

HEALTH

3 – 5th grade Vertical Alignment

3 rd Grade	4 th Grade	5 th Grade
<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>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>4.1a identify the benefits of six major nutrients contained in foods.</p>
	<p>3.1c identify types of nutrients. Such as carbohydrates, proteins, fats, minerals, vitamins, and water</p>	<p>4.1b identify information on menus and food labels.</p>
	<p>3.1d describe food combinations in a balanced diet such as a food pyramid.</p>	<p>4.1c differentiate between aerobic and anaerobic 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>4.1d explain the physical, mental, and social benefits of fitness.</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>4.1e explain how sleep affects academic performance.</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>5.1 Health Information. The student knows ways to enhance and maintain personal health throughout the life span. The student is expected to:</p>
		<p>5.1a examine and analyze food labels and menus for nutritional content. Such as keeping a food eating journal and referencing the food pyramid guide.</p>
		<p>5.1b apply information from the food guide pyramid to making healthy food choices. Such as keeping a food eating journal and referencing the food pyramid guide.</p>
		<p>5.1c identify foods that are sources of one or more of the six major nutrients. Such as collecting various food labels and analyzing the daily school lunch menu.</p>
		<p>5.1d calculate the relationship between caloric intake and energy expenditure. Such as keeping a calorie intake/workout journal (the more calories you eat, the greater amount of exercises is needed).</p>
		<p>5.1e differentiate between health-related and skill-related physical activities. Such as running and walking (health) and Karate, basketball, and soccer (skill)</p>
		<p>5.1f analyze the components of a personal health maintenance plan for individuals and families such as stress management and personal safety.</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: 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: 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>5.5 Health Behaviors. The student comprehends behaviors that reduce health risks throughout the life span. The student is expected to: The student is expected to:</p>	<p>5.5a describe the use and abuse of prescription and non-prescription medications such as over-the-counter.</p> <p>5.5b compare and contrast the effects of medications and street drugs.</p> <p>5.5c analyze the short-term and long-term harmful effects of alcohol, tobacco, and other substances on the functions of the body systems such as physical, mental, social, and legal consequences.</p> <p>5.5d identify and describe alternatives to drug and substance use. Such as talking to a counselor, writing in a journal, exercising, and talking to a friend.</p> <p>5.5e demonstrate strategies for preventing and responding to deliberate and accidental injuries. Such as being aware of your surroundings, remaining calm, or seeking professional assistance.</p> <p>5.5f explain strategies for avoiding violence, gangs, weapons and drugs. Such as avoidance, team sports, and extra-curricular activities.</p> <p>5.5g describe response procedures for emergency situations</p> <p>5.5h describe the value of seeking advice from parents and educational personnel about unsafe behaviors.</p> <p>5.5i explain the impact of neglect and abuse. Such as poor self-esteem, depression, anger issues, and physical aggression towards others.</p>

<p>3.3 Health Behaviors. 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>5.4 Health Behaviors. The student recognizes behaviors that prevent disease and speed recovery from illness. The student is expected to:</p>	<p>5.4a explain how to maintain the healthy status of body systems such as avoiding smoking to protect the lungs.</p> <p>5.4b relate the importance of immunizations in disease prevention. Such as the importance of the flu shot and various vaccinations</p> <p>5.4c distinguish between myth and fact related to disease and disease prevention.</p> <p>5.4d list the effects of harmful viruses on the body such as polio, Human Immunodeficiency Virus (HIV), and the common cold.</p> <p>5.4e explain how to manage common minor illnesses such as colds and skin infections</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>3.4b name and locate major components of the body systems. Such as lungs, heart, and vascular system</p> <p>3.4c explain the interrelationships of the body systems.</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>4.2b describe the basic function of major body systems such as the circulatory and digestive systems.</p>	<p>5.2 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>5.2a describe the structure, functions, and interdependence of major body systems. Such as the digestive, nervous, circulatory, skeletal, respiratory, and muscular systems.</p> <p>5.2b identify and describe changes in male and female anatomy that occur during puberty.</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>5.3 Health Information. The student knows how to utilize health information. The student is expected to:</p>	<p>5.3a describe methods of accessing health information. Such as health professionals, school nurse, parents, Internet, and textbooks.</p> <p>5.3b demonstrate ways to communicate health information such as posters, videos, and brochures.</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>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>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>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. Such as compare/contrast various media formats.</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>5.7 Influencing Factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:</p>	<p>5.7a research the effect of media on health-promoting behaviors. Such as misleading images/messages.</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>5.7b identify the use of health-related technology in the school such as audiometry and the Internet.</p>

<p>3.8 Personal / Interpersonal Skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:</p>	<p>3.8a distinguish between positive and negative peer pressures and their effects on personal health behaviors</p> <p>3.8b describe ways in which peers and families can work together to build a healthy community. <i>Such as attending health fairs and participating in volunteer opportunities.</i></p>	<p>4.8 Personal / Interpersonal Skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:</p>	<p>4.8a explain the influence of peer pressure on an individual's social and emotional health.</p> <p>4.8b describe the importance of being a positive role model for health.</p>	<p>5.8 Influencing Factors. The student knows how various factors influence individual, family, and community health throughout the life span. The student is expected to:</p>	<p>5.8a explain the importance of communication skills as a major influence on the social and emotional health of the individual and family.</p> <p>5.8b describe daily and weekly activities that promote the health of a family. <i>Such as fitness and eating logs, family meals, and exercising together.</i></p> <p>5.8c describe how a safe school environment relates to a healthy community. <i>Such as "no bully" zones and recycling.</i></p> <p>5.8d identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging.</p>
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<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>5.6 Influencing Factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. The student is expected to:</p>	<p>5.6a Distinguish between healthy and harmful influences of friends and others. Such as positive/negative peer pressure and their consequences.</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>5.6b Describe the characteristics of healthy and unhealthy friendships. Such as positive/negative peer pressure and their consequences.</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>5.6c Identify ways to enhance personal communication skills Such as peer tutoring, peer teaching (volunteering), and role play.</p>
	<p>3.9d Demonstrate effective listening skills.</p>		<p>4.9d Demonstrate healthy ways of gaining attention.</p>		<p>5.6d Analyze respectful ways to communicate with family, adults, and peers. Such as not interrupting and being a good listener</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>5.6e Demonstrate ways of communicating with individuals who communicate in unique ways such as having a speech defect and not speaking English.</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>5.6f Apply and practice strategies for self-control. Such as counting to ten, walking away to cool off, and communicating with student/teacher.</p>
			<p>4.9g Identify positive and negative characteristics of social groups such as gangs, clubs, and cliques.</p>		<p>5.6g Describe strategies for stress management. Such as exercising, meditation, Yoga, journals, and talking to</p>
			<p>4.9h Demonstrate refusal skills.</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 (aligns with 1.9a) 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>3.10b (aligns with 1.9a) 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>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>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>3.11b Gather data to help make informed health choices. <i>Such as compare/contrast information on nutrition labels and including “GO, SLOW, and WHOA” parameters.</i></p> <p>3.11c Explain the positive and negative consequences of making a health-related choice.</p> <p>3.11d Explain the importance of seeking assistance in making decisions about health.</p> <p>3.11e practice assertive communication and refusal skills</p> <p>3.11f describe goal-setting skills. <i>Such as setting realistic and attainable goals.</i></p> <p>3.11g explain the importance of time passage with respect to a goal.</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>4.11b Explain the advantages of setting short and long-term goals.</p> <p>4.11c Describe the importance of parental guidance and other trusted adults in goal setting</p> <p>4.11d Explain the dangers of yielding to peer pressures by assessing risks/consequences.</p> <p>4.11e Describe steps in decision making and problem solving.</p>	<p>5.9 Personal / Interpersonal Skills. The student demonstrates critical- thinking, decision- making, goal-setting and problem-solving skills for making healthy decisions. The student is expected to:</p>	<p>5.9a Describe health-related situations that require parent/adult assistance such as a discussion of the health-related consequences of high- risk health behaviors or going to a doctor.</p> <p>5.9b Assess the role of assertiveness, refusal skills, and peer pressure on decision making and problem solving <i>Such as showing confidence in their decision.</i></p> <p>5.9c Utilize critical thinking in decision making and problem solving. <i>Such as thinking before you speak, putting yourself in their situation, and cause/effect.</i></p> <p>5.9d Describe benefits in setting and implementing short and long-term goals.</p> <p>5.9e Explain the necessity of perseverance to achieve goals.</p> <p>5.9f Explain the importance of parent/trusted adult guidance in goal setting.</p>
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