, and global health issues and evaluate their connections to personal health goals.
Identify how personal health practices can affect the health outcomes of individuals and groups (normative behaviors – smoking, poor nutrition, etc., the spread of communicable diseases, pollution, violence, immunizations, etc.)

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GRADE 9	GRADE 10
9.1.7 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. **SOL 10.1b** **Essential Knowledge and Skills** Define sedentary lifestyle. Describe health risks associated with a sedentary lifestyle (premature death, disease/illness, mental illness, chronic diseases, unintentional injuries, etc.) Identify the economic impact of a sedentary lifestyle in the United States ($79.6 billion in 2000). Describe behaviors that lead to a sedentary lifestyle. List strategies for developing an active lifestyle. List the physical, mental, and emotional benefits of exercise. **9.1.8 The student will examine family health habits and behaviors as they relate to health promotion.** **SOL 10.2g** **Essential Knowledge and Skills** Formulate a list of family health habits (nutrition, exercise, sleep, driving, hygiene, etc.) Identify effects of family health habits on physical activity. Analyze effects of family health habits on nutrition.	

STRAND: **Safety and First Aid**
GOALS: **1. The student will gain basic skills and knowledge required for preventing injuries.**
                     2. The student will be able to apply their knowledge and skills for basic life emergencies and life support.

GRADE 9	GRADE 10
9.2.1 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention and treatment of injury and premature death. **SOL 9.3a**	**10.2.1 The student will recognize behaviors that may result in unintentional injury.** **SOL 10.1d**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Identify risky behaviors that may result in permanent disability for self and others.	Discuss behaviors that may result in unintentional injuries.
Describe inappropriate actions that may contribute to injury (not wearing seatbelt, pranks, dares or challenges and other negative peer pressures, bullying, prejudice, riding with an intoxicated driver, etc.)	**10.2.2 The student will explain how to prevent unintentional injuries.** **SOL 10.1d**
9.2.2 The student will identify situations involving risks. **SOL 9.3c**	**Essential Knowledge and Skills**
Essential Knowledge and Skills	Explain how to prevent unintentional injuries:
Identify situations with inherent risks (driving recklessly, selling or buying drugs, participating in contact sports, using weapons, etc.)	1. Motor vehicle safety - wear safety belts and observe traffic laws; 2. Exercise safety – take precautions to minimize sports injuries; 3. Sports safety – wear appropriate protective equipment; 4. Water safety – check for depth or obstacles before diving; do not swim alone; 5. Prevent poisoning – read medicine labels, avoid toxic vapors; and 6. Fire safety – handle chemicals with care, check smoke alarms, etc.

GRADE 9	GRADE 10
9.2.3 The student will be able to identify situations that require first aid and CPR. **SOL 9.3d**	**10.2.3 The student will stimulate the ability to administer emergency care.** **SOL 10.3c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Define first aid (immediate temporary care given to an injured or ill person). Identify why learning basic first aid skills are important (knowing what to do and what not to do can prevent further damage). Define universal precautions (actions taken to prevent the spread of communicable disease by treating all blood as if it were contaminated). Describe the basic first aid steps for an emergency situation: 1. Recognize signs of an emergency (victim, smoke, toxic odor, etc.); 2. Decide what immediate action is needed (first responsibility is to never put the rescuer's life in danger to help someone else and do not move the victim unless the rescuer needs to protect him or her from further injury); 3. Call for help (explain the nature of the emergency, location, etc., and stay on the phone until the operator tells you to hang up); and 4. Provide care until help arrives (protect from further injury, maintain body temperature, control bleeding, reassure the victim that help is on the way, etc.) List common emergencies (sprains, broken bones, cuts, insect bites, burns, poisoning, fainting, nosebleed, heat exhaustion, etc.) Identify life-threatening emergencies (choking, shock, sever bleeding, heart attack, etc.) Describe first aid for common and life threatening emergencies. Describe CPR (combines rescue breathing and chest compressions to restore breathing and circulation).	Demonstrate first aid treatment for someone who: 1. Is experiencing a respiratory or cardiac emergency; 2. Has an open or closed wound; 3. Is burned; 4. Is suffering from an environmental emergency; 5. Has an injury to bones, joints, or muscles; 6. Faints; 7. Has been bitten by an animal; 8. Has a head, neck, or back injury; 9. Is in shock; 10. Has symptoms of a stroke, and 11. Has been poisoned (swallowed, absorbed, injected, or inhaled).

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GRADE 9	GRADE 10
	10.2.4 The student will recognize life-threatening situations. SOL 10.3e
	Essential Knowledge and Skills
	Evaluate life-threatening situations (situations that may cause death such as poisoning, respiratory obstruction, severe bleeding, elevated body temperature, heart attack, stroke, burns, etc.)
	10.2.5 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention and treatment of injury and premature death. SOL 9.3a
	Essential Knowledge and Skills
	Identify risky behaviors that may result in permanent disability for self and others.
	Describe inappropriate actions that may contribute to injury (not wearing a seatbelt, pranks, dares, or challenges and other negative peer pressures, bullying, prejudice, riding with an intoxicated driver, etc.)
	10.2.6 The student will identify situations involving risks. SOL 9.3c
	Essential Knowledge and Skills
	Identify situations with inherent risks (driving recklessly, selling or buying drugs, participating in contact sports, using weapons, etc.)

GRADE 9	GRADE 10
	10.2.7 The student will be able to identify situations that require first aid and CPR. SOL 9.3d

Essential Knowledge and Skills

Define first aid (immediate temporary care given to an injured or ill person).
Identify why learning basic first aid skills are important (knowing what to do and what not to do can prevent further damage).
Define universal precautions (actions taken to prevent the spread of communicable disease by treating all blood as if it were contaminated).
Describe the basic first aid steps for an emergency situation: 1. Recognize signs of an emergency (victim, smoke, toxic odor, etc.); 2. Decide what immediate action is needed (first responsibility is to never put the rescuer's life in danger to help someone else and do not move the victim unless the rescuer needs to protect him or her from further injury); 3. Call for help (explain the nature of the emergency, location, etc., and stay on the phone until the operator tells you to hang up); and 4. Provide care until help arrives (protect from further injury, maintain body temperature, control bleeding, reassure the victim that help is on the way, etc.)
List common emergencies (sprains, broken bones, cuts, insect bites, burns, poisoning, fainting, nosebleed, heat exhaustion, etc.)
Identify life-threatening emergencies (choking, shock, severe bleeding, heart attack, etc.)
Describe first aid for common and life threatening emergencies.
Describe CPR (combines rescue breathing and chest compressions to restore breathing and circulation).

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PRINCE WILLIAM COUNTY PUBLIC SCHOOLS
HEALTH CURRICULUM: GRADES 9 - 10

STRAND: **Community and Environmental Health**

GOALS: **1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.**

2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE 9	GRADE 10
9.3.1 The student will understand the impact of developing positive relationships among health and safety professionals for promotion of healthy communities. **SOL 9.5a**	**10.3.1 The student will apply technology tools such as the Internet to analyze health products and services.** **SOL 10.4b**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Identify collaborative relationships among health professionals (promoting and protecting public health requires coordinated efforts of state and federal government agencies and private organizations).	Identify and describe the functions of technological tools.
Identify health professionals, agencies, and organizations that impact community health.	Discuss the impact technological tools have on health products or services:
Define collaboration (coordinated efforts between citizens and community agencies).	1. Provides a large volume of easily accessible health information; 2. Efficient; 3. Increases speed of product or service delivery; 4. Provides an avenue to research and compare available health products and services; and 5. Provides expanded and expedited care to patients through the World Wide Web.
Give examples of collaboration among health professionals and community projects (Red Cross, etc.)	
9.3.2 The student will identify school and community health programs for citizens of all ages. **SOL 9.5c**	**10.3.2 The student will understand how health-related issues require local, state, and federal cooperation to provide effective health care delivery, efficient health care management, and increased safety and security for individuals and communities.** **SOL 10.4c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Identify community projects that promote health for children, adolescents, young adults, and older populations.	Explain the role of local health agencies in providing accessible health services.
Define health advocacy (taking responsibility for improving personal, family, and community health).	Discuss how state health agencies coordinate services between local and regional agencies to provide resources for improved local health care delivery.
	Explain the role of federal agencies in addressing the health goals and services of the larger national community.

GRADE 9	GRADE 10
9.3.3 The student will recognize the need and promotion of community projects and services. **SOL 9.5b,d**	**10.3.3 The student will analyze how technology may expand and improve services, products and health care, its impact on families in their pursuit of efficient, reliable and effective health services, and the global impact of technological improvements on health care information, delivery, and services.** **SOL 10.4d**
Essential Knowledge and Skills	**Essential Knowledge and Skills**

9.3.3 The student will recognize the need and promotion of community projects and services.   SOL 9.5b,d

Essential Knowledge and Skills

Identify the benefits of community service:
1. Promotes positive feelings;
2. Promotes feelings of confidence;
3. Helps with coping with stress;
4. Promotes satisfying personal relationships; and
5. Provides potential career opportunities.

9.3.4 The student will become aware of health related social issues such as organ donation, homelessness, underage drinking, and substance abuse.   SOL 9.4e

Essential Knowledge and Skills

Identify examples of community projects that address health related social issues.
Describe examples of organizations/agencies that address health related social issues.

10.3.3 The student will analyze how technology may expand and improve services, products and health care, its impact on families in their pursuit of efficient, reliable and effective health services, and the global impact of technological improvements on health care information, delivery, and services.   SOL 10.4d

Essential Knowledge and Skills

Recognize how technology impacts health care, biomedical knowledge and research, and clinical information.
Discuss how technology provides statistical data and expanded access to improved health care services.
Explain how patient services have improved through increased ability to store and retrieve information quickly.
Analyze the impact of medical technology on future health care costs.

10.3.4 The student will identify health professions and allied health career opportunities that require expertise in specific medical or clinical fields.   SOL 10.4e

Essential Knowledge and Skills

Explore available health care professions.
Investigate higher education training opportunities or licensing programs in health care fields.
Identify local and state health career opportunities.

10.3.5 The student will examine the outcome of drinking and driving.   SOL 10.5b

Essential Knowledge and Skills

Describe how a community might react after a drinking and driving incident.
Identify organizations/agencies that try to combat drinking and driving.

GRADE 9	GRADE 10
9.3.5 The student will evaluate the impact of involvement in school and community activities. **SOL 10.2b**	**10.3.6 The student will evaluate the negative influence of teenage drug and alcohol use on younger members of the community.** **SOL 10.5g**

GRADE 9

9.3.5 The student will evaluate the impact of involvement in school and community activities.   **SOL 10.2b**

Essential Knowledge and Skills

Explain the benefits of relationships (meets the need to be loved, feel safe, secure, valued, and recognized).
Analyze communication skills (speaking, listening, and body language).
Describe friendships (involve caring, consideration, and trust).
Compare and contrast types of friendships.
Explain community health partnerships (citizens work together for safety and to provide healthful environment that meets the needs of all community members).
List examples of school-community activities (school-to-work transition programs, mentoring, community service, project-based learning, family-school connections, etc.)
Infer how involvement in school activities promotes mental and physical health (self-esteem, self-concept, team membership, etc.)
Recommend types of community activities that help to develop a sense of belonging and increase one's mental and physical health.
Create a profile of a good citizen.

9.3.6 The student will analyze the effects of family health habits and behaviors as they relate to health promotion.   **SOL 10.2f**

Essential Knowledge and Skills

Rank environmental health risks (air quality, high crime rate, unclean or contaminated water or land, health hazards, etc.)
Explain how the environment affects health.
Evaluate positive and negative factors in the environment.
Recommend ways to improve the environment.

GRADE 10

10.3.6 The student will evaluate the negative influence of teenage drug and alcohol use on younger members of the community.   **SOL 10.5g**

Essential Knowledge and Skills

Describe the impact of teenage drug and alcohol use on the family and community.
Identify how the use of drug and alcohol might affect younger members of the family and community.

10.3.7 The student will measure the need for organized efforts to address community health issues.

Essential Knowledge and Skills

Identify other community health issues that can be addressed through collaboration of various organizations or agencies.

10.3.8 The student will identify the responsibilities of citizens to promote health goals of the community.   **SOL 10.5e**

Essential Knowledge and Skills

Describe why it is important for citizens to promote community health goals (so each member of a community can enjoy a healthy, productive life).
Recognition of when to seek support for self and others.

GRADE 9	GRADE 10
9.3.7 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. SOL 10.4a	

Essential Knowledge and Skills

Identify marketing and advertising techniques to promote health and wellness.
Define social marketing.
Explain how advertisers use direct and indirect methods to influence the public.
Summarize how decoding false advertising methods provides individuals with a sense of control and enhances personal safety.
Identify federal agencies responsible for monitoring false advertising about drug and health products (Food and Drug Administration, Federal Trade Commission, and the United States Postal Service).
Develop a system for screening certain products without yielding to marketing and advertising techniques.
Identify organizations or agencies that use marketing techniques to promote health.

9.3.8 The student will evaluate the benefits of volunteerism.   SOL 10.5a

Essential Knowledge and Skills

Discuss what the community would be like without the services of volunteers.

9.3.9 The student will investigate the effects of using acts of violence to settle disputes. SOL 10.5c

Essential Knowledge and Skills

Describe how a community might react to the use of violence to settle a dispute.
Identify organizations/agencies that are responsible for reducing violence.

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GRADE 9	GRADE 10
9.3.10 The student will distinguish the value of positive role models. **SOL 10.5f** **Essential Knowledge and Skills**	

Define a role model (someone whose behavior is copied, someone young people look up to, etc.)
Identify characteristics of positive role models (admired person, good character, someone who gives unselfishly, etc.)

9.3.11 The student will identify methods of avoiding gang related activities and the use of weapons to commit violent acts of aggression.
SOL 10.3g

Essential Knowledge and Skills

Identify gang-related behaviors.
Recognize and explain risks associated with gang-related activities.
Select methods to avoid violence (choose friends wisely, if a situation feels unsafe it probably is, etc.)
Explain the effects of negative peer pressure.
Explain and employ resistance skills (strategies that help one say NO).
Explain how anger contributes to weapons and violent behaviors (heart beats faster, blood rushes to the face, muscles tense up, etc., so the body is ready to defend itself without the brain channeling this energy into something positive, the situation can easily escalate into a serious conflict).
Show the relationship between alcohol and other drug use and injury and violent crimes (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, engage in drunk driving, etc.)
The need for organized efforts to address community health and wellness issues.
The responsibility of citizens to promote health and wellness goals for the community.

STRAND: Body Systems
GOALS: 1. Students will identify structure, function, and major body systems in order to maintain an optimal level of health.

GRADE 9	GRADE 10
9.4.1 The student will analyze and evaluate how participation in activities can improve the cardiovascular system.　　　　　**SOL 9.2a** **Essential Knowledge and Skills** Describe the psychological and physiological benefits of physical activity. Identify the health benefits of regular physical activity for teenagers and for a lifetime. Provide examples of cardiovascular activities. Describe how a healthy cardiovascular system improves personal health. **9.4.2 The student will use various sources of information to achieve and maintain long-term health of all systems in the body.**　　　　**SOL 9.4b** **Essential Knowledge and Skills** The benefits of information provided by recognized sources, such as state and local health departments, the United States Department of Agriculture (USDA), the Food and Drug Administration (FDA), the American Dietetic Association (ADA), the National Institute of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC).	

STRAND: **Disease Prevention**
GOALS: **1. The student will understand the importance of proper health care and disease prevention.**
                2. The student will understand how diseases are spread.

GRADE 9	GRADE 10
9.5.1 The student will analyze the relationship among healthy behaviors, disease prevention, and control. **SOL 9.2** **Essential Knowledge and Skills**	

Develop a personal plan for remaining free of communicable diseases.
Define communicable diseases (an illness caused by a pathogen/germ).
Describe typhoid fever, Lymes disease, hepatitis A, B, and C virus, salmonella, dengue fever, West Nile virus, malaria, listeriosis, chicken pox, colds, E. Coli, flu, cholera, leprosy, measles, viral meningitis, mumps, rabies, rubella, smallpox, tetanus, tuberculosis, whooping cough, yellow fever, conjunctivitis, impetigo, mononucleosis, polio, rocky mountain spotted fever, strep throat, scarlet fever, shingles, etc.
Identify precautions to prevent communicable diseases: 1. Maintain good health – proper nutrition, sufficient rest and sleep, adequate physical activity, and regular medical check-ups; 2. Proper hygiene to minimize germ exposure; 3. Vaccinations (immunizations); and 4. Use caution around people with communicable diseases (cold, flu, strep throat, etc.)
Identify the health consequences associated with physical inactivity (major risk factor for developing coronary heart disease, increased risk of stroke, high blood pressure, diabetes, low HDL, self esteem, psychological well being, etc.)
Describe how the immune system works.

GRADE 9	GRADE 10
9.5.2 The student will use various sources of information to evaluate the connections between personal health goals and state or national health issues (e.g., as found in the Report of the Surgeon General). SOL 9.4a **Essential Knowledge and Skills** <table><tr><td>Identify the national health issues outlined in the Report of the Surgeon General (http://www.health.gov/healthypeople).</td></tr><tr><td>Research community, state, national, and global health issues and evaluate their connections to personal health goals.</td></tr><tr><td>Identify how personal health practices can affect the health outcomes of individuals and groups (normative behaviors – smoking, poor nutrition, etc.. the spread of communicable diseases, pollution, violence, immunizations, etc.)</td></tr><tr><td>Analyze health behaviors and practices that are common to groups of people (cultural or religious practices, gangs, underinsured, drug addicts, alcoholics, etc.)</td></tr><tr><td>Analyze the impact of unhealthy community and global practices on individuals and groups.</td></tr><tr><td>Assess the value of health indicators and their impact on societal health (obesity, communicable disease infection rates, infant mortality statistics, etc.)</td></tr></table>	

GRADE 9	GRADE 10
9.5.3 The student will gather information provided by recognized sources such as state and local health departments, the Food and Drug Administration (FDA), the National Institute of Health (NIH), the World Health Organization (WHO), and the Center for Disease Control and Prevention (CDC) in order to evaluate global health issues. SOL 9.4	

Essential Knowledge and Skills

Research the FDA, NIH, WHO, and CDC and identify their public health responsibilities.
Determine how individuals and communities access information from these organizations.
Analyze the health conditions of ten nations.
Identify members of these health organizations.
Determine these health organizations' scope of influence or the methods used to affect health practices (e.g., FDA restricted use of a product based on the product's clinical results).

STRAND: **Nutrition**

GOALS: **1. The student will understand the importance of food choices on overall health.**

GRADE 9	GRADE 10
9.6.1 The student will be able to use health knowledge and skills to apply the use of current research and scientific study to interpret dietary principles. **SOL 9.1a**	**10.6.1 The student will be able to recognize the value of proper nutrition.** **SOL 9.2.c**
Essential Knowledge and Skills	**Essential Knowledge and Skills**
Identify recommended dietary allowances (RDA – the amount of nutrients that will prevent deficiencies and excesses).	Identify how eating habits affect personal health.
Describe MyPyramid food guidance system (recommended servings from the five food groups).	**10.6.2 The student will use various sources of information to evaluate the benefits of nutrition.** **SOL 9.4b**
Interpret nutritional facts on food labels.	**Essential Knowledge and Skills**
9.6.2 The student will be able to recognize the value of proper nutrition. **SOL 9.2c**	Examine the benefits of information provided by the recognized sources such as the state and local health departments, the Food and Drug Administration (FDA), the National Institute of Health (NIH), the World Health Organization (WHO), and the Center for Disease Control and Prevention (CDC).
Essential Knowledge and Skills	
Identify how eating habits affect personal health.	

GRADE 9	GRADE 10
9.6.3 The student will assess the impact of healthy and poor dietary choices. SOL 10.1a **Essential Knowledge and Skills**	

Define weight management, underweight, overweight, and obesity.

Explain the health risks associated with underweight, overweight, and obesity.

Determine body mass index (BMI).

Explore weight management strategies for weight loss or weight gain.

Investigate common fad diets and their impact on mental and physical health.

Define eating disorders.

Define sports nutrition.

Identify types of vegetarianism.

Identify types of nutrient supplements.

List and explain types of food borne illnesses and how to minimize risks of food borne illnesses:
1. Do not buy food with damaged packaging;
2. Refrigerate or freeze meats and other perishable products;
3. Avoid cross-contamination;
4. Thaw meats and seafood in the refrigerator; and
5. Cook food thoroughly – refrigerate and reheat if necessary.

Explain food allergies or intolerance.

Identify dietary changes to improve mental and physical health (reduce consumption of caffeine, refined sugars, common allergens, or problem foods, etc.)

9.6.3 The student will use various sources of information to evaluate the benefits of nutrition. SOL 9.4b

Essential Knowledge and Skills

Examine the benefits of information provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA), the National Institute of Health (NIH), the World Health Organization (WHO), and the Center for Disease Control and Prevention (CDC).

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STRAND: Drug Abuse and Prevention

GOALS: 1. The student will understand the positive and negative effects of drug and alcohol use.

2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 9	GRADE 10
9.7.1 The student will apply health knowledge and skills to develop personal standards regarding the use of alcohol, tobacco, and other controlled substances. **SOL 9.1c** **Essential Knowledge and Skills** Analyze peer pressure and alcohol and other drug use (can be intense during the teen years especially if alcohol and other drug use are considered the "norm"). Define personal standards (set clear goals and values). Describe a plan of action to make a commitment to be drug free: 1. Make a commitment not to use drugs before they are offered; 2. Steer clear of people who use drugs; 3. Know that remaining drug free is a positive mature decision; and 4. Deal with life's ups and downs in a healthful way. **9.7.2 The student will analyze, synthesize, and evaluate the effects of alcohol and other drug use.** **SOL 9.3e** **Essential Knowledge and Skills** Identify how alcohol and other drug use may contribute to injury and violent crimes (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, drive under the influence, etc.)	

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GRADE 9	GRADE 10
9.7.3 The student will examine behaviors that reduce health risks related to the use of alcohol, tobacco, and other drugs. **SOL 10.1c** **Essential Knowledge and Skills** Define substance abuse. Explain why people misuse drugs or other chemicals: 1. See others using drugs; 2. Pressured by friends or siblings to use drugs; 3. Want to fit in; 4. Thrill seeking or experimenting; 5. See drugs glamorized on television, movies, or in song lyrics; and 6. Bored or trying to escape from problems. Describe side effects and the synergistic effects of drugs. Describe symptoms of drug overdose. Differentiate between physical and psychological dependence and addiction. Identify the cost of substance abuse. Identify harmful substances and health problems associated with tobacco use. Describe the long-term physical, mental, and social effects of alcohol abuse. Explain the physical, mental, and social effects of inhalant abuse. List illegal drugs used by adolescents. Describe strategies for preventing substance abuse.	

GRADE 9	GRADE 10
9.7.4 The student will investigate the effects of alcohol and drug use provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA), the National Institute of Health (NIH), the World Health Organization (WHO), and the Center for Disease Control and Prevention (CDC). **SOL 9.4b** **Essential Knowledge and Skills** <table><tr><td>Research the FDA, NIH, WHO, and CDC and identify their public health responsibilities (recall of medication, federal laws, etc.)</td></tr><tr><td>Determine how individuals and communities access information from these organizations (support groups, rehabilitation centers, literature, etc.)</td></tr><tr><td>Determine these health organizations' scope of influence or the methods used to affect health practices (e.g., FDA restricted use of a product based on the product's clinical results).</td></tr></table>	

STRAND: **Mental Health**

GOALS: **1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.**

2. The student will understand the k knowledge and skills to develop and maintain a positive self-image.

3. The student will understand how to build and maintain a healthy relationship.

GRADE 9	GRADE 10
9.8.1 The student will develop a personal system for coping with distress and stress. **SOL 9.1g** **Essential Knowledge and Skills** Identify stressful situations (relationships, deadlines, grades, etc.) Recognize ways to avoid situations that may cause stress. Describe some ways to cope with stress. **9.8.2 The student will describe how to manage deadlines. SOL 9.1h** **Essential Knowledge and Skills** Describe some ways of managing stress: 1. Eat nutritious foods; 2. Get adequate sleep; 3. Manage time (list tasks and how much time it will take to complete each task); 4. Maintain a positive outlook; 5. Be physically active; 6. Learn how to relax; and 7. Seek advice from others for solutions to problems. **9.8.3 The student will apply health knowledge and skills to practice peaceful resolution of conflicts.** **SOL 9.1i** **Essential Knowledge and Skills** Analyze ways to resolve conflicts peacefully (negotiation, mediation, arbitration and all forms of resolution deal with agreement).	

GRADE 9	GRADE 10
9.8.4 The student will measure the consequences of using weapons in acts of violence. **SOL 9.3b** **Essential Knowledge and Skills** Recognize how anger contributes to fights, using weapons and other violent behaviors (anger causes the heart to beat faster, blood rushes to the face, muscles tense up, etc., so the body is ready to defend itself – without the brain channeling this energy into something positive, the situation can escalate into a serious conflict). **9.8.5 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.** **SOL 10.2a** **Essential Knowledge and Skills** Compare and contrast assertive and aggressive behavior (assertive behavior is bold and confident behavior – speaks with conviction leaving no doubt of feelings or intentions while aggressive behavior attacks the situation in an overly forceful, hostile, bullying way). The empowering affect of being assertive. Compose a scenario providing exemplars of assertive and aggressive behavior. Recommend ways to be assertive in a variety of situations. Impact of involvement of school and community activities. 1. The value of exercising self-control. 2. Merits of goal setting. 3. The influence of emotions and peer approval on personal decision making. 4. The influence of the environment on the individual. 5. Family health habits as they relate to promotion of health and wellness. 6. The importance of support and encouragement from positive role models.	

GRADE 9	GRADE 10
9.8.6 The student will interpret the value of exercising self-control. **SOL 10.2c**	

Essential Knowledge and Skills

Define self-control and explain how it is a protective factor (the person's ability to choose responsible behavior rather than eliciting an impulsive emotional response).

9.8.7 The student will develop goal-setting skills.   **SOL 10.2d**

Essential Knowledge and Skills

Establish a health goal:
1. Select a measurable, realistic health goal to work on – make sure the selected goal will not harms one's health; (NOTE: Be very careful that the chosen goal does not offend parents, guardians, etc. The teacher may want to have parents sign the "goal sheet").
2. List what is needed to reach the goal;
3. Identify sources of support;
4. Set a reasonable time frame to reach one's goals;
5. Evaluate progress; and
6. Reward for reaching the goal.

GRADE 9	GRADE 10

9.8.8 The student will analyze the impact that emotions and peer approval have on personal decision making.   **SOL 10.2e**

Essential Knowledge and Skills

Classify types of emotions.

Evaluate the impact peer approval has on teenagers.

Describe how to make choices based on a decision making model:
1. Examine the situation;
2. List possible options;
3. Weigh possible outcomes;
4. Factor in personal, family, and community values;
5. Make a decision and take action; and
6. Evaluate decisions.

Explain how emotions impact decisions (emotions often magnify a problem and one needs to have strong decision making skills to make responsible choices).

Evaluate the effects peer pressure has on teen decision making (usually has a strong influence that can positively or negatively impact teen decision making).

Explain manipulation:
1. Teasing someone;
2. Making threats;
3. Using blackmail;
4. Bribing or promising something;
5. Using guilt; or
6. Using flattery.

9.8.9 The student will understand the importance of support and encouragement from positive role models.   **SOL 10.2h**

Essential Knowledge and Skills

Compare and contrast characteristics of positive and negative role models (someone who inspires one to choose healthful or harmful behaviors).

Explain how positive role models encourage/support healthy behaviors.

GRADE 9	GRADE 10
9.8.10 The student will plan strategies to reduce and prevent violence. **SOL 10.3a** **Essential Knowledge and Skills** Define personal violence (use of physical force to injure or abuse self or others). Develop strategies to reduce or prevent teen violence (avoid guns and other weapons, alcohol and other drug use, build self esteem, etc.) Explain how violence affects personal, family, and community health (fear, stress, injury, financial loss, etc.) **9.8.11 The student will propose peaceful conflict resolutions. SOL 10.3b** **Essential Knowledge and Skills** Select methods for peaceful conflict resolution (cooperating, problem solving, showing respect for differences, etc.) Infer the mental and physical benefits of resolving conflicts peacefully (reduces emotional distress, prevents injuries, etc.) Compare and contrast conflicts experiences by middle school students, high school students, and adults.	

GRADE 9	GRADE 10
9.8.12 The student will identify the risk factors and warning signs associated with someone who may harm him/herself. **SOL 10.3d** **Essential Knowledge and Skills**	

Define mental disorders (an emotional, psychological, physical, or biochemical disorder that interferes with the demands of daily life).

Describe an organic mental disorder (a physical illness or injury that affects the brain).

Describe a functional mental disorder (results from stress, trauma, poor coping skills, emotional conflict, etc.)

Describe depression (feelings of hopelessness, helplessness, and sadness).

Explain warning signs that indicate someone may cause harm to themselves:
1. Seems depressed, lacks energy and enthusiasm;
2. Withdraws from family and friends;
3. Shows no interest in doing well at school;
4. Gives away possessions;
5. Neglects personal hygiene and has an unkempt appearance;
6. Becomes extremely sensitive to what others say and do;
7. Makes comments or writes songs or poetry about not wanting to live anymore;
8. Increases risk-taking behaviors (drives recklessly, behaves violently); and
9. Shows self-destructive behaviors such as abusing drugs and alcohol.

Decide what actions can be taken when friends show tendencies toward self-harm:
1. Listen, show concern, talk directly to them and make sure they know someone cares;
2. Stress to them that this is temporary and there are people who can help them;
3. Make sure they understand that harming themselves is not the best solution; and
4. Have them talk to a trusted adult.

Recognize options for professional help (school counselor, psychiatrist, neurologist, school psychologist, psychiatric social worker, etc.)

GRADE 9	GRADE 10
9.8.13 The student will discuss crisis management strategies. SOL 10.3f **Essential Knowledge and Skills** Explain crisis management (remain calm, calm others, quick evaluation and action, etc.)	