

HEALTH

2 – 4th grade Vertical Alignment

2 nd Grade		3 rd Grade		4 th Grade	
<p>2.1 Health Behaviors. The student understands that personal health decisions and behaviors affect health throughout the life span. The student is expected to:</p>	<p>2.1a explain actions an individual can take when not feeling well. Such as have an adult check temperature and stay home from school when not well.</p>	<p>3.1 Health Behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:</p>	<p>3.1a explain how personal-health habits affect self and others.</p>	<p>4.1 Health Information. The student recognizes ways to enhance and maintain health throughout the life span. The student is expected to:</p>	<p>4.1a identify the benefits of six major nutrients contained in foods.</p>
	<p>2.1b describe and demonstrate personal health habits such as brushing and flossing teeth and exercise.</p>		<p>3.1b describe ways to improve personal fitness. Such as being physically active, getting plenty of rest, using data to set goals, eating nutritious foods and drinking plenty of water</p>		<p>4.1b identify information on menus and food labels.</p>
	<p>2.1c identify food groups and describe the effects of eating too much sugar and fat such as knowing that sugar causes dental cavities.</p>		<p>3.1c identify types of nutrients. Such as carbohydrates, proteins, fats, minerals, vitamins, and water</p>		<p>4.1c differentiate between aerobic and anaerobic exercise.</p>
	<p>2.1d identify healthy and unhealthy food choices such as healthy breakfast and snacks and fast food choices.</p>		<p>3.1d describe food combinations in a balanced diet such as a food pyramid.</p>		<p>4.1d explain the physical, mental, and social benefits of fitness.</p>
	<p>2.1e define stress and describe healthy behaviors that reduce stress such as exercise</p>		<p>3.1e explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music.</p>		<p>4.1e explain how sleep affects academic performance.</p>
	<p>2.1f describe the importance of individual health maintenance activities such as regular medical and dental checkups.</p>		<p>3.1f explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p>		<p>4.1f identify the importance of taking personal responsibility for developing and maintaining a personal health plan such as fitness, nutrition, stress management, and personal safety.</p>
	<p>2.1g describe how a healthy diet can help protect the body against some diseases.</p>				

<p>2.2 Health Behaviors. The student understands that safe, unsafe, and/or harmful behaviors result in positive and negative consequences throughout the life span. The student is expected to:</p>	<p>2.2a identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body.</p> <p>2.2b identify ways to avoid deliberate and accidental injuries.</p> <p>2.2c explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming.</p> <p>2.2d explain the importance of avoiding dangerous substances. Such as always have an adult help you with medicine, cleaners, and paint.</p> <p>2.2e explain ways to avoid weapons and report the presence of weapons to an adult</p> <p>2.2f identify a trusted adult such as a parent, teacher, or law enforcement officer and identify ways to react when approached and made to feel uncomfortable or unsafe</p>	<p>3.2 Health Behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:</p>	<p>3.2a explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons. And wearing seat belts</p> <p>3.2b describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them.</p> <p>3.2c identify reasons for avoiding violence, gangs, weapons and drugs.</p> <p>3.2d identify examples of abuse and describe appropriate responses.</p> <p>3.2e describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.</p>	<p>4.4 Health Behaviors. The student understands and engages in behaviors that reduce health risks throughout the life span. The student is expected to:</p>	<p>4.4a identify the use and abuse of prescription and non-prescription medication such as over-the-counter.</p> <p>4.4b explain the similarities of and the differences between medications and street drugs/substances</p> <p>4.4c describe the short-term and long-term harmful effects of tobacco, alcohol, and other substances such as physical, mental, social, and legal consequences.</p> <p>4.4d identify ways to avoid drugs and list alternatives for the use of drugs and other substances.</p> <p>4.4e explain how to develop a home-safety and emergency response plan such as fire safety.</p> <p>4.4f identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home</p> <p>4.4g identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p>

<p>2.11 Personal / Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:</p>	<p>2.11a explain steps in the decision-making process and the importance of following the steps.</p>	<p>3.11 Personal / Interpersonal Skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:</p>	<p>3.11a practice critical-thinking skills when making health decisions</p>	<p>4.11 Personal / Interpersonal Skills. The student demonstrates critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:</p>	<p>4.11a explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems.</p>
	<p>2.11b describe how personal-health decisions affect self and others. Such as social aspects of good hygiene and prevention of spreading sickness and disease.</p>		<p>3.11b gather data to help make informed health choices. Such as compare/contrast information on nutrition labels and including “GO, SLOW, and WHOA” parameters.</p>		<p>4.11b explain the advantages of setting short and long-term goals.</p>
	<p>2.11c list the steps and describe the importance of task completion and goal setting.</p>		<p>3.11c explain the positive and negative consequences of making a health-related choice.</p>		<p>4.11c describe the importance of parental guidance and other trusted adults in goal setting</p>
	<p>2.11d explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p>		<p>3.11d explain the importance of seeking assistance in making decisions about health.</p>		<p>4.11d explain the dangers of yielding to peer pressures by assessing risks/consequences.</p>
			<p>3.11e practice assertive communication and refusal skills</p>		<p>4.11e describe steps in decision making and problem solving.</p>
			<p>3.11f describe goal-setting skills. Such as setting realistic and attainable goals.</p>		
		<p>3.11g explain the importance of time passage with respect to a goal.</p>			
<p>2.3 Health Information. The student understands the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</p>	<p>2.3a describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet.</p>	<p>3.4 Health Information. The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:</p>	<p>3.4a list and explain the stages of growth and development.</p>	<p>4.2 Health Information. The student recognizes the basic structures and functions of the human body and how they relate to personal health throughout the life span. The student is expected to:</p>	<p>4.2a describe how health behaviors affect body systems.</p>
	<p>2.3b identify the major organs of the body such as the heart, lungs, and brain and describe their primary function.</p>		<p>3.4b name and locate major components of the body systems. Such as lungs, heart, and vascular system</p>		<p>4.2b describe the basic function of major body systems such as the circulatory and digestive systems.</p>
	<p>2.3c identify the major systems of the body.</p>		<p>3.4c explain the interrelationships of the body systems.</p>		

<p>2.6 Health Information. The student understands how to recognize health information. The student is expected to:</p>	<p>2.6a identify people who can provide health information Such as parents, teachers, school nurse and other health professionals.</p> <p>2.6b identify various media that provide health information. Such as health-related publications and electronic media.</p>	<p>3.5 Health Information. The student knows how to access health information. The student is expected to:</p>	<p>3.5a demonstrate the ability to locate resources from parents and family members, school, and the community. Such as accessing appropriate health websites.</p> <p>3.5b demonstrate the ability to locate school and community health helpers.</p>	<p>4.3 Health Information. The student knows how to access health information. The student is expected to:</p>	<p>4.3a identify characteristics of health information.</p> <p>4.3b describe the importance of accessing health information through a variety of health resources</p>
<p>2.4 Health Information. The student understands the difference between sickness and health in persons of all ages. The student is expected to:</p>	<p>2.4a explain ways in which germs are transmitted, methods of preventing the spread of germs, and the importance of immunization. Such as airborne and contact transmission; washing hands, obstruction of coughs and sneezes, and not sharing drinks and foods, combs, brushes and hats.</p> <p>2.4b identify causes of disease other than germs such as allergies and heart disease.</p> <p>2.4c explain how the body provides protection from disease.</p> <p>2.4d apply practices to control spread of germs in daily life such as hand washing and skin care.</p>	<p>3.3 Health Behavior. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:</p>	<p>3.3a identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease.</p> <p>3.3b explain the body's defense systems and how they fight disease. Such as breathing through nose</p> <p>3.3c explain actions to take when illness occurs such as informing parents/adults</p>	<p>4.5 Health Behavior. The student comprehends and practices behaviors that prevent disease and speed recovery from illness. The student is expected to:</p>	<p>4.5a set personal-health goals for preventing illness.</p> <p>4.5b identify different pathogens and explain how the body protects itself from pathogens such as viruses, bacteria, and fungi.</p> <p>4.5c discuss ways in which prevention and transmission of disease are affected by individual behaviors.</p> <p>4.5d distinguish between communicable and non-communicable diseases.</p>

<p>2.5 Health Information. The student recognizes factors that influence the health of an individual. The student is expected to:</p>	<p>2.5a identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water.</p>	<p>3.6 Influencing Factors. The student understands factors that influence individual and community health. The student is expected to:</p>	<p>3.6a relate how protecting the environment promotes individual and community health</p>	<p>4.6 Influencing Factors. The student comprehends factors that influence individual, family, and community health. The student is expected to:</p>	<p>4.6a identify similarities in which healthy environments can be promoted in homes, schools, and communities.</p>
<p>2.5b describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution and ultra-violet rays.</p>	<p>3.6b identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness.</p>		<p>4.6b explain the importance of a community environmental health plan.</p>		
<p>2.5c identify personal responsibilities as a family member in promoting and practicing health behaviors.</p>	<p>3.6c identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws.</p>				
	<p>3.6d describe roles and responsibilities of family members in promoting and practicing health behaviors.</p>				
<p>2.10 Personal / Interpersonal Skills. The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p>	<p>2.10a describe how to effectively communicate. <i>Such as using words instead of pushing, asking to share, instead of taking things, and seeking the help from a trusted adult</i></p>	<p>3.10 Personal / Interpersonal Skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p>	<p>3.10a demonstrate respectful communication with family members, peers, teachers, and others</p>	<p>4.10 Personal / Interpersonal Skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:</p>	<p>4.10a demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf.</p>
<p>2.10b express needs, wants, and emotions in healthy ways.</p>	<p>3.10b describe the mental-health value of respectful communication such as reducing the potential for angry behavior</p>		<p>4.10b describe healthy ways of responding to disrespectful behavior.</p>		
<p>2.10c explain the benefits of practicing self-control. <i>Such as the "think before you act."</i></p>	<p>3.10c express needs, wants, and emotions in healthy ways.</p>		<p>4.10c describe strategies for self-control and the importance of dealing with emotions appropriately and how they affect thoughts and behaviors.</p>		

<p>2.9 Personal / Interpersonal Skills. The student comprehends the skills necessary for building and maintaining healthy relationships. The student is expected to:</p>	<p>2.9a identify characteristics needed to be a responsible family member or friend..</p>	<p>3.9 Personal / Interpersonal Skills. The student uses social skills in building and maintaining healthy relationships. The student is expected to:</p>	<p>3.9a demonstrate effective verbal and nonverbal communication.</p>	<p>4.9 Personal / Interpersonal Skills. The student uses social skills for building and maintaining healthy relationships throughout the life span. The student is expected to:</p>	<p>4.9a describe the qualities of a good friend.</p>
	<p>2.9b list and demonstrate good listening skills.</p>		<p>3.9b demonstrate strategies for resolving conflicts Such as self-management skills and seeking help from adults</p>		<p>4.9b explain steps in conflict resolution.</p>
	<p>2.9c demonstrate refusal skills. Such as walking away, saying “no” and seeking the help from a trusted adult</p>		<p>3.9c explain how to be a good friend.</p>		<p>4.9c explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted.</p>
			<p>3.9d demonstrate effective listening skills.</p>		<p>4.9d demonstrate healthy ways of gaining attention.</p>
			<p>3.9e identify ways to communicate with parents/trusted adults about health concerns.</p>		<p>4.9e identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions.</p>
		<p>3.9f demonstrate refusal skills Such as walking away, seeking help from an adult, and saying “no.”</p>	<p>4.9f analyze strengths and weaknesses in personal communication skills</p>	<p>4.9g identify positive and negative characteristics of social groups such as gangs, clubs, and cliques.</p>	<p>4.9h demonstrate refusal skills.</p>
<p>2.7 Influencing Factors. The student recognizes the influence of media and technology on personal health. The student is expected to:</p>	<p>2.7a describe how the media can influence an individual’s health choices such as television ads for fast foods and breakfast cereals.</p>	<p>3.7 Influencing Factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:</p>	<p>3.7a describe how the media can influence knowledge and health behaviors.</p>	<p>4.7 Influencing Factors. The student comprehends ways in which the media and technology can influence individual and community health. The student is expected to:</p>	<p>4.7a explain how the media can influence health behaviors.</p>
	<p>2.7b discuss how personal health care products have been improved by technology such as sun-block and safety equipment.</p>		<p>3.7b identify ways in which health care has improved as a result of technology. Such as the use of pedometers, heart rate monitors, and other personal fitness technology.</p>		<p>4.7b describe the importance of being a positive role model for health</p>
<p>2.8 Influencing Factors. The student understands how relationships influence personal health. The student is expected to:</p>	<p>2.8a describe how friends can influence a person’s health. Such as positive / negative peer influence.</p>	<p>3.8 Personal / Interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health.</p>	<p>3.8a distinguish between positive and negative peer pressures and their effects on personal health behaviors</p>	<p>4.8 Personal / Interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health.</p>	<p>4.8a explain the influence of peer pressure on an individual’s social and emotional health.</p>
	<p>2.8b recognize unsafe requests made by friends such as playing in the street.</p>		<p>3.8b describe ways in which peers and families can work together to build a healthy community. Such as attending health fairs and volunteer opportunities.</p>		<p>4.8b describe the importance of being a positive role model for health.</p>