



**Dublin City Schools**

**HEALTH EDUCATION  
GRADED COURSE  
OF STUDY**

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# **Philosophy**

Total wellness is the foundation of a student's educational success. The purpose of the Dublin City Schools health educational program is to empower students to succeed in an ever-changing society by developing the knowledge and skills needed for maintaining optimum health. The most important goal of health education lies within the influence that the curriculum has upon the attitudes and behaviors of the students relative to their personal choices.

## **LEARNING**

- Students will contribute to making the classroom into a safe, appreciative and trusting learning community.
- Students are actively engaged in learning content that applies to real life and continues to be applied outside the classroom .
- Students build resistance and resiliency skills and understand the relationship between actions and consequences.

## **TEACHERS**

- Health teachers are passionate and energetic professionals who are committed to learning and building developmentally appropriate classroom experiences that teach life management skills.
- Health teachers understand that we must differentiate instruction based on academic, cultural and community needs.
- Health teachers create a trusting and safe environment for students to have open dialogue for discussion, guidance and encouragement.



## **PROGRAM**

- DCS health education programs foster a safe, trusting learning classroom community.
- Content helps students develop positive lifeskills and resiliency skills to apply to real world situations.
- Developmentally appropriate content connects learning throughout each student's progression through DCS.
- Health education promotes collaboration among all health professionals in the district and community to encourage each student's total wellness.



# KINDERGARTEN HEALTH CURRICULUM

<b>CONTENT AREA</b>	<b>TOPIC</b>	<b>*RESPONSIBILITY</b>
Disease Prevention	Personal Health and Communicable Diseases	Teacher
Mental, Emotional, and Social Health	Feelings	Guidance
Mental, Emotional, and Social Health	Self Awareness and Individual Differences	Guidance
Mental, Emotional, and Social Health	Healthy Choices	Guidance
Mental, Emotional, and Social Health	Anti/Bullying/Anger and Conflict Management	Guidance
Mental, Emotional, and Social Health	Decision Making	Guidance
School and Personal Safety	Media Influences	Teacher/Guidance/Technology Support Teacher
Healthy Choices	Nutrition	Teacher
Safety and First Aid	Safety/Stranger Danger	Teacher

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.



**National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Performance Indicators**

**Kindergarten Indicators**

<p><b><u>Dublin: Disease Prevention:</u></b> Students will focus on ways to stay healthy by exploring disease prevention activities, describing self-care routines that can prevent diseases, identifying how to prevent the spread of common communicable diseases, and discussing simple actions to protect self and others.</p> <p><b><u>National:</u></b> 1.2.1. Identify that healthy behaviors affect personal health. 1.2.2. Recognize that there are multiple dimensions of health. 1.2.3. Describe ways to prevent communicable diseases.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Determine why people need regular medical checkups.</li> <li>2. Recognize the importance of being neat and clean.</li> <li>3. Identify ways to be neat and clean.</li> <li>4. Demonstrate how to wash hands properly.</li> <li>5. Understand the importance of rest and sleep.</li> <li>6. List reasons why people need to exercise and stay healthy.</li> <li>7. Recognize how to prevent the spread of germs.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Feelings</u></b> Students will be able to name and describe the feelings that they experience and develop ways to manage them.</p> <p><b><u>National:</u></b> 4.2.1. Demonstrate healthy ways to express needs, wants and feelings. 4.2.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Name and describe the feelings they experience in various situations, i.e., happy, sad, angry, scared.</li> <li>2. Identify ways to manage feelings.</li> <li>3. Explain that they will begin to feel better when they share uncomfortable feelings with people they trust.</li> <li>4. Recognize that people do not have the same feelings for the same life events.</li> </ol>
<p><b><u>Dublin: Mental, Emotional, and Social Health: Self-Awareness and Individual Differences:</u></b> Students will learn to recognize their unique qualities and those of others. Problem-solving strategies for dealing with uncomfortable feelings will also be examined.</p> <p><b><u>National:</u></b> 4.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Appreciate individual differences.</li> <li>2. Problem solve when dealing with uncomfortable feelings such as anger, sadness, and fear.</li> <li>3. Identify and share individual unique talents and qualities.</li> <li>4. Discuss how to choose friends.</li> </ol>

<p><b><u>Dublin: Mental, Emotional and Social Health: Friendships and Relating to Others:</u></b> Students will be able to better understand themselves and others. Developing cooperative skills will be emphasized.</p> <p><b><u>National:</u></b> 4.2.2. Demonstrate listening skills to enhance health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss how to be a friend and how to choose a friend.</li> <li>2. Recognize how their actions affect others.</li> <li>3. Describe and demonstrate cooperative skills.</li> <li>4. Practice positive coping strategies.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Anti-Bullying/Anger and Conflict Management:</u></b> Students will be able to manage anger/frustration and resolve conflict.</p> <p><b><u>National:</u></b></p> <p>4.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p> <p>4.2.2. Demonstrate listening skills to enhance health.</p> <p>4.2.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</p> <p>4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Determine what to do if they feel they are being treated unfairly/bullied/harassed.</li> <li>2. Understand that everyone becomes angry sometimes.</li> <li>3. Use strategies for handling anger:             <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Acquire conflict management strategies or how to handle a bully:             <ol style="list-style-type: none"> <li>a. Ignore</li> <li>b. Ignore and walk away</li> <li>c. Use your words. Ex: "I feel mad because..."</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> </ol>

<p><b><u>Dublin: Mental, Emotional, and Social Health: Decision Making:</u></b> Students will learn strategies for making decisions with an emphasis on telling vs. tattling.</p> <p><b><u>National:</u></b>                      5.2.1. Identify situations when a health-related decision is needed.                      5.2.2. differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Describe the decisions they make at school and at home.</li> <li>2. Discuss the differences between telling and tattling.</li> <li>3. Know when to make the decision to ask for assistance.</li> <li>4. Become aware of the importance of making the decision to tell the truth.</li> <li>5. Determine how the decision they make affects others (e.g., to be fair and honest).</li> </ol>
<p><b><u>Dublin: School and Personal Safety Influence</u></b>                      Students will acquire safety skills on avoiding and reacting to strangers and uncomfortable situations. Students will identify ways to be safe.</p> <p><b><u>National:</u></b>                      1.2.1. Identify that healthy behaviors affect personal health.                      1.2.4. List ways to prevent common childhood injuries.                      2.2.1. Identify how the family influences personal health practices and behaviors.                      2.2.2. Identify what the school can do to support personal health practices and behaviors.                      3.2.1. Identify trusted adults and professionals who can help promote health.                      3.2.2. Identify ways to locate school and community health helpers.                      4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.                      4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define “stranger.”</li> <li>2. Understand never to go with strangers.</li> <li>3. Differentiate between feeling comfortable and uncomfortable with words or touching (good touches/bad touches).</li> <li>4. Discuss strategies when someone makes them feel uncomfortable:                             <ol style="list-style-type: none"> <li>a. No: Say “No” in a loud voice.</li> <li>b. Go: Get away to a safe place.</li> <li>c. Tell: Tell a trusted adult who can help.</li> </ol> </li> <li>5. State their address and telephone number.</li> <li>6. Be able to make an emergency phone call.</li> <li>7. Play in safe ways.</li> <li>8. Follow safety rules for sports and games.</li> <li>9. Demonstrate good sportsmanship.</li> <li>10. Follow proper procedures during bus safety, fire drills, tornado drills and lock-down drills.</li> <li>11. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for elementary students: WebKinz, Noggin, Club Penguin, Millberry.</li> </ol>

	<p>12. Never give any personal information online without parent permission</p> <p>13. Never agree to meet anyone in person that you have met online.</p> <p>14. If something/someone online makes you feel uncomfortable:</p> <p>A. Tell a trusted adult</p> <p>B. Don't respond</p> <p>C. Log off</p>
<p><b>Dublin: Healthy Choices:</b> Students will better understand themselves and choices they make.</p> <p><b>National:</b></p> <p>1.2.1. Identify that healthy behaviors affect personal health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define a drug as anything other than food or water that changes your body</li> <li>2. Identify alcohol, caffeine, tobacco, and medicine as drugs.</li> <li>3. Recognize factors that are critical in the safe use of medicine and drugs.</li> <li>4. Differentiate between healthy and unhealthy foods and drugs.</li> <li>5. Make a personal commitment not to smoke or use alcohol and other harmful drugs.</li> </ol>
<p><b>Dublin: Safety and First Aid:</b> Students will acquire safety skills on avoiding and reacting to strangers and uncomfortable situations. Students will identify ways to be safe.</p> <p><b>National:</b></p> <p>7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. use first aid for minor injuries (e.g., a lost tooth with bleeding, small cuts and abrasions).</li> </ol>

# GRADE 1 HEALTH CURRICULUM

<b>CONTENT AREA</b>	<b>TOPIC</b>	<b>*RESPONSIBILITY</b>
Physical Health	Nutrition	Teacher and Nurse
Mental, Emotional, and Social Health	Feelings/Understanding Self and Others	Guidance
Mental, Emotional, and Social Health	Self-Awareness/ Individual Differences	Guidance
Mental, Emotional, and Social Health	Friendship/Relating To Others	Guidance
Mental, Emotional, and Social Health	Adjusting to First Grade	Guidance
Mental, Emotional, and Social Health	Anti/Bullying/Anger and Conflict Management	Guidance
Safety and First Aid	Safety First	Teacher and Nurse
School and Personal Safety	Media Influences	Guidance/Teacher/Tech Support Teacher
Healthy Choices	Substance Awareness, Use, And Abuse	Teacher and Nurse

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.



## **National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## Performance Indicators

## Grade 1 Indicators

<p><b><u>Dublin: Physical Health: Nutrition:</u></b> Students will focus on nutrition and develop the ability to make healthy food choices. Students will learn to use the new Food Guide Pyramid (MyPyramid) to determine healthy meals and snacks and will examine ways to protect themselves from contaminants in food.</p> <p><b><u>National:</u></b> 1.2.1. Identify that healthy behaviors affect personal health. 1.2.2. Recognize that there are multiple dimensions of health. 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li>1. Examine problems associated with unbalanced diet (e.g. sugar/tooth decay, too little calcium/growth impairment, etc).</li> <li>2. Recognize the importance of water and other liquids in the diet.</li> <li>3. Use the “MyPyramid Guide” to select nutritious foods from the five food groups.</li> <li>4. Explore food traditions related to cultures by accessing a variety of sources (media, grocery store, nutrition, related stories, etc.)</li> <li>5. Develop proper table manners.</li> <li>6. Recognize healthy snacks vs. unhealthy snacks.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Feelings/Understanding Self and Others</u></b> Students will explore their feelings about the changes that are occurring in their lives as first graders. Activities are designed to help students with their communication and cooperation skills.</p> <p><b><u>National:</u></b> 4.2.1. Demonstrate healthy ways to express needs, wants and feelings. 4.2.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss their feelings about being at school all day.</li> <li>2. Determine that it is healthy to share feelings.</li> <li>3. Realize that changes can be exciting.</li> <li>4. Describe their special traits and interests.</li> <li>5. Practice cooperation skills.</li> <li>6. Practice communicating with others.</li> </ol>

<p><b><u>Dublin: Mental, Emotional and Social Health: Self-Awareness and Individual Differences</u></b>                  Students identify and celebrate individual differences and define the meaning of prejudice (prejudgment).</p> <p><b><u>National:</u></b>                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define “prejudice” as prejudging someone or something.</li> <li>2. Identify their individual differences.</li> <li>3. Avoid judging a person by his/her appearance, culture, religion, race, or gender.</li> <li>4. Conclude that it is important to include others.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Friendship/Relating to Others</u></b>                  Students demonstrate the process of making new friends is the anticipated outcome of this unit. Students will distinguish between friendly and unfriendly feelings and actions.</p> <p><b><u>National:</u></b>                  1.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Describe and use the process of making and keeping friends:                         <ol style="list-style-type: none"> <li>a. Smile and say “Hi!”</li> <li>b. Say your name and ask her/his name</li> <li>c. Ask a “what” question.</li> <li>d. (example – What is your favorite _____ and why?)</li> </ol> </li> <li>2. Distinguish between “friendly” or unfriendly” feelings and actions.</li> <li>3. Use friendly words and actions with each other.</li> <li>4. specify personal qualities they like in a good friend.</li> </ol>
<p><b><u>Dublin: Mental, Emotional, and Social Health: Adjusting to First Grade</u></b>                  Students receive orientation to first grade and school counseling services. Active listening skills and guidance rules will be emphasized.</p> <p><b><u>National:</u></b>                  2.2.1. Identify how the family influences personal health practices and behaviors.                  2.2.2. Identify what the school can do to support personal health practices and behaviors.                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.                  4.2.2. Demonstrate listening skills to enhance health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Understand that it is OK to feel unsure in the beginning of a new school year.</li> <li>2. Discuss the counselor’s role and how to contact the counselor.</li> <li>3. Review classroom guidance rules:                         <ol style="list-style-type: none"> <li>a. active listening</li> <li>b. one person talks at a time</li> <li>c. no put-downs (hurtful words or hurtful physical actions)</li> <li>d. right to pass</li> </ol> </li> </ol>

<p><b><u>Dublin: Mental, Emotional and Social Health: Antibullying/Anger/Conflict Management</u></b>          Students will be able to manage anger/frustration and resolve conflicts.</p> <p><b><u>National:</u></b>          1.2.2. Demonstrate healthy ways to express needs, wants and feelings.          4.2.2. Demonstrate Listening skills to enhance health.          4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.          4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<ol style="list-style-type: none"> <li>1. Determine what to do if they feel they are being treated unfairly/bullied/harassed.</li> <li>2. Understand that everyone becomes angry sometimes.</li> <li>3. Use strategies for handling anger:             <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Acquire conflict management strategies or how to handle a bully:             <ol style="list-style-type: none"> <li>a. Ignore</li> <li>b. Ignore and walk away</li> <li>c. Use your words. Ex: "I feel mad because..."</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> </ol>
<p><b><u>Dublin: Safety and First Aid: Safety First</u></b>          Students will develop an understanding of individual safety and injury prevention.</p> <p><b><u>National:</u></b>          5.2.1. Identify situations when a health-related decision is needed.          1.2.4. List ways to prevent common childhood injuries.          7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.          7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Use resources to identify safety rules to follow for motor vehicles (i.e., as a pedestrian, a passenger, and while bicycling).</li> <li>2. Use first aid for minor injuries (e.g., a lost tooth with bleeding, small cuts and abrasions).</li> <li>3. Role-play fire safety procedures at school or at home.</li> <li>4. Demonstrate what to do when someone's clothes are on fire.</li> <li>5. Discuss causes for most fires in home, outdoors, etc. (examples: matches, lighters, electrical appliances).</li> <li>6. Use resources to identify safety rules for riding a bike, for crossing the street, for swimming, and for a thunderstorm.</li> <li>7. Identify safety rules for finding guns.</li> <li>8. Follow proper procedures during fire, tornado, and lock down drills.</li> </ol>

<p><b><u>Dublin: School Safety, Personal Safety and Technology Influences</u></b></p> <p>Students will review important personal safety issues.</p> <p>Students will acquire safety skills on avoiding and reacting to strangers and uncomfortable situations.</p> <p><b><u>National:</u></b></p> <p>1.2.1. Identify that healthy behaviors affect personal health.</p> <p>1.2.4. List ways to prevent common childhood injuries.</p> <p>2.2.1. Identify how the family influences personal health practices and behaviors.</p> <p>3.2.1. Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2. Identify ways to locate school and community health helpers.</p> <p>4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</p> <p>4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p> <p>7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define “stranger”</li> <li>2. Understand never to go with strangers.</li> <li>3. Differentiate between feeling comfortable and uncomfortable with words or touching (good touches/bad touches.</li> <li>4. Acquire personal safety strategies:             <ol style="list-style-type: none"> <li>a. Walk away from strangers</li> <li>b. Avoid playing in deserted areas</li> <li>c. Inform parents of whereabouts</li> </ol> </li> <li>5. Discuss strategies when someone makes them feel uncomfortable:             <ol style="list-style-type: none"> <li>a. No: Say “No” in a loud voice.</li> <li>b. Go: Get away to a safe place.</li> <li>c. Tell: Tell a trusted adult who can help</li> </ol> </li> <li>6. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for elementary students: WebKinz, Noggin, Club Penguin, Millberry.</li> <li>7. Never give any personal information online without parent permission.</li> <li>8. Never agree to meet anyone in person that you have met online.</li> <li>9. If something/someone online makes you feel uncomfortable:             <ol style="list-style-type: none"> <li>a. Tell a trusted adult</li> <li>b. Don’t respond</li> <li>c. Log off</li> </ol> </li> </ol>
<p><b><u>Dublin: Healthy Choices: Substance Awareness, Use, and Abuse:</u></b></p> <p>Students will better understand themselves and the choices they make.</p> <p><b><u>National:</u></b></p> <p>1.2.1. Identify that healthy behaviors affect personal health.</p> <p>1.2.2. Recognize that there are multiple dimensions of health.</p> <p>7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define a drug as anything other than food or water that changes your body             <ol style="list-style-type: none"> <li>a. Identify alcohol, caffeine, tobacco, and medicine as drugs.</li> </ol> </li> <li>2. Differentiate between healthy and unhealthy foods and drugs.</li> <li>3. Demonstrate how to say “no” to alcohol and other drugs.</li> <li>4. Make a personal commitment not to smoke or use alcohol and other</li> </ol>

# Health

# Grade 1

health. 7.2.2. Demonstrate behaviors that avoid or reduce health risks.	harmful drugs.
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## GRADE 2 HEALTH CURRICULUM

CONTENT AREA	TOPIC	*RESPONSIBILITY
Physical Health	Nutrition	Teacher
Physical Health	My Growing Body	Teacher/PE Teacher
Physical Health	Dental Health	Teacher
Mental, Emotional, and Social Health	Self-Awareness/ Individual Differences	Guidance
Mental, Emotional, and Social Health	Decision-Making	Guidance
Mental, Emotional, and Social Health	Friendship/Relating To Others	Guidance
Mental, Emotional, and Social Health	Self-Confidence	Guidance
Mental, Emotional, and Social Health	Responsibility	Guidance
Mental, Emotional, and Social Health	Anti/Bullying/Anger and Conflict Management	Guidance
Healthy Choices	Substance Awareness, Use and Abuse	Guidance
School and Personal Safety	Personal Safety and Media Influences	Guidance/Teacher/Tech Support Teacher

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.



# **GRADE 2 HEALTH CURRICULUM**



## **National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicators	Grade 2 Indicators
<p><b>Dublin: Physical Health: Nutrition:</b> Students will focus on nutrition and develop the ability to make healthy food choices. Students will learn to use the new Food Guide Pyramid (MyPyramid) to determine healthy meals and snacks and will examine ways to protect themselves from contaminants in food.</p> <p><b>National:</b> 1.2.1. Identify that healthy behaviors affect personal health. 1.2.2. Recognize that there are multiple dimensions of health. 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learner will:</p> <ol style="list-style-type: none"> <li>1. Examine problems associated with unbalanced diet (e.g. sugar/tooth decay, too little calcium/growth impairment, etc).</li> <li>2. Recognize the importance of water and other liquids in the diet.</li> <li>3. Use the “MyPyramid Guide” to select nutritious foods from the five food groups.</li> <li>4. Explore food traditions related to cultures by accessing a variety of sources (media, grocery store, nutrition, related stories, etc.)</li> <li>5. Develop proper table manners.</li> </ol>
<p><b>Dublin: Physical Health: My Growing Body:</b> Students will understand ways to keep their skeletal and muscular body systems safe, healthy, and fit.</p> <p><b>National:</b> 7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health. 7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify the function of the skeletal systems and ways to keep it safe and healthy.</li> <li>2. Identify the function of the muscular system and ways to keep it safe and healthy.</li> <li>3. Examine the effect of exercise on the growth and development of body structures (muscles and bones).</li> </ol>
<p><b>Dublin: Physical Health: Dental Health:</b> <b>Students learn about dental health.</b></p> <p><b>National:</b> 1.2.1. Identify that healthy behaviors affect personal health. 1.2.2. Recognize that there are multiple dimensions of health. 1.2.5. Describe why it is important to seek health care.</p>	<p>As a result of the learning experiences provided, the learner will:</p> <ol style="list-style-type: none"> <li>1. Distinguish between primary and permanent teeth.</li> <li>2. Describe the functions of the four different kinds of teeth.</li> <li>3. Explain how cavities develop and how they can be prevented.</li> <li>4. Tell a friend or teacher the benefits of tooth brushing.</li> <li>5. Indicate the benefits of flossing.</li> </ol>

<p>6.2.1. Identify a short- term personal health goal and take action toward achieving the goal.</p>	<ol style="list-style-type: none"><li>6. Discuss the importance of having regular dental checkups.</li><li>7. Describe what to expect at a dental checkup (i.e. Role play).</li><li>8. Identify the types of foods that help teeth stay strong.</li><li>9. Become aware of the purpose of various orthodontic appliances.</li><li>10. Set goals and chart brushing and flossing.</li></ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Self-Awareness/Individual Differences</u></b>                  Students will learn to recognize and celebrate their unique qualities and those of others.</p> <p><b><u>National:</u></b>                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Appreciate and celebrate individual differences.</li> <li>2. Identify and share their unique talents and qualities.</li> <li>3. Understand that friends accept each other’s strengths and weaknesses.</li> <li>4. Recognize that a variety of interests and abilities make people different and interesting.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Decision-Making</u></b>                  Students will acquire decision-making skills to enhance cooperation at home and in school settings.</p> <p><b><u>National:</u></b>                  5.2.1. Identify situations when a health-related decision is needed.                  5.2.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify and discuss examples of class/home cooperation.</li> <li>2. Discuss the following “cooperation” words and phrases:                         <ol style="list-style-type: none"> <li>a. Sharing</li> <li>b. Taking turns</li> <li>c. Patience</li> <li>d. Responsibility</li> <li>e. Compromise</li> <li>f. Group decisions</li> <li>g. Being on time</li> <li>h. Positive attitude</li> <li>i. Doing your part</li> <li>j. Fairness</li> <li>k. Empathy</li> </ol> </li> <li>3. Use appropriate decision-making skills that will support cooperation and responsibility.</li> </ol>

<p><b><u>Dublin: Mental, Emotional and Social Health: Friendship/Relating to Others</u></b>                  Students will recognize and practice giving and receiving compliments as an important friendship skill.</p> <p><b><u>National:</u></b>                  1.2.1. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Practice active listening with each other.</li> <li>2. Identify and practice the process for making and keeping friends.</li> <li>3. Recognize that sincere compliments build self-confidence and support friendship skills.</li> <li>4. Brainstorm examples of situations where you could offer a compliment.</li> <li>5. Explain and demonstrate the basic steps of giving and receiving compliments.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Self-Confidence</u></b>                  Students will gain self-confidence through activities designed to help them reflect upon their unique talents and characteristics.</p> <p><b><u>National:</u></b>                  2.2.2. Identify what the school can do to support personal health practices and behaviors.                  4.2.2. Demonstrate Listening skills to enhance health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review their own special talents and characteristics.</li> <li>2. Discuss the importance and effects of self-confidence.</li> <li>3. Understand that words, actions and behaviors impact self and others.</li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Responsibility</u></b>                  Students will become aware of the importance of responsibility and how their responsibilities change with age.</p> <p><b><u>National:</u></b>                  5.2.1. Identify situations when a health-related decision is needed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify responsibilities that change and increase with age.</li> <li>2. Share a responsibility they have as a second grader they did not have in first grade or Kindergarten (home, school, friendship, and self).</li> <li>3. Recognize that successful responsible tasks develop a sense of self-confidence.</li> </ol>

<p><b><u>Dublin: Mental, Emotional and Social Health: Antibullying/Anger/ and Conflict Management</u></b>                  Students will acquire skills needed to manage their anger/frustration and resolve conflicts.</p> <p><b><u>National:</u></b>                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.                  4.2.2. Demonstrate Listening skills to enhance health.                  4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.                  4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Determine what to do if they feel they are being treated unfairly/bullied/harassed.</li> <li>2. Understand that managing anger prevents hurting themselves and others.</li> <li>3. Use strategies for handling anger:                         <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Acquire conflict management strategies or how to handle a bully:                         <ol style="list-style-type: none"> <li>a. Ignore</li> <li>b. Ignore and walk away</li> <li>c. Use your words. Ex: “I feel mad because...”</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> </ol>
<p><b><u>Dublin: Healthy Choices: Substance Awareness, Use and Abuse</u></b>                  Students will better understand themselves and the choices they make.</p> <p><b><u>National:</u></b>                  1.2.1. Identify that healthy behaviors affect personal health.                  1.2.2. Recognize that there are multiple dimensions of health.                  7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.                  7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	<ol style="list-style-type: none"> <li>1. Define a drug as anything other than food or water that changes your body                         <ol style="list-style-type: none"> <li>a. Identify alcohol, caffeine, tobacco, and medicine as drugs.</li> </ol> </li> <li>2. Discuss the effects of alcohol, caffeine, medicine, and tobacco.</li> <li>3. Differentiate between healthy and unhealthy foods and drugs.</li> <li>4. Demonstrate how to say “no” to alcohol and other drugs.</li> <li>5. Make a personal commitment not to smoke or use alcohol and other harmful drugs.</li> </ol>
<p><b><u>Dublin: School and Personal Safety/Media Influences</u></b>                  Students will review/acquire important personal safety skills for dealing with strangers and uncomfortable feelings/situations.</p>	<p>As a result of the learning experiences provided, the learners will review:</p> <ol style="list-style-type: none"> <li>1. Define “stranger.”</li> <li>2. Understand never to go with strangers.</li> <li>3. Differentiate between feeling comfortable and uncomfortable with words or touching (good touches/bad</li> </ol>

<p><b>National:</b></p> <p>2.2.1. Identify how the family influences personal health practices and behaviors.</p> <p>3.2.1. Identify trusted adults and professionals who can help promote health.</p> <p>3.2.2. Identify ways to locate school and community health helpers.</p> <p>4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.</p> <p>4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>touches.</p> <p>4. Acquire personal safety strategies:</p> <ul style="list-style-type: none"><li>a. Walk away from strangers.</li><li>b. Avoid playing in deserted areas.</li><li>c. Inform parents of whereabouts.</li></ul> <p>5. Discuss strategies when someone makes them feel uncomfortable:</p> <ul style="list-style-type: none"><li>a. No: Say “No” in a loud voice.</li><li>b. Go: Get away to a safe place.</li><li>c. Tell: Tell a trusted adult who can help.</li></ul> <p>6. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for elementary students: WebKinz, Noggin, Club Penguin, Millberry.</p> <p>7. Never give any personal information online without parent permission.</p> <p>8. Never agree to meet anyone in person that you have met online.</p> <p>9. If something/someone online makes you feel uncomfortable:</p> <ul style="list-style-type: none"><li>a. Tell a trusted adult</li><li>b. Don’t respond</li><li>c. Log off</li></ul>
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## GRADE 3 HEALTH CURRICULUM

<b>CONTENT AREA</b>	<b>TOPIC</b>	<b>*RESPONSIBILITY</b>
Physical Health	Nutrition/Fitness	Teacher/PE Teacher
Physical Health	Germs/Communicable and Noncommunicable Diseases	Teacher and Nurse
Mental, Emotional, and Social Health	Friendship/Relating to Others	Guidance
Mental, Emotional, and Social Health	Decision-Making/Responsibility	Guidance
Mental, Emotional, and Social Health	Antibullying/Anger and Conflict Management	Guidance
Mental, Emotional, and Social Health	Stress	Guidance
Healthy Choices	Substance Awareness, Use and Abuse	Guidance
School and Personal Safety	Media Influences	Teacher/Guidance/Tech Support Teacher
School and Personal Safety	Stranger Danger	Safety and First Aid

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.

**National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Performance Indicators**

**Grade 3 Indicators**

<p><b>Dublin: Physical Health: Nutrition and Fitness:</b> Students will focus on nutrition and develop the ability to make healthy food choices. Students will learn to use the New Food Guide Pyramid (My Pyramid) to determine healthy meals and snacks. Physical fitness will be emphasized.</p> <p><b>National:</b>          1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.          2.5.4. Describe how the school and community can support personal health practices and behaviors.          2.5.5. Explain how media influences thoughts, feelings, and health behaviors.          3.5.1. Identify characteristics of valid health information, products and services.          7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.          7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.          7.5.1.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify the function of the digestive system and ways to keep it safe and healthy.</li> <li>2. Follow basic dietary guidelines for eating properly.</li> <li>3. Explain what food companies do to encourage people to purchase their products.</li> <li>4. List tips for ordering foods at fast food restaurants.</li> <li>5. Follow basic dietary guidelines for choosing healthful snacks.</li> <li>6. Know how to keep food fresh and safe from contamination.</li> <li>7. Review basic table manners.</li> <li>8. Explain the benefits of being physically fit.</li> <li>9. Develop a healthy lifestyle plan</li> </ol>
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<p><b><u>Dublin: Physical Health:</u></b>  <b><u>Germs/Communicable and Noncommunicable Diseases:</u></b>          Students will examine the effects of germs and viruses: how they spread and some of the diseases they cause. Students will become aware of various treatments for persons who are ill.</p> <p><b><u>National:</u></b>          1.2.3. Describe ways to prevent communicable diseases.          1.5.1. Describe the relationship between healthy behaviors and personal health.          1.5.4. Describe ways to prevent common childhood injuries and health problems.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Choose habits that prevent the spread of germs by:             <ol style="list-style-type: none"> <li>a. understanding that germs cause disease.</li> <li>b. understanding the ways germs are spread.</li> <li>c. recognizing ways to keep germs from entering the body.</li> <li>d. knowing how to prevent diseases from spreading.</li> <li>e. explaining the function of “body defenses.”</li> </ol> </li> <li>2. Recognize the symptoms and know the treatment for communicable diseases by:             <ol style="list-style-type: none"> <li>a. discussing treatments for a cold or flu.</li> <li>b. discussing treatments for a sore throat.</li> <li>c. becoming aware of how head lice are spread and treated.</li> <li>d. becoming aware of how scabies are spread and treated.</li> <li>e. becoming aware of how to prevent Lyme disease.</li> </ol> </li> <li>3. Identify ways to prevent and treat various chronic diseases, including:             <ol style="list-style-type: none"> <li>a. heart disease</li> <li>b. cancer</li> <li>c. asthma</li> <li>d. allergies.</li> </ol> </li> </ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Friendship/Relating to Others</u></b>                  Students will recognize and implement skills to build and maintain friendships.</p> <p><b><u>National:</u></b>                  1.5.2. Identify examples of emotional, intellectual, physical, and social health.                  2.5.3. Identify how peers can influence healthy and unhealthy behaviors.                  8.5.2. Encourage others to make positive health choices.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Students will brainstorm the important responsibilities of friendship (ex: empathy, patience, and the ability to compromise).</li> <li>2. Identify and practice the process for making and keeping friends.</li> <li>3. Acknowledge the strengths, talents, and different ideas of others.</li> <li>4. Students will understand that cooperation and resolving conflicts is an important strategies to maintaining friendship.</li> <li>5. Cool down, then:                         <ol style="list-style-type: none"> <li>a. One person talks at a time</li> <li>b. No interruptions</li> <li>c. Brainstorm solutions</li> <li>d. Implement a solution or compromise</li> <li>e. Talk again to find another solution</li> </ol> </li> </ol>
<p><b><u>Dublin: Mental, Emotional and Social Health: Decision-Making/Responsibility</u></b>                  Students will learn decision-making skills that will enable them to be responsible for their role in their family or classroom.</p> <p><b><u>National:</u></b>                  1.5.2. Identify examples of emotional, intellectual, physical, and social health.                  2.5.1. Describe how the family influences personal health practices and behaviors.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Define “responsibility” as acting without hurting one’s self or others.</li> <li>2. Take ownership of responsible decisions for self, friendships, home, and school.</li> <li>3. Practice different decision making models (PACCE)                         <ol style="list-style-type: none"> <li>a. P is for problem</li> <li>b. A is for alternatives (choices)</li> <li>c. C is for consequences (What could happen positive or negative?)</li> <li>d. C is for choose</li> <li>e. E is for evaluate (Was this a good decision?)</li> </ol> </li> <li>4. Recognize that responsible behavior is rewarded in society:                         <ol style="list-style-type: none"> <li>a. more friends</li> <li>b. positive recognition from others</li> <li>c. perform better in school</li> <li>d. feel good about themselves</li> </ol> </li> </ol>



<p><b><u>Dublin: Mental, Emotional, and Social Health: Antibullying/Anger and Conflict Management</u></b>                  Students will acquire skills needed to manage their anger/frustrations and resolve conflicts.</p> <p><b><u>National:</u></b>                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.                  4.2.2. Demonstrate listening skills to enhance health.                  4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.                  4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Determine what to do if they feel they are being treated unfairly/bullied/harassed.</li> <li>2. Understand that managing anger prevents hurting themselves and others.</li> <li>3. Use strategies for handling anger:                         <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Review conflict management strategies or strategies on how to handle a bully:                         <ol style="list-style-type: none"> <li>a. Ignore</li> <li>b. Ignore and walk away</li> <li>c. Use your words. Ex: “I feel mad because...”</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> <li>5. Practice skills to handle difficult situations through discussion and role-play.</li> </ol>
<p><b><u>Dublin: Mental, Emotional, and Social Health: Stress</u></b>                  Students will learn that stress is a part of their lives and can be both helpful and harmful. Students will learn strategies to reduce harmful stress.</p> <p><b><u>National:</u></b>                  2.2.1. Identify how the family influences personal health practices and behaviors.                  2.2.2. Identify what the school can do to support personal health practices and behaviors.                  3.2.1. Identify trusted adults and professionals who can help promote health.                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.                  4.2.3. Demonstrate ways to respond when in an unwanted, threatening or</p>	<p>As a result of the learning experiences provided, the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify and define stress.</li> <li>2. Understand that stress can be harmful and helpful.</li> <li>3. Identify strategies to maintain balance in their lives (e.g., Three-O Below).                         <ol style="list-style-type: none"> <li>a. Talk out problems</li> <li>b. Have fun</li> <li>c. Relax</li> <li>d. Exercise</li> <li>e. Eat healthy foods</li> <li>f. Organize</li> </ol> </li> </ol>



<p>dangerous situation.                  4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.                  7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.                  7.2.2. Demonstrate behaviors that avoid or reduce health risks.</p>	
<p><b><u>Dublin: Healthy Choices: Substance Awareness, Use and Abuse</u></b>                  Students will better understand themselves and the choices they make.                  Students will choose healthy activities and alternatives to drug use.</p> <p><b><u>National:</u></b>                  3.5.2. Locate resources from home, school and community that provide valid health information.                  5.5.1. Identify health- related situations that might require a thoughtful decision.                  5.5.2. Analyze when assistance is needed when making a health-related decision.                  5.5.3. List healthy options to health related issues or problems.                  5.5.4. Predict the potential outcomes of each option when making a health related decision.                  5.5.5. Choose a healthy option when making a decision.                  5.5.6. Describe the outcomes of a health related decision.                  7.5.1. Identify responsible personal health behaviors.                  7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.                  7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learner will:</p> <ol style="list-style-type: none"> <li>1. Distinguish between helpful and harmful drugs.</li> <li>2. Reasons why some people choose not to use harmful drugs</li> <li>3. Develop strategies for saying “NO” to harmful drugs.</li> <li>4. Recognize that to participate in Dublin City School activities, you must be free from alcohol, nicotine, and other drugs.</li> <li>5. Identify healthy activities you enjoy doing to feel good about yourself.</li> </ol>

<p><b><u>Dublin: School Safety and Personal Safety/Media Influences</u></b>          Students will review personal safety concepts and strategies.</p> <p><b><u>National:</u></b> 4.5.2. Demonstrate refusal skills to avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review personal safety issues stressed by parents. Key concepts include the following:             <ol style="list-style-type: none"> <li>a. children cannot tell by looking at a person if she/he will hurt them.</li> <li>b. a stranger is someone who has not been introduced.</li> <li>c. children should not talk to strangers unless an adult is with them.</li> <li>d. children should use the “buddy” system when using a public restroom or walking to school.</li> <li>e. children should not play in deserted areas.</li> <li>f. children should always inform a parent their whereabouts and if plans change.</li> <li>g. children should never get into a car with anyone without parental permission.</li> <li>h. children should understand that it is not OK for anyone to touch them in the private parts(i.e., parts of the body covered by a bathing suit).</li> </ol> </li> <li>2. Discuss strategies when someone makes you feel uncomfortable.             <ol style="list-style-type: none"> <li>a. Say “No” in a loud voice.</li> <li>b. Go: get away to a safe place.</li> <li>c. Tell a trusted adult who can help.</li> </ol> </li> <li>3. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for elementary students: WebKinz, Noggin, Club Penguin, Millberry.</li> <li>4. Never give any personal information online without parent permission.</li> <li>5. Never agree to meet anyone in person that you have met online.</li> </ol>
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	<ol style="list-style-type: none"><li>6. If something/someone online makes you feel uncomfortable:<ol style="list-style-type: none"><li>a. Tell a trusted adult</li><li>b. Don't respond</li><li>c. Log off</li></ol></li><li>7. Password creation and security</li><li>8. Online communication guidelines</li></ol>
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## GRADE 4 HEALTH CURRICULUM

CONTENT AREA	TOPIC	*RESPONSIBILITY
Physical Health	Body Systems	Teacher
Mental, Emotional, and Social Health	Friendship: Relating to Others/Cooperation	Guidance
Mental, Emotional, and Social Health	Study Skills	Guidance
Mental, Emotional, and Social Health	Antibullying/Anger and Conflict Management	Guidance
Mental, Emotional, and Social Health	Career Identity/Decision Making	Guidance
Mental, Emotional, and Social Health	Stress	Guidance
Healthy Choices	Substance Awareness, Use and Abuse	Guidance
School and Personal Safety	Media Influences	Teacher/Guidance/Tech Support Teacher

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.



## **National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicators

Grade 4 Indicators

<p><b><u>Dublin: Physical Health: Body Systems:</u></b> Students will review body systems covered in second and third grade. Students will also be introduced to the nervous system.</p> <p><b><u>National:</u></b> 1.5.2. Identify examples of emotional, intellectual, physical, and social health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review the skeletal, muscular, and digestive systems.</li> <li>2. Identify the function of the nervous system.</li> </ol>
<p><b><u>Dublin: Mental, Emotional, and Social Health: Friendship/Relating to Others/Cooperation</u></b> Students will learn to strengthen interpersonal skills through cooperation.</p> <p><b><u>National:</u></b> 2.5.3. Identify how peers can influence healthy and unhealthy behaviors. 4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review and practice friendship strategies to make and maintain friendships.</li> <li>2. Introduce appropriate behaviors when being a member of the group:             <ol style="list-style-type: none"> <li>a. Giving encouragement</li> <li>b. Respecting Others</li> <li>c. On task behavior</li> <li>d. Use quiet voices</li> <li>e. Participate actively</li> <li>f. Staying in the group</li> </ol> </li> <li>3. Practice cooperation skills by taking on roles in group activities:             <ol style="list-style-type: none"> <li>a. Leader- Keeps group on task. Makes sure everyone understands the assignment. The leader solves the groups' problems and is the only one who can come to the teacher if needed.</li> <li>b. Recorder-Writes the information the group will share with the class.</li> <li>c. Put-Up Person- helps the group by encouraging and complimenting group members.</li> <li>d. Summarizer- reports to the entire class what the group has created and/or written.</li> </ol> </li> </ol>

<p><b><u>Dublin: Mental, Emotional, and Social Health: Stress</u></b>          Students will identify strategies to manage and reduce stress.          Students will continue to implement safe/healthy strategies to maintain balance in their lives.</p> <p><b><u>National:</u></b>          1.5.1. Describe the relationship between healthy behaviors and personal health.          1.5.2. Identify examples of emotional, intellectual, physical, and social health.          1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.          4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.          4.5.2. Demonstrate refusal skills to avoid or reduce health risks.          4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.          4.5.4. Demonstrate how to ask for assistance to enhance personal health.          5.5.2. Analyze when assistance is needed when making a health-related decision.          5.5.3. List healthy options to health-related issues or problems.          5.5.4. Predict the potential outcomes of each option when making a health-related decision.          1.5.5. Choose a healthy option when making a decision.          7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.          7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learner will:</p> <ol style="list-style-type: none"> <li>1. Identify and define stress.</li> <li>2. Understand that stress can be harmful and helpful.</li> <li>3. Identify strategies to maintain balance in their lives (e.g., Three-O Below).             <ol style="list-style-type: none"> <li>a. Talk out problems</li> <li>b. Have fun</li> <li>c. Relax</li> <li>d. Exercise</li> <li>e. Eat healthy foods</li> <li>f. Organize</li> </ol> </li> </ol>
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<p><b>Dublin: Mental, Emotional and Social Health: Study Skills</b>          Students will learn skills necessary to be successful in school, including study skills, test taking strategies, and goal setting.</p> <p><b>National:</b>          4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Develop work and study skills that will enhance what they learn in school</li> <li>2. Review study skills to use in class, in groups, on their own in class:             <ol style="list-style-type: none"> <li>a. Pay Attention - look at the teacher and listen</li> <li>b. Be Prepared - have the proper materials, homework</li> <li>c. Follow Directions - do what the teacher asks</li> </ol> </li> <li>3. In groups:             <ol style="list-style-type: none"> <li>a. Work Time is <b>Work</b> Time - stay on task</li> <li>b. Work Together As a Team - cooperate help the group get the job done</li> <li>c. Stay With the Group - learn together</li> </ol> </li> <li>4. On their own:             <ol style="list-style-type: none"> <li>a. Choose A Good Place - quiet, good lighting</li> <li>b. Concentrate - keep mind on task, no distractions</li> <li>c. Questions - try to find answer, then ask teacher for help</li> </ol> </li> <li>5. Acquire strategies for completing projects, reports, and homework:</li> <li>6. Listen carefully to assignment and write it down: what, how, when</li> <li>7. Manage time             <ol style="list-style-type: none"> <li>a. get started immediately</li> <li>b. work on it each day</li> <li>c. keep track of the days until it is done</li> <li>d. finish it early</li> </ol> </li> <li>8. Find a good place to work</li> <li>9. Concentrate</li> <li>10. Get help</li> <li>11. Proof paper</li> <li>12. Review their organizational skills,</li> <li>13. Acquire test-taking strategies             <ol style="list-style-type: none"> <li>a. before the test</li> <li>b. during the test</li> </ol> </li> </ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Antibullying/Anger and Conflict Management</u></b>                  Students will acquire skills needed to manage their anger/frustrations and resolve conflicts.</p> <p><b><u>National:</u></b>                  4.2.1. Demonstrate healthy ways to express needs, wants and feelings.                  4.2.2. Demonstrate listening skills to enhance health.                  4.2.3. Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.                  4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.</p>	<p>C. after the test</p> <p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Determine what to do if they feel they are being treated unfairly/bullied/harassed.</li> <li>2. Understand that managing anger prevents hurting themselves and others.</li> <li>3. Review strategies for handling anger:                         <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Review and role play conflict management strategies on how to handle a bully:                         <ol style="list-style-type: none"> <li>a. Ignore</li> <li>b. Ignore and walk away</li> <li>c. Use your words. Ex: “I feel mad because...”</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> <li>5. Practice skills to handle difficult situations through discussion and role-play.</li> </ol>
<p><b><u>Dublin: Mental, Emotional, and Social Health: Career Identity/Decision-Making</u></b>                  Students will explore the world of work. Students will implement the decision-making model to help with academic/social or career goals.</p> <p><b><u>National:</u></b>                  2.5.1. Describe how the family influences personal health practices and behaviors.                  2.5.3. Identify how peers can influence healthy and unhealthy behaviors                  2.5.4. Describe how the school and community can support personal health practices and behaviors                  2.5.5. Explain how media influences thoughts, feelings, and health behaviors.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>2. Review decision-making model/models from grade 3 to help students reach their academic, social, and career goals.</li> <li>3. Understand that their student interests and abilities influence their decision-making.</li> <li>4. Identify work habits (in school) that will relate to the world of work.</li> <li>5. Learn about careers/jobs and how they relate with their similar responsibilities.</li> <li>6. Learn how to use OCIS as A resource on career awareness.</li> </ol>

<p>2.5.6. Describe ways that technology can influence personal health.</p> <p>5.5.1. Identify health- related situations that might require a thoughtful decision.</p> <p>5.5.2. Analyze when assistance is needed when making a health- related decision.</p> <p>5.5.3. List healthy options to health related issues or problems.</p> <p>5.5.4. Predict the potential outcomes of each option when making a health related decision.</p> <p>5.5.5. Choose a healthy option when making a decision.</p> <p>5.5.6. Describe the outcomes of a health related decision.</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal</p>	
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<p><b><u>Dublin: Substances: Healthy Choices: Substance Awareness, Use and Abuse</u></b></p> <p>Students will better understand themselves and the choices they make. Students will choose healthy activities and alternatives to drug use.</p> <p><b><u>National:</u></b></p> <p>1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health. 2.5.3. Identify how peers can influence healthy and unhealthy behaviors. 2.5.5. Explain how media influences thoughts, feelings, and health behaviors. 4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health. 4.5.2. Demonstrate refusal skills to avoid or reduce health risks. 4.5.3. Demonstrate non-violent strategies to manage or resolve conflict. 4.5.4. Demonstrate how to ask for assistance to enhance personal health. 5.5.1. Identify health- related situations that might require a thoughtful decision. 5.5.2. Analyze when assistance is needed when making a health- related decision. 5.5.3. List healthy options to health related issues or problems. 5.5.4. Predict the potential outcomes of each option when making a health related decision. 5.5.5. Choose a healthy option when making a decision. 5.5.6. Describe the outcomes of a health related decision.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify drugs and their effect on the body (positive and negative effects).</li> <li>2. Identify reasons not to use drugs.</li> <li>3. Continue practicing strategies on how to say “No” to drugs and peer pressure.</li> <li>4. Identify healthy activities you enjoy doing to feel good about yourself.</li> <li>5. Recognize that to participate in Dublin City School activities, you must be free from alcohol, nicotine, and other drugs.</li> </ol>
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<p><b><u>Dublin: School and Personal Safety/Media Influences</u></b>                  Students will review personal safety skills/procedures for dealing with school/home emergencies and uncomfortable situations.</p> <p><b><u>National:</u></b>                  2.5.1. Describe how the family influences personal health practices and behaviors.                  2.5.2. Identify the influence of culture on health practices and behaviors.                  2.5.3. Identify how peers can influence healthy and unhealthy behaviors                  2.5.4. Describe how the school and community can support personal health practices and behaviors                  2.5.5. Explain how media influences thoughts, feelings, and health behaviors.                  2.5.6. Describe ways that technology can influence personal health.                  4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.                  4.5.2. Demonstrate refusal skills to avoid or reduce health risks                  4.5.4. Demonstrate how to ask for assistance to enhance personal health.                  5.5.1. Identify health- related situations that might require a thoughtful decision                  5.5.4. Predict the potential outcomes of each option when making a health related decision.                  5.5.5. Choose a healthy option when making a decision.                  5.5.6. Describe the outcomes of a health related decision.                  7.5.1. Identify responsible personal health behaviors.                  7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.                  8.5.2. Encourage others to make positive health choices.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review personal safety issues stressed by parents. Key concepts include the following:                         <ol style="list-style-type: none"> <li>a. children cannot tell by looking at a person if she/he will hurt them.</li> <li>b. a stranger is someone who has not been introduced.</li> <li>c. children should not talk to strangers unless an adult is with them.</li> <li>d. children should use the “buddy” system when using a public restroom or walking to school.</li> <li>e. children should not play in deserted areas.</li> <li>f. children should always inform a parent their whereabouts and if plans change.</li> <li>g. children should never get into a car with anyone without parental permission.</li> <li>h. children should understand that it is not OK for anyone to touch them in the private parts (i.e., parts of the body covered by a bathing suit).</li> </ol> </li> <li>2. Discuss strategies when someone makes you feel uncomfortable.                         <ol style="list-style-type: none"> <li>a. Say “No” in a loud voice.</li> <li>b. Go: get away to a safe place.</li> <li>c. Tell a trusted adult who can help.</li> </ol> </li> <li>3. Students will be able to implement fire, tornado and lock-down procedures.</li> <li>4. Students will be aware of the 4 types of child abuse:                         <ol style="list-style-type: none"> <li>a. Physical</li> <li>b. Emotional</li> <li>c. Neglect</li> <li>d. Sexual</li> </ol> </li> <li>5. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for</li> </ol>
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	<p>elementary students: WebKinz, Noggin, Club Penguin, Millberry</p> <ol style="list-style-type: none"><li>6. Never give any personal information online without parent permission.</li><li>7. Never agree to meet anyone in person that you have met online.</li><li>8. If something/someone online makes you feel uncomfortable:<ol style="list-style-type: none"><li>a. Tell a trusted adult</li><li>b. Don't respond</li><li>c. Log off</li></ol></li><li>9. Password creation and security</li><li>10. Online communication guidelines</li></ol>
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## GRADE 5 HEALTH CURRICULUM

<b>CONTENT AREA</b>	<b>TOPIC</b>	<b>*RESPONSIBILITY</b>
Physical Health	Body Systems	Teacher/PE Teacher
Mental, Emotional, and Social Health	Decision Making and Goal Setting	Guidance
Mental, Emotional, and Social Health	Antibullying/Anger and Conflict Management	Guidance
Mental, Emotional, and Social Health	Changes	Guidance and Nurse
Healthy Choices	Substance Awareness, Use and Abuse	Guidance and Nurse
Mental, Emotional, and Social Health	Transition to Middle School	Guidance
School and Personal Safety	Child Abuse Awareness	Guidance/Teacher/Tech Support Teacher
School and Personal Safety	Media Influences	Guidance/Teacher/Tech Support Teacher

\*If resources are unavailable (e.g., guidance, DARE officer, nurses, media specialists, physical education teacher, or technology specialist) the ultimate teaching responsibility lies with the classroom teacher.



**National Content Standards**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice healthy-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Performance Indicators**

**Grade 5 Indicators**

<p><b>Dublin: Physical Health: Body Systems:</b> Students will review the four body systems (skeletal, muscular, digestive, and nervous). Students will also be introduced to the circulatory and respiratory systems, with an emphasis on the importance of physical fitness.</p> <p><b>National:</b></p> <p>1.5.2. Identify examples of emotional, intellectual, physical, and social health.</p> <p>1.5.4. Describe ways to prevent common childhood injuries and health problems.</p> <p>5.5.4. Predict the potential outcomes of each option when making a health related decision.</p> <p>5.5.6. Describe the outcomes of a health related decision.</p> <p>6.5.1. Set a personal health goal and track progress toward its achievement.</p> <p>6.5.2. Identify resources to assist in achieving a personal health goal.</p> <p>7.5.1. Identify responsible personal health behaviors.</p> <p>7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review the skeletal, muscular, digestive, and nervous body systems.</li> <li>2. Identify the functions of the circulatory and respiratory systems.</li> <li>3. Identify aerobic and anaerobic exercise</li> <li>4. Value the importance of physical activity by:             <ol style="list-style-type: none"> <li>a. recognizing the benefits of physical activity.</li> <li>b. describing the various types of health fitness and fitness skills.</li> <li>c. explaining how aerobic exercises help the heart, blood pressure, and blood vessels.</li> <li>d. preparing to take a physical fitness test.</li> </ol> </li> <li>5. Follow safety rules and prevent injuries during physical activities by:             <ol style="list-style-type: none"> <li>a. describing actions that demonstrate good sportsmanship.</li> <li>b. discussing guidelines for a safe workout.</li> <li>c. explaining how to prevent and treat sprains and strains.</li> </ol> </li> <li>6. Design a plan for cardiovascular fitness that includes jumping rope, running, walking, biking, or swimming</li> <li>7. Determine the importance of getting enough sleep by:             <ol style="list-style-type: none"> <li>a. explain what happens during the sleep cycle.</li> <li>b. discussing why people need sleep</li> <li>c. explaining how to get enough rest and sleep.</li> </ol> </li> </ol>
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<p><b>Dublin: Mental, Emotional, and Social Health: Decision Making/Goal Setting:</b>          Students will understand the rationale for setting personal/academic/social and emotional goals and decision making.</p> <p><b>National:</b>          5.5.4. Predict the potential outcomes of each option when making a health related decision.          5.5.5. Choose a healthy option when making a decision.          5.5.6. Describe the outcomes of a health related decision.          6.5.1. Set a personal health goal and track progress toward its achievement.          6.5.2. Identify resources to assist in achieving a personal health goal.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. write short-term and long-term goals.</li> <li>2. comprehend the benefits of goal setting:             <ol style="list-style-type: none"> <li>a. to improve themselves, to make people feel good about themselves</li> <li>b. to improve their relationship with others</li> </ol> </li> <li>3. determine the key elements to goal setting:             <ol style="list-style-type: none"> <li>a. Be realistic.</li> <li>b. Make only a few goals at a good time.</li> <li>c. Ask others to hold you accountable.</li> <li>d. Write the goals down.</li> <li>e. Place a time limit on goals.</li> <li>f. Place goals in a visible place.</li> <li>g. Deduce that goals involve costs and opportunities                 <ol style="list-style-type: none"> <li>i. cost: something one must give up to attain a goal.</li> <li>ii. opportunity: an advantage gained when one reaches her goal.</li> </ol> </li> <li>h. Understand that they do not always reach their goals.</li> <li>i. Develop alternative goal if a goal is not reached.</li> <li>j. Use a decision-making model to help make responsible decisions and reach positive goals:                 <ul style="list-style-type: none"> <li>P Problem</li> <li>A Alternatives (words or actions to problems)</li> <li>C Consequences (positive/negative outcome of each alternative)</li> <li>C Choose (the best alternative)</li> <li>E Evaluate (Was this the best alternative?)</li> </ul> </li> <li>k. Consider alternatives and consequences of decisions.</li> </ol> </li> </ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Anti-Bullying/Anger and Conflict Management:</u></b> Students will demonstrate effective communication for managing anger, frustration, and conflict management.</p> <p><b><u>National:</u></b> 4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Become aware of 5 ways to show others that they care;             <ol style="list-style-type: none"> <li>a. acts of service (ex: helping people, giving back to the community).</li> <li>b. encouraging words.</li> <li>c. gift giving (could be a gift of time, gift of helping, sharing).</li> <li>d. quality time (give full attention).</li> <li>e. physical touch (ex: high 5’s, hugs).</li> </ol> </li> <li>2. Examine different communication styles:             <ol style="list-style-type: none"> <li>a. parent-like communication style.</li> <li>b. child-like communication style.</li> <li>c. adult-like communication style.</li> </ol> </li> <li>3. Review strategies for handling anger:             <ol style="list-style-type: none"> <li>a. Take a deep breath.</li> <li>b. Stop and think.</li> <li>c. Do something that will help the problem.</li> </ol> </li> <li>4. Acquire conflict management strategies on how to handle a bully:             <ol style="list-style-type: none"> <li>a. Ignore.</li> <li>b. Ignore and walk away.</li> <li>c. Use your words. Ex: “I feel mad because...”</li> <li>d. Go to a trusted adult for help.</li> <li>e. Choose safe friends who are positive, helpful, and will share.</li> </ol> </li> </ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Changes</u></b>          Students will become aware of physical, social, and emotional changes that occur during adolescence.</p> <p><b><u>National:</u></b>          1.5.1. Describe the relationship between healthy behaviors and personal health.          4.5.4. Demonstrate how to ask for assistance to enhance personal health.          5.5.6. Describe the outcomes of a health related decision.          8.5.1. Express opinions and give accurate information about health issues.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Discuss physical, social, and emotional changes occurring during adolescence.</li> <li>2. Acquire information regarding human growth and development so they can make healthy decisions for their bodies:             <ol style="list-style-type: none"> <li>a. Girls:                 <ol style="list-style-type: none"> <li>1. Discuss physical body changes in females during puberty.</li> <li>2. Examine diagram of female reproductive organs.</li> <li>3. Become aware of menstruation and process.</li> <li>4. Discuss the increased responsibility which comes with maturation.</li> <li>5. Hygiene discussion in response to growth and development.</li> </ol> </li> <li>b. Boys:                 <ol style="list-style-type: none"> <li>1. Discuss physical changes in males during puberty.</li> <li>2. Examine diagram of male reproductive organs.</li> <li>3. Become aware of sperm production.</li> <li>4. Discuss the increased responsibility which comes with maturation.</li> <li>5. Hygiene discussion in response to growth and development.</li> </ol> </li> </ol> </li> </ol>
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<p><b><u>Dublin: Healthy Choices: Substance Awareness, Use and Abuse:</u></b>                  Students will continue to define legal and illegal drugs and demonstrate decision-making skills that emphasize healthy and drug-free choices.</p> <p><b><u>National:</u></b>                  2.5.2. Identify the influence of culture on health practices and behaviors.                  2.5.3. Identify how peers can influence healthy and unhealthy behaviors.                  2.5.5. Explain how media influences thoughts, feelings, and health behaviors.                  4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.                  4.5.2. Demonstrate refusal skills to avoid or reduce health risks.                  4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.                  4.5.4. Demonstrate how to ask for assistance to enhance personal health.                  5.5.1. Identify health-related situations that might require a thoughtful decision.                  5.5.2. Analyze when assistance is needed when making a health-related decision.                  5.5.3. List healthy options to health related issues or problems.                  5.5.4. Predict the potential outcomes of each option when making a health related decision.                  5.5.5. Choose a healthy option when making a decision.                  5.5.6. Describe the outcomes of a health related decision.                  7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.                  8.5.1. Express opinions and give accurate information about health issues.                  8.5.2. Encourage others to make positive health choices.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Identify the consequences of using and choosing not to use tobacco, alcohol, and harmful drugs.</li> <li>2. Be aware of the actual extent of drug use among Dublin Adolescents (PAUS-Drug Survey).</li> <li>3. Demonstrate effective ways to say “No” to peer pressure.</li> <li>4. Be able to respond assertively to offers to use alcohol and other drugs and refusing offers to use alcohol and other drugs.</li> <li>5. Recognize media influence and presentations about alcohol and other drugs.</li> <li>6. Identify activities and alternatives to drug use.</li> <li>7. Recognizing positive qualities within yourself that help you make appropriate healthy choices.</li> <li>8. Recognize that to participate in Dublin City School activities, you must be free from alcohol, nicotine, and other drugs.</li> </ol>
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<p><b><u>Dublin: Mental, Emotional, and Social Health: Transition to Middle School:</u></b> Fifth grade students will become aware of academic and social/emotional experiences of Middle School.</p> <p><b><u>National:</u></b> 2.5.4. Describe how the school and community can support personal health practices and behaviors. 6.5.1. Set a personal health goal and track progress toward its achievement. 6.5.2. Identify resources to assist in achieving a personal health goal.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Visit and ask questions about their perspective Middle School.</li> <li>2. Discuss realistic academic and social goals for Middle School.</li> <li>3. Review special memories about Elementary School.</li> </ol>
<p><b><u>Dublin: School and Personal Safety</u></b> Students will learn about ways to reduce personal safety/health risks and identify resources for support.</p> <p><b><u>National:</u></b> 2.5.4. Describe how the school and community can support personal health practices and behaviors. 3.5.2. Locate resources from home, school and community that provide valid health information. 4.5.2. Demonstrate refusal skills to avoid or reduce health risks. 5.5.1. Identify health-related situations that might require a thoughtful decision. 7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.</p>	<p>As a result of the learning experiences provided, the learners will:</p> <ol style="list-style-type: none"> <li>1. Review and discuss the four types of abuse (physical, emotional, neglect, and sexual).</li> <li>2. Identify reliable sources for support with any type of abuse.</li> <li>3. Discuss and identify strategies to reduce risk for unhealthy/abuse situations.</li> <li>4. Be able to respond to home/school emergencies with safety procedures (e.g., school safety drills).</li> <li>5. Understand that the Internet is like a global “neighborhood.” It is a place to interact with strangers from all over the world. Social Network examples for elementary students: WebKinz, Noggin, Club Penguin, Millberry.</li> <li>6. Never give any personal information online without parent permission.</li> <li>7. Never agree to meet anyone in person that you have met online.</li> <li>8. If something/someone online makes you feel uncomfortable:             <ol style="list-style-type: none"> <li>a. Tell a trusted adult</li> <li>b. Don’t respond</li> <li>c. Log off</li> </ol> </li> <li>9. Password creation and security</li> <li>10. Online communication guidelines</li> </ol>

