Charleston County SCHOOL DISTRICT
excellence is our standard

K - 5 Health Education

Scope & Sequence

STUDENTS ARE THE HEART OF OUR WORK!

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INTRODUCTION

The Charleston County School District K-5 Health Education Scope and Sequence is a comprehensive curricular planning resource for educators to provide high quality teaching and rigorous skills-based instruction that aligns with the district vision and mission to educate and support every child in achieving college, career, and citizenship readiness. This was developed as a framework for implementing comprehensive health education, outlining key concepts of health education (scope) and the appropriate progression of health knowledge, skills, and behaviors addressed by the student outcomes at each grade level (sequence).

South Carolina Standards for Health and Safety Education were developed to set rigorous expectations for student learning and academic performance in health and safety education in South Carolina. The standards define what students should know and be able to do in the content area of health and safety education and provide the foundation for the development of health and safety education curricula at the district level.

Comprehensive health education is planned and carried out with the purpose of maintaining, reinforcing, or enhancing the health, health-related skills, and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention. Comprehensive Health Education addresses the physical, social, and emotional aspects of health (the health of the whole child) via a structured and sequential curriculum. The lessons provided are age-appropriate, medically accurate at every grade level helping students acquire functional health knowledge, strengthen attitudes, beliefs, and practice skills needed to adopt and maintain healthy behaviors throughout their lives. As schools, families, and community partners collaborate to encourage and support students to become lifelong learners, health education remains an academic subject critical to ensuring that all students are healthy, safe, engaged, supported, and challenged.

The academic standards set forth by the South Carolina Department of Education describe what students should understand and be able to do. Each of the eight standards is demonstrated with performance indicators at each grade level.

SC HEALTH AND SAFETY EDUCATION 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, products, and services to enhance health.
Standard 4:	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
Standard 5:	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6:	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8:	Students will demonstrate the ability to advocate for personal, family, and community health.

K-5 CONTENT AND SKILLS

Content Required by the South Carolina Department of Education for Grades K-5 South Carolina Comprehensive Health Education Act	
Health Education Topic	**Compliance/Alignment**
Community & Personal Health	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include community health, consumer health, personal health, and prevention and control of diseases and disorders.*
Growth & Development	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include growth and development.* **Grades 4 & 5 are provided with foundational knowledge and skills needed to form healthy relationships, how their body works, how to identify and communicate with a trusted adult, and other age appropriate concepts and skills for health, safety, and well-being.* ***These lessons are instructed by trained and certified district itinerant health education teachers.***
Dental Health	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include dental health.*
Environmental Health	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include environmental health.*
Mental and Emotional Health	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include mental and emotional health.*
Nutritional Health	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include the following subjects: nutritional health.*

	**Section 59-10-360. K-5 health curriculum; nutrition component.* *Health curriculum for students in kindergarten through fifth grade must include a weekly nutrition component.* CDC Youth Risk Behaviors: Unhealthy dietary behaviors CDC Youth Risk Behaviors: Inadequate physical activity
Prevention and Control of Diseases and Disorders	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include prevention and control of diseases and disorders.*
Safety and Accident Prevention	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include safety and accident prevention.* **Districts annually shall provide age-appropriate instruction in sexual abuse and assault awareness and prevention to all students in four-year-old kindergarten, where offered, through twelfth grade. This instruction must be based on the units developed by the board, through the department, pursuant to Section 59-32-20(B).* CDC Youth Risk Behaviors: Behaviors that contribute to unintentional injuries and violence.
Substance Use and Abuse	**Beginning with the 1988-89 school year, for grades kindergarten through five, instruction in comprehensive health education must include substance use and abuse.* **Before August 1, 2018, and through the cyclical review process, if deemed necessary, the board shall include instruction on prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between opioid abuse and addiction to other drugs, such as heroin, in the health standards. In addition, the board shall make available to districts a list of instructional materials that meet state standards. Districts shall continue to adopt or develop curriculum locally.* CDC Youth Risk Behaviors: Alcohol, Tobacco, and Other Drugs

Charleston County School District has adopted a skills-based approach to implementing Health Education in grades K-12.

The skills-based approach to comprehensive health education enables students to develop the competence and confidence to effectively apply health skills in a variety of situations. Research on positive behavior change has informed this skills-based approach, which has been shown to be more effective than traditional content-only pedagogy. Through skills-based learning experiences, students learn, practice, and demonstrate the skills that are much more likely to lead to the adoption of healthy behaviors.

Health Skills	
Analyze Influences	Focuses on identifying and understanding the diverse internal and external factors that affect health practices and behaviors.
Access Valid & Reliable Resources	Prepares students to be able to critically evaluate the health information around them, whether that is from research articles, advertisements, people, and other print materials.
Interpersonal Communication	Guides students to better understand, practice, and reflect on their interactions with others, developing effective speaking and listening strategies, boundary setting/refusal skills, conflict resolution skills, and collaboration skills.
Decision-Making	Provides students with a process to approach decisions related to their health that require more thought and intention.
Goal-Setting	Empowers students to strive for self-improvement by creating short and long term goals that have clear plans to help with follow through.
Self-Management	Helps students identify the areas in their life where they must take personal responsibility and develop the necessary health practices to maintain and improve their health.

Advocacy for Self & Others	Helps students build the capacity to promote their healthy behaviors and to encourage their peers to develop and maintain their own healthy behaviors.

Progression of Skill Development (Pedagogy)

Introduction of the Skill	Reinforcement	Mastery
Explain the purpose of the skill/strategy and how it will benefit health • Introduce basic knowledge that students need to demonstrate the skill/ strategy • Provide a step-by-step overview of the skill/strategy • Model the skill/strategy • Provide scenarios and examples for students to analyze	**Instructional Steps:** • Review steps of the skill/strategy • Provide students with opportunities to practice the skill/strategy • Provide reinforcement in other school settings/subject areas • Provide feedback to students as they demonstrate the skill/strategy • Reteach for misconceptions or areas of trouble	**Instructional Steps:** • Provide students with challenging opportunities to practice the skill/strategy (self-efficacy in using the skill) • Provide opportunities for self-reflection when using the skill/strategy • Collect data on student performance • Provide feedback to students

Skill Progression Adopted from RMC Health
CCSD Teacher Training, August 2022

rmc Health
Healthy Schools Start Here

GRADE LEVEL UNIT OVERVIEW

Each unit of study for Grades K–5 contains a Summary, which provides Essential Questions to guide the learning experience, the Essential Health Concepts and Health Skills that students are expected to learn by completion of the unit, and Healthy Behavior Outcomes. The grade level unit Summaries enable teachers to plan interdisciplinary approaches to health learning, making explicit connections to relevant health topics and incorporating lessons and units throughout the curriculum. Each unit summary consists of the following components:

Unit Skill Development Focus	Each unit focuses on 2-4 skills to be developed throughout the unit. It is recommended that teachers pre-assess students to determine prior skill development. The results of this pre-assessment may be used to inform the instructional plan, thus ensuring that all students have the foundation needed to practice and apply the skills in the context of the unit health concepts. The highlighted skills are listed with their corresponding geometric icon for quick reference.
Essential Questions	The Essential Questions are designed to stimulate thought, provoke inquiry, and spark student discussion. These student-focused inquiries combine functional knowledge of the Essential Health Concepts and Health Education Skills to guide students toward reaching the unit's instructional objectives and adopting the unit's Healthy Behavior Outcomes.

Essential Health Concepts	The Essential Health Concepts were adapted from the performance indicators for the South Carolina Department of Education Health and Safety Education Standards. Key health concepts were also adapted from the Health Education Curriculum Analysis Tool (HECAT), the assessment tool developed by the Centers for Disease Control and Prevention in partnership with health education experts. Each Essential Health Concept is preceded by a code that represents the unit title abbreviation, South Carolina Health Education Standard alignment, and the recommended sequence of implementation. All Essential Health Concepts recommended for each unit align with the SC Health and Safety Education Standards. For example, "M- 1.1" represents: ➢ - Unit Title: Mental, Emotional, and Social Health ➢ - SCDE Alignment: Standard 1 ➢ - Recommended Sequence of Implementation: First Concept 1
Health Skills	The Health Skills highlight what students need to learn, practice and apply throughout the unit. Each skill is critical for students to become successful learners who adopt and maintain healthy behaviors. All health skills recommended for each unit align to SCDE and National Health Education Standards. Before each health skill, the unit title abbreviation, SCDE alignment, and the recommended sequence of implementation appears. For example, "M- 2.1" represents: ➢ Unit Title: Mental, Emotional, and Social Health ➢ SCDE Alignment: Standard 2 ➢ Recommended Sequence of Implementation: First Skill 1
Healthy Behavior Outcomes	When students engage in learning experiences that focus on developing the functional knowledge and skills outlined in the unit summaries, the desired outcome is to have them adopt or maintain the highlighted healthy behaviors. The Healthy Behavioral Outcomes were adapted from the Center for

	Disease Control and Prevention. The selection of each outcome was determined by considering the needs of Charleston County students and the behaviors they need to engage in to maintain healthy lives.

IMPLEMENTATION GUIDE	
Each unit's Implementation Guides support educators in engaging diverse learners in skill development, specifically supporting the health literacy skills of critical thinking, oral language, and nonfiction reading. The Implementation Guides list recommended curricula that align with the Essential Questions, Essential Health Concepts and Health Skills, and Health Behavior Outcomes provided in the unit Summary. Lessons are listed in sequential order, along with supplemental lessons and resources that teachers can use to enhance their health education program. The Implementation Guides' components include:	
Background	Each Implementation Guide begins with a paragraph that introduces the topic, provides background for educators, and underscores the importance of teaching the topic.
Recommended Curricula and Lesson Sequence	Listed recommended lessons address the Concepts and Skills noted in the preceding unit Summary. The sequence of recommended lessons aligns with the listing of unit Essential Health Concepts and Health Skills.
Skill Development	The Skill Development section provides an overview of the steps required to effectively teach skills. The highlighted unit skills are listed, along with sample skill models and additional resources to provide skill practice opportunities beyond the recommended curricula. The Skill Development Resources can also be used to assess student learning and to confirm that students are working toward skill mastery.

	The skill models and resources were developed by RMC Health, a national nonprofit organization dedicated "to strengthening the effectiveness of those working to improve the health and well-being of children and youth." All Skill Development Resources are available free online at the address provided in the Implementation Guides: rmc.org/health-education-skills-models
Vocabulary	The highlighted health vocabulary is specific to the unit topic, age-appropriate, and essential to understanding the unit's Essential Health Concepts and Health Skills. It is important not only to teach students new vocabulary to help them grasp the health-related concepts, but also to model when and how to be inquisitive and inclusive about words. When vocabulary is incorporated into authentic learning experiences and students are given opportunities to use relevant terms correctly in both oral and written expression, it is more likely to be remembered and incorporated in their understanding of Essential Health Concepts and Health Skills.
Additional Resources: Books and Materials/Resources	All recommended resources align to the South Carolina Department of Education Health and Safety Standards. It is strongly recommended that teachers carefully review all books, materials, and other resources (such as videos and websites) to ensure that they are developmentally appropriate and meet SC Comprehensive Health Education Act's instructional guidelines.

CCSD K-5 Health Education Scope and Sequence Overview

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
Kindergarten	• Food gives us energy and helps us grow. • Eating a variety of healthy foods is necessary. • Benefits of daily physical activity. • Identifying how family and friends influence healthy food choices. • Identifying healthy food options for breakfast and snacks.	• What it means to be healthy and how to maintain good health. • Being healthy and feeling good. • Benefits of personal health practices and behaviors. • The difference between sick and healthy. • Illnesses that are easily transmitted vs. those that are not. • The relationship between environment and health.	• The relationship between feelings and behavior. • Demonstrate the ability to cooperate with others. • Seeking help from trusted adults.	• Healthy vs. unhealthy decisions. • The purpose of medicine. • Harmful effects of misusing alcohol, tobacco, or other drugs. • Medicine, household cleaner safety. • Seeking help from trusted adults. • Demonstrate refusal skills.	• Safety rules for home, school, and the community. • Identifying and responding to emergency situations. • Setting and respecting boundaries. • Providing basic first aid. • Identifying community helpers and safe adults. • Safe vs. unsafe situations. • Safety when crossing streets or playing.	• Naming the major body parts and five senses. • Children grow and change, mentally, emotionally, socially, and physically. • Every family is unique and special.

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
First Grade	• Importance and benefits of choosing healthy foods, regular physical activity, and drinking water. • Food groups. • Defining a food label. • Identifying appropriate food portion sizes. • The relationship between a person's family and friends and their food choices and physical activity. • Demonstrate the steps taken when selecting healthy foods.	• Identifying ways that a person's family, friends, and school can support children's health practices and behaviors. • Identifying safe adults at home, at school, and in the community. • Listening skills to enhance health. • Health enhancing decision-making. • Goal setting for healthy practices and behaviors. • Oral health habits. • Protecting the environment.	• Good character traits. • Describing characteristics that are positive about yourself. • Each person is unique and special. • The influence of family and friends on feelings. • Expressing and dealing with feelings in healthy ways. • Healthy friendships.	• Harmful vs. helpful drugs. • Dangers of alcohol, tobacco, and other drugs use. • Identifying trusted adults who can answer questions about drugs. • Refusal skills for yourself and others.	• Safe vs. unsafe touching. • The relationship between media and technology on mental, emotional, social, and physical health. • Communication skills when making emergency phone calls. • Conflict avoidance at home and school. • Protecting personal safety at home, school, online, community, and playground. • Safety rules for home, school, and community. • Fire safety rules.	• Identifying major body parts and organs and their functions. • Identifying major bones in the skeletal system.

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
Second Grade	• Healthful eating behaviors. • Physical activities and the components of health-related fitness. • The relationship between limiting one's screen time and increasing physical activity. • Positive and negative influence from media, school, and community on an individual's food choices and physical activity. • Locate places where children and families can be physically active. • Goal setting to make healthy food choices and remain physically active. • Healthy foods and beverages for meals and snacks. • Foods and beverages that should be avoided or limited. • Encouraging others to eat healthy foods, drink water, and to be physically active.	• Good hygiene habits. • Dental appointments. • Environmental health advocacy. • Identifying trusted adults to help with health promotion. • The relationship between family, friends, school, community, and the media and an individual's health practices and behaviors. • Goal setting.	• Mental health, emotional health, and social health. • Healthy friendships. • Choosing friends with good character traits. • Healthy ways to reduce stress.	• Harmful effects of alcohol, tobacco, and other drugs use. • Over-the-counter drugs and prescription drugs. • Purpose of immunizations and medications. • The relationship between family, friends, and the media influence and an individual's use of ATOD. • Identifying safe adults who can answer questions about drug use. • Encouraging others to make healthy choices with drug use.	• First aid for minor injuries. • Bullying behavior and teasing. • The role of family, friends, and the media on injury prevention. • Responding in an unwanted, threatening, or dangerous situation. • Talking to trusted adults when someone is in need of help, feels threatened, or has been harmed. • Develop a personal safety plan to prevent or reduce injury. • Safety rules at home, school, and community. • Encourage others to practice safe behaviors.	• Locating bones in the skeletal system. • Describing parts of the circulatory system and their function. • Identifying characteristics of growth and development in childhood.

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
Third Grade	• Essential nutrients the body needs. • Dietary Guidelines for Americans • Food groups. • Food safety. • Health-related fitness and skill-related fitness. • Media advertising. • Accessing accurate information on healthy eating and physical activity. • Nutrition label identification. • Serving sizes and food groups. • Setting goals to improve eating and physical activity. • Explaining to others the importance of healthy eating and physical activity.	• Communicable vs. non-communicable diseases. • Hygiene and healthy habits. • Goal setting to maintain oral health. • The relationship between media and the environment on personal health. • Reliable health information using technology. • Applying a decision-making process regarding a personal or community health issue. • Promoting personal, school, community, and environmental health.	• Mental, emotional, social, and physical health. • Peer pressure. • Grief. • External influences on mental, emotional, social, and physical health. • Communication to enhance healthy behaviors. • Seeking help from an adult. • Managing healthy relationships. • Coping strategies for dealing with changes within the family. • The impact of being an active bystander.	• Basic parts of the respiratory system. Impact of substances of physical, mental, and social health. • Over-the-counter and prescription drugs. • The difference between use, misuse, and abuse of drugs. • Refusal skills. • The relationship between family, peers, and the media and an individual's ATOD use. • Explaining the harmful effects of substance use.	• Poison prevention. • Characteristics of violent and unsafe behaviors. • The relationship between school and community resources and the services that contribute to a safe and healthy environment. • Conflict resolution. • Introduction to consent. • Strategies for dealing with unsafe situations. • Safety rules for home, school and the community. • First aid and emergency situations. • Dealing with bullying, cyberbullying, and violence.	• Behaviors that promote healthy growth and development. • Identifying the four stages of the life cycle and identifying the growth development which occurs during childhood. • The major parts of the muscular system and digestive system.

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
Fourth Grade	• Essential nutrients and food groups. • Analyzing food package labels. • Portion sizes according to the Dietary Guidelines for Americans. • The interrelationship among food intake, physical activity, and health. • The benefits of choosing a variety of ways to be physically active. • The effects of nutritional choices on an individual's health, including oral health. • Accessing accurate information on healthy foods and physical activity. • Setting goals and tracking progress to improve eating and increased physical activity. • Advocating for others to eat healthy foods and to engage in regular physical activity.	• The major parts of the immune system and its function. • The major parts of the nervous system. • Illness prevention. • Strategies for preventing common childhood injuries and health problems. • Reducing exposure to harmful environmental factors. • The relationship between family, peers, school, community, culture, and the media on personal health practices and behaviors. • Locating valid health information, products, and services that promote personal and community health. • Communicating with a trusted adult to improve personal health. • Setting and implementing goals to improve personal health and sleep habits. • Advocating for personal and environmental health.	• Depression. • The relationship between peers and an individual's self-concept. • Locating resources that provide valid mental, emotional, and social health information. • Stress management techniques. • The impact of being an active bystander.	• Impact of substances on the individual, peers, family, and society. • Regulatory laws on ATOD use. • Gateway drugs. • Factors influencing a person's decision to use or not use ATOD. • Refusal skills.	• Consequences of negative, unsafe risk-taking behavior. • Gang violence. • First aid in emergency situations, including situations involving oral health. • Analyzing ways that protective factors promote health and safety. • Modeling refusal skills for conflict resolution. • Internet safety rules.	• Factors that affect an individual's growth. • Physical, emotional, and social changes that occur in puberty and adolescence. • Good hygiene habits during puberty and adolescents. • Talking to a trusted adult about growth and development.

Unit Titles	Nutrition and Physical Activity	Personal and Community Health	Mental, Emotional, and Social Health	Alcohol, Tobacco, and Other Drugs	Injury Prevention and Safety	Growth, Development, and Sexual Health and Responsibility
Fifth Grade	• Making healthy choices as a lifetime goal. • Nutrients, their function, and food groups. • Dietary Guidelines for Americans. • Food safety. • Injury prevention and physical activity. • Investigating media influence on food choices and physical activity. • Locating resources that provide valid information on the link between excessive sugar consumption and diseases. • Increasing fresh foods and produce. • Advocating for healthy eating habits, decreased screen time, and increased physical activity.	• Barriers to healthy behaviors. • The role of family health history and a person's health. • Healthcare providers promote health and detect and treat problems. • The relationship between family, peers, school, community, and culture on personal health practices and behaviors. • Locating resources on valid health information. • Consent and refusal skills. • Constructing a plan, including monitoring and assessing progress, to achieve a health goal. • Promoting a clean and safe environment.	• Coping skills. • Identifying personal stressors. • Media impact on mental and emotional health. • Seeking support and assistance. • Healthy relationships. • Managing emotions.	• Understanding use, abuse, addiction, and withdrawal. • Consequences of substance abuse. • Sources of pressure that leads to drug use. • Locating valid information and resources concerning ATOD. • Refusal skills. • Impact of substances on reaching goals. • Peer pressure and decision making. • Advocating for a tobacco free community.	• Impact of violent and unsafe behaviors. • Cardiopulmonary resuscitation (CPR). • Strategies for dealing with unsafe situations, including bullying and cyberbullying. • Sexting. • The relationship between family, peers, and cultural influences conflict resolution. • Analyzing media messages on the subject of violence and risk behaviors. • Effective communication strategies to resolve conflicts and promote personal safety. • The impact of being an active bystander. • Seeking help to protect personal safety or that of others. • Home safety rules. • Risky behaviors that can lead to injury. • Internet safety rules. • Advocating for disaster preparedness for home and school.	• The respiratory system and its function. • The circulatory system. • Physical, social, and emotional changes during puberty. • Talking to trusted adults about growth and development. • Choosing abstinence. • Identifying trusted adults to talk to about unsafe situations.

KINDERGARTEN

KINDERGARTEN / UNIT SUMMARY

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES:

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ◘ COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY ◇

Listed below are the Kindergarten unit titles, concepts, and skills:

Nutrition and Physical Activity

- Food gives us energy and helps us grow.
- Eating a variety of healthy foods is necessary.
- Benefits of daily physical activity.
- Identifying how family and friends influence healthy food choices.
- Identifying healthy food options for breakfast and snacks.

■ ⬟

Personal and Community Health

- What it means to be healthy and how to maintain good health.
- Being healthy and feeling good.
- Benefits of personal health practices and behaviors.
- The difference between sick and healthy.
- Illnesses that are easily transmitted vs. those that are not.
- The relationship between environment and health.

■ ◘ ▲ ★

Mental, Emotional, and Social Health

- The relationship between feelings and behavior.
- Demonstrate the ability to cooperate with others.
- Seeking help from trusted adults.

Alcohol, Tobacco, and Other Drugs

- Healthy vs. unhealthy decisions.
- The purpose of medicine.
- Harmful effects of misusing alcohol, tobacco, or other drugs.

	• Medicine, household cleaner safety. • Seeking help from trusted adults. • Demonstrate refusal skills.
Injury Prevention and Safety • Safety rules for home, school, and the community. • Identifying and responding to emergency situations. • Setting and respecting boundaries. • Providing basic first aid. • Identifying community helpers and safe adults. • Safe vs. unsafe situations. • Safety when crossing streets or playing. 	**Growth & Development and Sexual Health & Responsibility** • Naming the major body parts and five senses. • Children grow and change, mentally, emotionally, socially, and physically. • Every family is unique and special.

KINDERGARTEN / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ DECISION MAKING ⬟

Essential Questions:

Why do we eat food?

Why is it important to eat different kinds of fruits and vegetables?

Why is it important to drink water?

What kind of things could you do to increase your daily physical activity?

Essential Health Concepts

Students will know:

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

- ➔ N-K.1.1 Explain why the body needs food, including breakfast, and water.
- ➔ N-K.1.2 Define the terms healthy foods.
- ➔ N-K.1.3 Explain why the body needs daily physical activity.

Health Skills

Students will be able to:

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

- ➔ N-K.2.1 Identify how family and friends influence healthy food choices.

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

- ➔ N-K.5.1 Demonstrate steps taken when selecting healthy foods.

Healthy Behavior Unit Outcomes

Students will:

Eat an abundance of fruits and vegetables every day.

Drink plenty of water.
Engage in daily physical activity for at least 60 minutes every day.

KINDERGARTEN /UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ GOAL SETTING ▲ SELF-MANAGEMENT ★

Essential Questions:

Why do we wash our hands?

How can we keep our bodies healthy?

How do we feel when we are healthy? How do we feel when we are sick?

Essential Health Concepts

Students will know:

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

- ➔ P-K.1.1 Define the term germs.
- ➔ P-K.1.2 Define the terms health, health behaviors, health checkups, and health risks.
- ➔ P-K.1.3 Name behaviors that affect personal health (e.g., bathing; washing hands; eating healthy foods).
- ➔ P-K.1.4 Explain why it is important to brush your teeth and go to a dentist.
- ➔ P-K.1.5 Explain why getting enough sleep is important.

Health Skills

Students will be able to:

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

- ➔ P-K.2.1 Identify how the family influences personal health practices and behaviors.*

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

- ➔ P-K.3.1 Discuss why medical checkups and dental checkups are needed for a person to stay healthy.

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

- ➔ P-K.6.1 Set a goal to brush teeth twice a day

Standard 7: Students will demonstrate the ability to practice

	health-enhancing behaviors and avoid or reduce health risks. ➔ P-K.7.1 Identify practices that promote personal health (e.g., washing hands, brushing teeth, combing hair) and practices that prevent the spread of disease (e.g., covering coughs and sneezes).
Healthy Behavior Unit Outcomes ***Students will:*** Practice healthy hygiene habits. Practice behaviors that prevent infectious diseases.	

KINDERGARTEN / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: COMMUNICATION — DECISION MAKING ⬟

Essential Questions:

How can we communicate our feelings in healthy ways?

How do we know how someone feels?

Why is it important to treat others the way we would like to be treated, even if they are different from ourselves?

Essential Health Concepts

Students will know:

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

- ➔ M-K.1.1 Define different feelings (e.g., happy, sad, angry).

Health Skills

Students will be able to:

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

- ➔ M-K.4.1 Name and demonstrate healthy ways to express needs, wants, and feelings.

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

- ➔ M-K 5.1 Demonstrate the ability to cooperate with others (e.g., sharing, listening, taking turns).
- ➔ M-K 5.2 Discuss potential dangers of secret keeping and who to tell if a secret makes you uncomfortable.

Healthy Behavior Unit Outcomes

Students will:

Express feelings in a healthy way.

Use self-control and impulse-control strategies.

Show respect for and acceptance of differences in others.

KINDERGARTEN / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: COMMUNICATION

Essential Questions:

What is medicine?

Why do people take medicine?

Essential Health Concepts

Students will know:

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

- D-K.1.1 Define the terms drug and medicine.
- D-K.1.2 Distinguish between medicines and other substances that may look like medicines.
- D-K.1.3 Identify ways that alcohol, tobacco, and other drugs (ATOD) and medicines can be helpful or harmful.
- D-K.1.4 Identify warning symbols on medicines, household cleaners, and yard chemicals.
- D-K.1.5 Explain ways to identify safe adults from whom children can safely take medicine.

Health Skills

Students will be able to:

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

- D-K.4.1 Demonstrate ways to say "no" to alcohol and tobacco.

Healthy Behavior Unit Outcomes

Students will:

Avoid misusing and abusing over-the-counter and prescription drugs.

KINDERGARTEN / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ COMMUNICATION — DECISION MAKING ⬟ SELF-MANAGEMENT ★

Essential Questions:

- What is safety and why is it important?
- Who at school and in the community helps keep us safe and how?

Essential Health Concepts

Students will know:

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

- ➔ I-K.1.1 Identify ways to prevent common childhood injuries at home (e.g., falling down the stairs, drinking an unknown substance, finding a gun), school (e.g., climbing on playground equipment), or in the environment (running across the street, riding a bicycle, swimming, walking in a rainstorm, approaching an unknown animal).
- ➔ I-K.1.2 Identify when to call 911 with a specific emergency situation.
- ➔ I-K.1.3 Name ways to stay safe and set and respect boundaries around others (e.g., family, peers, friends, acquaintances, strangers).
- ➔ I-K.1.4 Explain what a person should do to deal with a minor

Health Skills

Students will be able to:

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

- ➔ I-K.2.1 Identify ways that family and friends can help a person stay safe and avoid injury. I-K.2.2 Discuss ways to stay safe online.

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

- ➔ I-K.3.1 Identify community helpers and safe adults who can help them stay safe in a variety of situations (e.g., using electronic devices; dealing with personal feelings).

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

- ➔ I-K.4.1 Demonstrate how to make an emergency phone call.

injury (e.g., cut, scrape, and nosebleed).	➔ I-K.4.2 Explain ways to identify safe adults in order to tell when someone is in need of help, feels threatened, or has been harmed. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. ➔ I-K.5.1 Identify situations that require action to protect personal safety at home and in the community. ➔ I-K.5.2 Identify situations that require action to protect personal safety online (e.g., never put any identification or pictures online). ➔ I-K.5.3 Describe situations that require action to protect personal safety on the playground (e.g., following the rules). **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-K.7.1 Describe fire safety rules for home and school (e.g., do not play with fire; listen to your smoke alarm; get out of the burning building and go to your safe meeting place; tell an adult about the fire; if clothing is on fire, stop, drop, and roll). ➔ I-K.7.2 Demonstrate ways to be safe as a pedestrian (e.g., bicycle safety, crossing the road) and as a passenger in a car and in a bus (e.g., wearing a seatbelt; using a car seat; following the rules on the bus) or using recreational equipment (e.g., wearing helmets).

Healthy Behavior Unit Outcomes

Students will:

Get help for oneself or others when injured or suddenly ill.

Recognize and avoid dangerous surroundings.

KINDERGARTEN / UNIT SUMMARY

GROWTH, DEVELOPMENT, AND SEXUAL HEALTH AND RESPONSIBILITY

SKILL DEVELOPMENT FOCUS:

Essential Questions:

How do our senses help protect us?

What kinds of people might make up a family?

Essential Health Concepts

Students will know:

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

- ➔ G-K.1.1 Name the major body parts.
- ➔ G-K.1.2 Name the five senses and describe what they do.
- ➔ G-K.1.3 Name ways children grow and change, mentally, emotionally, socially, and physically.
- ➔ G-K.1.4 Explain how families are alike and different (e.g., several brothers and/or sisters; only one child; one parent working outside the home; a grandparent living in the home; pets or no pets).

Health Skills

Students will be able to:

Healthy Behavior Unit Outcomes

Students will:

FIRST GRADE

FIRST GRADE / UNIT SUMMARY

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ◘ COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY◇

Listed below are the First Grade unit titles, concepts, and skills:

Nutrition and Physical Activity

- Importance and benefits of choosing healthy foods, regular physical activity, and drinking water.
- Food groups.
- Defining a food label.
- Identifying appropriate food portion sizes.
- The relationship between a person's family and friends and their food choices and physical activity.
- Demonstrate the steps taken when selecting healthy foods.

◘ ⬟ ▲ ◇

Personal and Community Health

- Identifying ways that a person's family, friends, and school can support children's health practices and behaviors.
- Identifying safe adults at home, at school, and in the community.
- Listening skills to enhance health.
- Health enhancing decision-making.
- Goal setting for healthy practices and behaviors.
- Oral health habits.
- Protecting the environment.

■ ◘ ▬ ⬟ ▲ ★

Mental, Emotional, and Social Health

Alcohol, Tobacco, and Other Drugs

- Good character traits.
- Describing characteristics that are positive about yourself.
- Each person is unique and special.
- The influence of family and friends on feelings.
- Expressing and dealing with feelings in healthy ways.
- Healthy friendships.



- Harmful vs. helpful drugs.
- Dangers of alcohol, tobacco, and other drugs use.
- Identifying trusted adults who can answer questions about drugs.
- Refusal skills for yourself and others



Injury Prevention and Safety

- Safe vs. unsafe touching.
- The relationship between media and technology on mental, emotional, social, and physical health.
- Communication skills when making emergency phone calls.
- Conflict avoidance at home and school.
- Protecting personal safety at home, school, online, community, and playground.
- Safety rules for home, school, and community.
- Fire safety rules.



Growth & Development and Sexual Health & Responsibility

- Identifying major body parts and organs and their functions.
- Identifying major bones in the skeletal system..

FIRST GRADE / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ DECISION MAKING ⬟ GOAL SETTING ▲ ADVOCACY⬦

Essential Questions:

What is an example of healthy food?

What might happen if your body did not get the food your body needed?

Why is exercise good for your body?

Essential Health Concepts

Students will know:

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

- ➔ N-1.1.1 Identify the food groups.
- ➔ N-1.1.2 Explain the importance of choosing healthy foods and beverages, including water.
- ➔ N-1.1.3 Define a food label.
- ➔ N-1.1.4 Identify food portions that are appropriate for children.
- ➔ N-1.1.5 List ways to be physically active every day.

Health Skills

Students will be able to:

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

- ➔ N-1.2.1 List ways that a person's family and friends can influence children's food choices and physical activity.

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

- ➔ N-1.5.1 Demonstrate the steps taken when selecting healthy foods.

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

- ➔ N-1.6.1 Set a goal to consume healthy foods and beverages,

	including water. ➔ N-1.6.2 Set a goal to reduce screen time and be physically active every day. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ N-1.8.1 Encourage family members and peers to be physically active.
Healthy Behavior Unit Outcomes ***Students will:*** Eat healthy foods everyday. Drink plenty of water everyday. Engage in daily physical activity for at least 60 minutes every day.	

FIRST GRADE /UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ COMMUNICATION — DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

Essential Questions:

How does washing my hands help prevent illness?

How can decision making and self-management promote personal health and prevent disease?

Essential Health Concepts

Students will know:

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

Health Skills

Students will be able to:

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

- ➔ P-1.2.1 Identify ways that a person's family, friends, and school can support children's health practices and behaviors.

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

- ➔ P-1.3.1 Explain ways to identify safe adults at home, at school, and in the community that one should contact when one needs health-related support (e.g., responding to threats or harm; uncomfortable situations or relationships).

	Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ➔ P-1.4.2 Demonstrate listening skills to enhance health.* **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. ➔ P-1.5.1 Identify ways to make decisions that enhance health. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. ➔ P-1.6.1 Identify a short-term personal health goal and take action toward achieving the goal (e.g., brushing teeth twice a day and flossing; washing hands before eating; bathing; combing hair). **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ P-1.7.1 List behaviors to keep the mouth healthy. ➔ P-1.7.2 Describe ways to protect the environment (e.g., how to recycle; how to prevent air, water, land, or noise pollution).
Healthy Behavior Unit Outcomes ***Students will:*** Practice healthy hygiene habits. Practice behaviors that prevent infectious diseases.	

FIRST GRADE / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ SELF-MANAGEMENT ★

Essential Questions:

What are the different types of feelings that people have and why?

How can we express strong emotions in healthy ways?

Who can support us when we are feeling angry or frustrated or are being teased or bullied?

Essential Health Concepts

Students will know:

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

- ➔ M-1.1.1 Identify good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility).
- ➔ M-1.1.2 Describe characteristics that are positive about yourself.
- ➔ M-1.1.3 Identify ways that individuals are unique.

Health Skills

Students will be able to:

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

- ➔ M-1.2.1 List ways that family and friends influence feelings.

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

- ➔ M-1.7.1 Describe appropriate ways to express personal feelings.
- ➔ M-1.7.2 Discuss ways to become a good friend.

Healthy Behavior Unit Outcomes

Students will:

Express feelings in a healthy way.

Establish and maintain healthy relationships.

Get help to prevent or stop bullying behavior.

FIRST GRADE / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: ACCESSING INFORMATION ◘ COMMUNICATION — ADVOCACY◇

Essential Questions:

How can we make healthy choices?

When is it good to use a drug?

When is it not good to use a drug?

Essential Health Concepts

Students will know:

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

- ➔ D-1.1.1 Define the term immunizations.
- ➔ D-1.1.2 Identify harmful and helpful drugs, including medicines and immunizations.
- ➔ D-1.1.3 Describe the effects of alcohol, tobacco, and other drugs (ATOD) on a person's health.
- ➔ D-1.1.4 Identify the effects of smoking on the body, including firsthand and secondhand smoke

Health Skills

Students will be able to:

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

- ➔ D-1.3.1 Explain ways to identify safe adults at home, at school, and in the community who can answer questions about drugs.

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

- ➔ D-1.4.1 Demonstrate ways to say "no" to ATOD.

Standard 8: Students will demonstrate the ability to advocate for

	personal, family, and community health. ➔ D-1.8.1 Encourage family members and peers to say "no" to ATOD.

Healthy Behavior Unit Outcomes

Students will:

Avoid misusing and abusing over-the-counter and prescription drugs.

FIRST GRADE / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ COMMUNICATION — DECISION MAKING ⬟ SELF-MANAGEMENT ★

Essential Questions:

What is an example of being careful?

When you want to be safe while playing, what should you do?

What should you do if you see a gun?

What should every family do to protect themselves in case of fire?

Essential Health Concepts

Students will know:

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

➔ I-1.1.1 Describe the difference between safe and unsafe contact that may occur between a child and an adult or a peer.

Health Skills

Students will be able to:

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

➔ I-1.2.1 Identify how media and technology (e.g., television, video games, and social media) can positively and negatively influence mental, emotional, social, and physical health.

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

	risks. ➔ I-1.4.1 Recite safe things to say and not to say when talking on the telephone or when someone comes to the house. ➔ I-1.4.2 Demonstrate how to make an emergency phone call. ➔ I-1.4.3 Discuss ways to get along with others and avoid conflict at home and school. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. ➔ I-1.5.1 Discuss situations that require action to protect personal safety at home (e.g., someone comes to the door or calls when an adult is not present; using the stove when home alone). ➔ I-1.5.2 Review situations that require action to protect personal safety at school (e.g., bullying of students or peers; someone has a gun). ➔ I-1.5.3 Review situations that require action to protect personal safety online (e.g., never put any identification, including pictures, online). ➔ I-1.5.4 Review situations that require action to protect personal safety in the community (e.g., gaming; ice cream truck; lost dog; when a stranger offers a treat; any situation that requires someone to become aware of his or her surroundings). ➔ I-1.5.5 Review situations that require action to protect personal safety on the playground (e.g., follow the rules). **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-1.7.1 Identify safety rules at home. ➔ I-1.7.2 Identify safety rules at school.

	➔ I-1.7.3 Identify safety rules for dealing with situations in the community.
Healthy Behavior Unit Outcomes ***Students will:*** Avoid safety hazards at home and in the community. Apply safety rules and procedures to avoid risky behaviors and injury.	

FIRST GRADE / UNIT SUMMARY

GROWTH & DEVELOPMENT AND SEXUAL HEALTH & RESPONSIBILITY

SKILL DEVELOPMENT FOCUS:

Essential Questions: **What does it mean to be responsible for your body?** **What is one way to take care of your body?**	
Essential Health Concepts *Students will know:* **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. G-1.1.1 Identify the major body parts and their functions. G-1.1.2 Identify the major organs of the body and their functions. G-1.1.3 Identify the major bones in the skeletal system.	**Health Skills** *Students will be able to:*

Healthy Behavior Unit Outcomes

Students will:

Practice being responsible for their body.

SECOND GRADE

SECOND GRADE / UNIT SUMMARY

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES:

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ● COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY◇

Listed below are the First Grade unit titles, concepts, and skills:

Nutrition and Physical Activity	Personal and Community Health
• Healthful eating behaviors. • Physical activities and the components of health-related fitness. • The relationship between limiting one's screen time and increasing physical activity.	• Good hygiene habits. • Dental appointments. • Environmental health advocacy.

- Positive and negative influence from media, school, and community on an individual's food choices and physical activity.
- Locate places where children and families can be physically active.
- Goal setting to make healthy food choices and remain physically active.
- Healthy foods and beverages for meals and snacks.
- Foods and beverages that should be avoided or limited.
- Encouraging others to eat healthy foods, drink water, and to be physically active.



- Identifying trusted adults to help with health promotion.
- The relationship between family, friends, school, community, and the media and an individual's health practices and behaviors.
- Goal setting.



Mental, Emotional, and Social Health

- Mental health, emotional health, and social health.
- Healthy friendships.
- Choosing friends with good character traits.
- Healthy ways to reduce stress.



Alcohol, Tobacco, and Other Drugs

- Harmful effects of alcohol, tobacco, and other drugs use.
- Over-the-counter drugs and prescription drugs.
- Purpose of immunizations and medications.
- The relationship between family, friends, and the media influence and an individual's use of ATOD.
- Identifying safe adults who can answer questions about drug use.
- Encouraging others to make healthy choices with drug use.



Injury Prevention and Safety

- First aid for minor injuries.
- Bullying behavior and teasing.
- The role of family, friends, and the media on injury prevention.
- Responding in an unwanted, threatening, or dangerous situation.
- Talking to trusted adults when someone is in need of help, feels threatened, or has been harmed.
- Develop a personal safety plan to prevent or reduce injury.
- Safety rules at home, school, and community.
- Encourage others to practice safe behaviors.



Growth & Development and Sexual Health & Responsibility

- Locating bones in the skeletal system.
- Describing parts of the circulatory system and their function.
- Identifying characteristics of growth and development in childhood

SECOND GRADE / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION 🔶 DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

What should we eat to be healthy?

How does what we eat affect how we feel?

What is the importance of being physically active?

Essential Health Concepts	Health Skills
Students will know:	*Students will be able to:*
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.

➔ N-2.1.1 Identify eating behaviors that promote health, including oral health. ➔ N-2.1.2 Identify physical activities that promote the key components of health-related fitness. ➔ N-2.1.3 Explain the importance of limiting one's screen time and increasing physical activity	➔ N-2.2.1 Describe ways that the media, school, and community influence an individual's food choices both positively and negatively. ➔ N-2.2.2 Describe ways that the media, school, and community influence an individual's physical activity both positively and negatively. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health. ➔ N-2.3.1 Locate places where children and families can be physically active. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. ➔ N-2.5.1 Demonstrate how to make healthy food choices. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. ➔ N-2.6.1 Set a goal to eat the recommended amount of fruits and vegetables every day. ➔ N-2.6.2 Set a goal to participate regularly in active play and enjoyable physical activities. ➔ N-2.6.3 Set a goal to limit sugary foods and drinks. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ N-2.7.1 Demonstrate healthy food and beverage choices for meals and snacks **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ N-2.8.1 Encourage family members and friends to eat healthy foods and beverages as well as to be physically active.
Healthy Behavior Unit Outcomes	

Students will:

Drink plenty of water every day.

Eat breakfast every day.

Support others in being physically active.

SECOND GRADE / UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ⬢ DECISION MAKING ⬟ GOAL SETTING ▲ ADVOCACY⬨

Essential Questions:

How can we prevent disease by making healthy choices?

Essential Health Concepts

Students will know:

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

Health Skills

Students will be able to:

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

- ➔ P-2.2.1 Identify ways that family, friends, school, community, and the media influence an individual's health practices and

	behaviors both positively and negatively. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health. ➔ P-2.3.1 Discuss ways to identify safe adults who can help promote a person's health. ➔ P-2.3.2 Describe what happens when someone goes to a dentist. **Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health. ➔ P-2.5.1 Identify situations when a health-related decision is needed* (e.g., awareness of personal hygiene; noticing a peer is injured). **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. ➔ P-2.6.1 Identify a long-term personal health goal and take action toward achieving the goal. ➔ P-2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.* **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ P-2.8.1 Encourage others to protect and improve the environment.
Healthy Behavior Unit Outcomes ***Students will:*** Practice behaviors that prevent infectious diseases.	

SECOND GRADE / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: DECISION MAKING ⬟ SELF-MANAGEMENT ★

Essential Questions:

What does it mean to be a good friend?

Essential Health Concepts

Students will know:

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

- ➔ M-2.1.1 Define the terms mental health, emotional health, and

Health Skills

Students will be able to:

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

- ➔ M-2.5.1 Describe how to choose friends with good character

social health. ➔ M-2.1.2 Discuss ways to be a good friend. ➔ M-2.1.3 Describe good character traits (e.g., honesty, respect for self, respect for others, dependability, responsibility). ➔	traits. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ M-2.7.1 Demonstrate healthy ways to reduce stress
Healthy Behavior Unit Outcomes ***Students will:*** Practice being a good friend to those around you.	

SECOND GRADE / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ ADVOCACY◇

Essential Questions:

What might happen if you took someone else's medicine?

Essential Health Concepts	Health Skills
Students will know: **Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health. ➔ D-2.1.1 Describe ways that alcohol, tobacco, and other drugs (ATOD) can be harmful.	*Students will be able to:* **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ➔ D-2.2.1 Explain ways that family, friends, and the media influence an individual's use of ATOD both positively and

➔ D-2.1.2 Explain the difference between over-the-counter (OTC) and prescription drugs. ➔ D-2.1.3 Describe how medicines and immunizations help fight disease.	negatively. **Standard 3:** Students will demonstrate the ability to access valid information, products, and services to enhance health. ➔ D-2.3.1 Explain ways to identify safe adults in the school and community from whom students can safely take medicine. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ D-2.8.1 Encourage friends and family members to make positive choices regarding use of ATOD.
Healthy Behavior Unit Outcomes ***Students will:*** Avoid misusing and abusing over-the-counter and prescription drugs.	

SECOND GRADE / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ COMMUNICATION ▬ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

- **How can we act in safe and responsible ways?**

Essential Health Concepts

Students will know:

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

- ➔ I-2.1.1 Define the term first aid.
- ➔ I-2.1.2 Discuss first aid for minor injuries (e.g., cuts, burns,

Health Skills

Students will be able to:

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

- ➔ I-2.2.1 Describe ways that family, friends, and the media can help a person stay safe and avoid injury.

insect stings, poisons). ➔ I-2.1.3 Define bullying and what it means to be a bystander.	**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ➔ I-2.4.1 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.* ➔ I-2.4.2 Demonstrate ways to tell a safe adult when someone is in need of help, feels threatened, or has been harmed. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. ➔ I-2.6.1 Develop a personal safety plan to prevent or reduce injury. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-2.7.1 Discuss safety rules at home. ➔ I-2.7.2 Discuss safety rules at school. ➔ I-2.7.3 Identify safety rules in the community **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ I-2.8.1 Demonstrate ways to encourage family and friends to practice safe behaviors.

Healthy Behavior Unit Outcomes

Students will:

Avoid safety hazards at home and in the community.

Apply safety rules and procedures to avoid risky behaviors and injury.

Avoid bullying and bullying behavior.

Demonstrate how to be an upstander.

SECOND GRADE / UNIT SUMMARY

GROWTH & DEVELOPMENT AND SEXUAL HEALTH & RESPONSIBILITY

SKILL DEVELOPMENT FOCUS:

Essential Questions:

What body parts help you move?

When people grow, what happens to their body?

Essential Health Concepts

Students will know:

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

- ➔ G-2.1.1 Locate bones in the skeletal system.

Health Skills

Students will be able to:

➔ G-2.1.2 Describe the parts of the circulatory system and their function (heart, blood vessels). ➔ G-2.1.3 Identify examples of what occurs in the stages of growth and development in childhood.	

Healthy Behavior Unit Outcomes

Students will:

Be respectful to those who are different from me.

THIRD GRADE

THIRD GRADE / UNIT SUMMARY

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES:

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ⬢ COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY◇

Listed below are the First Grade unit titles, concepts, and skills:

Nutrition and Physical Activity

- Essential nutrients the body needs.
- Dietary Guidelines for Americans
- Food groups.
- Food safety.
- Health-related fitness and skill-related fitness.
- Media advertising.
- Accessing accurate information on healthy eating and physical activity.
- Nutrition label identification.
- Serving sizes and food groups.
- Setting goals to improve eating and physical activity.
- Explaining to others the importance of healthy eating and physical activity.

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Personal and Community Health

- Communicable vs. non-communicable diseases.
- Hygiene and healthy habits.
- Goal setting to maintain oral health.
- The relationship between media and the environment on personal health.
- Reliable health information using technology.
- Applying a decision-making process regarding a personal or community health issue.
- Promoting personal, school, community, and environmental health.

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Mental, Emotional, and Social Health

- Mental, emotional, social, and physical health.
- Peer pressure.
- Grief.
- External influences on mental, emotional, social, and physical health.
- Communication to enhance healthy behaviors.
- Seeking help from an adult.
- Managing healthy relationships.
- Coping strategies for dealing with changes within the family.
- The impact of being an active bystander

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Alcohol, Tobacco, and Other Drugs

- Basic parts of the respiratory system. Impact of substances of physical, mental, and social health.
- Over-the-counter and prescription drugs.
- The difference between use, misuse, and abuse of drugs.
- Refusal skills.
- The relationship between family, peers, and the media and an individual's ATOD use.
- Explaining the harmful effects of substance use

■ ◇

Injury Prevention and Safety

- Poison prevention.

Growth & Development and Sexual Health & Responsibility

- Behaviors that promote healthy growth and development.

• Characteristics of violent and unsafe behaviors. • The relationship between school and community resources and the services that contribute to a safe and healthy environment. • Conflict resolution. • Introduction to consent. • Strategies for dealing with unsafe situations. • Safety rules for home, school and the community. • First aid and emergency situations. • Dealing with bullying, cyberbullying, and violence.	• Identifying the four stages of the life cycle and identifying the growth development which occurs during childhood. • The major parts of the muscular system and digestive system

THIRD GRADE / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ DECISION MAKING ⬟ GOAL SETTING ▲ ADVOCACY⬦

Essential Questions:

What healthy food choices can help us stay healthy?

How can we maintain good health?

How will physical activity help me now and in the future?

Essential Health Concepts

Students will know:

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

- ➔ N-3.1.1 Define the six essential nutrients and calories.
- ➔ N-3.1.2 Use the current federal Dietary Guidelines for Americans to identify the number of servings from each food group that children need daily.
- ➔ N-3.1.3 Categorize food choices by food group.
- ➔ N-3.1.4 Identify ways to handle and store foods safely.
- ➔ N-3.1.5 Explain ways to be physically active daily and limit screen time.
- ➔ N-3.1.6 Explain health-related fitness and skill-related fitness.

Health Skills

Students will be able to:

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

- ➔ N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.

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

- ➔ N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.
- ➔ N-3.3.2 Describe the nutrition information that is found on food labels.

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

- ➔ N-3.5.1 Identify recommended serving sizes from each food group that children need daily.

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

- ➔ N-3.6.1 Create a goal to eat a healthy breakfast daily.
- ➔ N-3.6.2 Develop a goal to choose healthy foods and beverages, reduce screen time, and be physically active.

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

- ➔ N-3.8.1 Explain to others why healthy eating and physical activity are important.

Healthy Behavior Unit Outcomes

Students will:

Limit foods and beverages high in added sugars, fats, and sodium.
Eat healthy snacks.
Drink plenty of water every day.
Engage in daily physical activity for at least 60 minutes every day.

THIRD GRADE / UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY ⬦

Essential Questions:

How can we make healthy decisions that prevent illness?
What causes illness and how does the body fight it?

Essential Health Concepts

Students will know:

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

- ➔ P-3.1.1 Define the term wellness.
- ➔ P-3.1.2 Examine types of chronic and communicable diseases.
- ➔ P-3.1.3 Discuss wellness practices that keep the body healthy.
- ➔ P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.*

Health Skills

Students will be able to:

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

- ➔ P-3.2.1 Discuss ways that media messages influence personal health.
- ➔ P-3.2.2 Discuss ways that the environment influences personal and community health.

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

- ➔ P-3.3.1 Use technology to find reliable health information.

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

- ➔ P-3.5.1 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.

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

- ➔ P-3.6.1 Set a goal to brush teeth for at least two minutes before school and before bedtime.

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

- ➔ P-3.7.1 Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.

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

P-3.8.1 Discuss ways to help others be healthy.

P-3.8.2 Describe ways to promote personal, school, community, and environmental health.

Healthy Behavior Unit Outcomes

Students will:

Students will practice behaviors that prevent infectious disease.

THIRD GRADE / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ COMMUNICATION — SELF-MANAGEMENT ★ ADVOCACY⬨

Essential Questions:

What is an example of a good value?

If you have a poor attitude at school, how might it affect your grades?

What should you do if friends pressure you to do something that is unsafe?

Essential Health Concepts

Students will know:

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

- ➔ M-3.1.1 Identify examples of mental, emotional, social, and physical health.
- ➔ M-3.1.2 Define the term peer pressure.
- ➔ M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written).
- ➔ M-3.1.4 Explain grief and discuss ways to deal with loss.

Health Skills

Students will be able to:

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

- ➔ M-3.2.1 Identify sources that both positively and negatively influence an individual's mental, emotional, and social health behaviors.
- ➔ M-3.2.2 Identify ways that the media influences an individual's self-concept and health behaviors.

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

- ➔ M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.
- ➔ M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.
- ➔ M-3.4.3 Identify appropriate electronic communication to enhance health.

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

- ➔ M-3.7.1 Demonstrate behaviors that promote healthy relationships with families and peers.
- ➔ M-3.7.2 Demonstrate coping strategies for dealing with changes within the family.

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

- ➔ M-3.8.1 Explain to family members and peers the characteristics of an active bystander.

Healthy Behavior Unit Outcomes
Students will:
Practice behaviors that promote healthy relationships.

THIRD GRADE / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ADVOCACY◇

Essential Questions: How can alcohol and other drugs be dangerous to our health? Why do people use and abuse drugs and alcohol?	
Essential Health Concepts	**Health Skills**

Students will know:	*Students will be able to:*
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. ➔ D-3.1.1 Identify the basic parts of the respiratory system (e.g., lungs, bronchioles, diaphragm). ➔ D-3.1.2 Discuss ways that alcohol, tobacco, and other drugs (ATOD) can harm an individual's physical, mental, and social health. ➔ D-3.1.3 Define over-the-counter (OTC) and prescription drugs. ➔ D-3.1.4 Explain the difference between the use, misuse, and abuse of drugs. ➔ D-3.1.5 Define the term refusal skills	**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ➔ D-3.2.1 Explain how family, peers, and the media can influence an individual's ATOD use. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ D-3.8.1 Explain to family members and peers the harmful effects of ATOD use

Healthy Behavior Unit Outcomes

Students will:

Avoid experimentation with alcohol and other drugs.

Practice behaviors to improve or maintain their health.

THIRD GRADE / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● COMMUNICATION — DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

Essential Questions:

Why is it important to develop health and safety skills?

Who or what impacts our ability to be safe and healthy?

What is bullying behavior and how is it harmful?

Essential Health Concepts

Students will know:

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

- ➔ I-3.1.1 Identify ways to prevent poisoning.
- ➔ I-3.1.2 Describe the characteristics of violent and unsafe behaviors

Health Skills

Students will be able to:

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

- ➔ I-3.2.1 Examine media messages that are related to violence and risk behaviors.
- ➔ I-3.2.2 Explain how peers can influence the way an individual handles conflict.

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

- ➔ I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.

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

- ➔ I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.
- ➔ I-3.4.2 Define consent (e.g., by sharing a personal object; by engaging in personal contact such as a hug or a handshake).

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

- ➔ I-3.5.1 Identify steps to take when making a decision about a safety issue.

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

- ➔ I-3.6.1 Develop plans for dealing with emergencies that could

	result in injuries in the home, school, or community. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-3.7.1 Explain safety rules at home, school and the community (e.g., identify dangers associated with hot objects; identify locations and function of working smoke alarms; plan an escape route for family members in case of fire; never open the door to a stranger while at home; never touch an unknown substance; follow directions of a safe adult during a storm; dial 911 for assistance in an emergency). ➔ I-3.7.2 Identify safety rules at school and the community (e.g., do not fight on the school bus; tell a safe adult if a peer brings a gun or weapon to school or when someone is being bullied; do not throw rocks on the playground; never tell a stranger on the Internet a personal detail like a school name or home address). ➔ I-3.7.3 Describe safety rules in various environmental situations (avoid listening to loud music when walking down the street; tell a safe adult if a person tries to hurt someone, hurt you, makes you feel unsafe, or threatens you; do not approach an unknown animal; learn to swim). I-3.7.4 Demonstrate appropriate responses to emergency situations, including basic first aid. ➔ I-3.7.5 Define cyberbullying. ➔ I-3.7.6 Describe ways to deal with bullying, cyberbullying, and violence.
Healthy Behavior Unit Outcomes ***Students will:***	

Apply safety rules and procedures to avoid risky behaviors and injury.
Recognize and avoid dangerous surroundings.
Avoid bullying behavior.

THIRD GRADE / UNIT SUMMARY

GROWTH & DEVELOPMENT AND SEXUAL HEALTH & RESPONSIBILITY

SKILL DEVELOPMENT FOCUS: SELF-MANAGEMENT ★

Essential Questions:

What makes you special?

What are changes that occur when your body grows?

Essential Health Concepts

Students will know:

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

- ➔ G-3.1.1 Identify physical signs of growth and change that occur during childhood.
- ➔ G-3.1.2 Identify the four stages of the life cycle (e.g., infancy, childhood, adolescence, adulthood).
- ➔ G-3.1.3 Identify major parts of the muscular system (e.g., heart, biceps, triceps, quadriceps).
- ➔ G-3.1.4 Identify the major parts of the digestive system (e.g., esophagus, intestine, mouth, stomach).

Health Skills

Students will be able to:

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

- ➔ G-3.7.1 Demonstrate behaviors that promote healthy growth and development.

Healthy Behavior Unit Outcomes

Students will:

Practice behaviors to promote healthy growth and development.

FOURTH GRADE

FOURTH GRADE / UNIT SUMMARY

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES:

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ● COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY◇

Listed below are the Kindergarten unit titles, concepts, and skills:

Nutrition and Physical Activity

- Essential nutrients and food groups.
- Analyzing food package labels.
- Portion sizes according to the Dietary Guidelines for Americans.
- The interrelationship among food intake, physical activity, and health.
- The benefits of choosing a variety of ways to be physically active.
- The effects of nutritional choices on an individual's health, including oral health.
- Accessing accurate information on healthy foods and physical activity.
- Setting goals and tracking progress to improve eating and increased physical activity.
- Advocating for others to eat healthy foods and to engage in regular physical activity.

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Personal and Community Health

- The major parts of the immune system and its function.
- The major parts of the nervous system.
- Illness prevention.
- Strategies for preventing common childhood injuries and health problems.
- Reducing exposure to harmful environmental factors.
- The relationship between family, peers, school, community, culture, and the media on personal health practices and behaviors.
- Locating valid health information, products, and services that promote personal and community health.
- Communicating with a trusted adult to improve personal health.
- Setting and implementing goals to improve personal health and sleep habits.
- Advocating for personal and environmental health.

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Mental, Emotional, and Social Health

- Depression.
- The relationship between peers and an individual's self-concept.
- Locating resources that provide valid mental, emotional, and social health information.
- Stress management techniques.

Alcohol, Tobacco, and Other Drugs

- Impact of substances on the individual, peers, family, and society.
- Regulatory laws on ATOD use.
- Gateway drugs.
- Factors influencing a person's decision to use or not use ATOD.
- Refusal skills.

- The impact of being an active bystander.





Injury Prevention and Safety

- Consequences of negative, unsafe risk-taking behavior.
- Gang violence.
- First aid in emergency situations, including situations involving oral health.
- Analyzing ways that protective factors promote health and safety.
- Modeling refusal skills for conflict resolution.
- Internet safety rules..



Growth & Development and Sexual Health & Responsibility

- Factors that affect an individual's growth.
- Physical, emotional, and social changes that occur in puberty and adolescence.
- Good hygiene habits during puberty and adolescents.
- Talking to a trusted adult about growth and development.



FOURTH GRADE / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

What makes food healthy?

What is the digestion process?

How can setting nutrition and physical activity goals help keep us healthy?

How can daily physical activity provide a wide range of lifelong benefits?

Essential Health Concepts

Students will know:

Health Skills

Students will be able to:

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

- ➔ N-4.1.1 Identify the six essential nutrients and the food groups that contain each essential nutrient.
- ➔ N-4.1.2 Analyze the nutrition information included on food package labels.
- ➔ N-4.1.3 Explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes.
- ➔ N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.
- ➔ N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.

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

- ➔ N-4.2.1 Describe factors that influence individual healthy food choices and physical activity.
- ➔ N-4.2.2 Predict the effects of nutritional choices on an individual's health, including oral health.

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

- ➔ N-4.3.1 Identify places to access accurate information on healthy foods and physical activity.

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

- ➔ N-4.5.1 Use nutrition information on food package labels to make healthy food choices.

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

- ➔ N-4.6.1 Set a nutritional goal and track progress towards achievement.
- ➔ N-4.6.2 Create a goal and track progress to reduce screen time and increase daily physical activity.

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

- ➔ N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.

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

- ➔ N-4.8.1 Advocate for others to eat healthy foods and to engage in regular physical activity.

Healthy Behavior Unit Outcomes

Students will:

Eat a variety of foods within each food group every day.

Engage in moderate to vigorous physical activity for at least 60 minutes every day.

FOURTH GRADE / UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ COMMUNICATION — DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

What is our body's immune system and how does it keep us healthy?

How can my decisions help prevent disease?

Essential Health Concepts

Students will know:

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

- ➔ P-4.1.1 Define the term pathogens.
- ➔ P-4.1.2 Describe ways to prevent or contain communicable diseases.
- ➔ P-4.1.3 Describe the immune system and the way it works.
- ➔ P-4.1.4 Describe ways to prevent common childhood injuries and health problems.*
- ➔ P-4.1.5 Identify the major parts of the nervous system (e.g., brain, nerves, spinal cord).
- ➔ P-4.1.6 List ways to reduce exposure to harmful environmental factors (e.g., ultraviolet rays, pollutants).

Health Skills

Students will be able to:

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

- ➔ P-4.2.1 Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.

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

- ➔ P-4.3.1 Locate valid health information, products, and services that promote personal and community health, including oral health, environmental health, and the prevention of disease.

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

- ➔ P-4.4.1 Demonstrate ways to ask for assistance to promote personal health.

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

- ➔ P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.

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

	➔ P-4.6.1 Identify a personal health goal and name resources to help achieve that goal. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ P-4.7.1 Develop a plan to achieve recommended sleep habits (e.g., recommended number of sleep hours; limited screen time and food prior to bedtime) to promote overall health. ➔ P-4.7.2 Implement a personal health plan with the help of a parent or guardian. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ P-4.8.1 Demonstrate ways to influence and support others in making healthy choices related to personal health. ➔ P-4.8.2 Encourage others to keep the air, land, and water clean and safe.
Healthy Behavior Unit Outcomes ***Students will:*** Practice behaviors that prevent infectious diseases.	

FOURTH GRADE / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● GOAL SETTING ▲ ADVOCACY⬦

Essential Questions:

How do our peers influence our mental, emotional and social health?

How can we use stress management techniques to maintain good health?

Why is it sometimes difficult to stand up in the face of name-calling or bullying behavior?

Essential Health Concepts

Students will know:

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

- ➔ M-4.1.1 Describe the characteristics associated with a positive self-concept.
- ➔ M-4.1.2 Define the term depression.

Health Skills

Students will be able to:

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

- ➔ M-4.2.1 Explain ways that peers can influence an individual's self-concept.

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

- ➔ M-4.3.1 Locate resources in the home, school, and community that provide valid mental, emotional, and social health information.

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

- ➔ M-4.6.1 Develop a plan to reduce and manage stress.

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

- ➔ M-4.8.1 Encourage others to use active bystander behaviors when appropriate (e.g., bullying, cyberbullying, ATOD use).

Healthy Behavior Unit Outcomes

Students will:

Manage emotional stress and anxiety in healthy ways.

Use self-control and impulse control strategies to promote health.

Manage emotional stress in nonviolent ways.

FOURTH GRADE / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ■ COMMUNICATION — ADVOCACY ◇

Essential Questions:

What might pressure someone into using drugs?

How can you resist peer pressure to try things that are harmful to the body?

Essential Health Concepts

Students will know:

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

- ➔ D-4.1.1 Describe the impact of alcohol, tobacco, and other drugs (ATOD)-use or abuse on the individual, peers, family, and society.
- ➔ D-4.1.2 Discuss reasons that there are laws regulating ATOD use.
- ➔ D-4.1.3 Define the term gateway drugs

Health Skills

Students will be able to:

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

- ➔ D-4.2.1 Describe factors that can positively and negatively influence a person's decision to use or not use ATOD.

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

- ➔ D-4.4.1 Demonstrate effective refusal skills that a person can use to communicate with family and peers about ATOD use

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

- ➔ D-4.5.1 Explain why saying "no" to ATOD is a healthy decision.

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

- ➔ D-4.8.1 Model ways to influence and support others in refusing to use ATOD.

Healthy Behavior Unit Outcomes

Students will:

Avoid experimentation with alcohol and other drugs.

Practice refusal skills when dealing with peer pressure.

FOURTH GRADE / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● DECISION MAKING ⬟ SELF-MANAGEMENT ★

Essential Questions:

What is an example of conflict resolution?

How can communities be safe?

Essential Health Concepts

Students will know:

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

- ➔ I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.
- ➔ I-4.1.2 Describe basic first aid and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth.

Health Skills

Students will be able to:

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

- ➔ I-4.2.1 Analyze ways that protective factors promote health and safety (e.g., positive outlook, healthy self-concept, good relationships with parents).
- ➔ I-4.2.2 Identify ways that gangs can threaten individual and community safety.
- ➔ I-4.2.3 Analyze appropriate use of the internet and social media to reduce risk behaviors.

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

- ➔ I-4.4.1 Model refusal skills that a person can use to resolve conflict and promote personal safety.

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

- ➔ I-4.5.1 Develop a safe and appropriate plan to employ when using social media (e.g., to tell a safe adult when something feels unsafe; privacy settings; internet safety; appropriate behaviors and photos).

	Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-4.7.1 Demonstrate basic first aid procedures and responses to common emergencies. ➔ I-4.7.2 State ways to keep the mouth safe from injury.
Healthy Behavior Unit Outcomes ***Students will:*** Practice common methods of peaceful conflict resolution. Practice community regulations and respect people who keep us safe.	

FOURTH GRADE / UNIT SUMMARY

GROWTH & DEVELOPMENT AND SEXUAL HEALTH & RESPONSIBILITY

SKILL DEVELOPMENT FOCUS: ACCESSING INFORMATION ■ COMMUNICATION —

Essential Questions:

What is puberty and what supports optimal growth and development?

What are the different ways to take responsibility for your health?

How can we practice compassion, empathy, and acceptance of others?

Essential Health Concepts

Students will know:

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

G-4.1.1 List the factors that affect an individual's growth (e.g., nutrition, heredity, and environment).

G-4.1.2 Define the terms hormones and puberty.♦

G-4.1.3 Identify examples of the physical, emotional, and social changes that occur in puberty and adolescence.♦

G-4.1.4 Identify personal hygiene needs during puberty and adolescence.

Health Skills

Students will be able to:

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

G-4.3.1 Identify people in the family, school, or community who could provide valid health information about changes that occur during puberty.♦

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

G-4.4.1 Discuss ways to communicate with safe adults about the stages of growth and development.

Healthy Behavior Unit Outcomes

Students will:

Understand and be aware of the changes that may occur during puberty.

Establish and maintain healthy relationships.

Practice appropriate hygiene habits.

FIFTH GRADE

HEALTH EDUCATION SCOPE & SEQUENCE

OVERVIEW

CHARLESTON COUNTY SCHOOL DISTRICT'S HEALTH EDUCATION SCOPE AND SEQUENCE PRIORITIZES A SKILLS-BASED APPROACH TO HEALTH EDUCATION. THE PRIMARY SKILLS DEVELOPED ARE THOSE OUTLINED IN THE NATIONAL HEALTH EDUCATION STANDARDS AND INDICATED BY THE FOLLOWING SHAPES:

ANALYZING INFLUENCES ■ ACCESSING INFORMATION ● COMMUNICATION — DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

ADVOCACY◇

Listed below are the Kindergarten unit titles, concepts, and skills:

Nutrition and Physical Activity

- Making healthy choices as a lifetime goal.
- Nutrients, their function, and food groups.
- Dietary Guidelines for Americans.
- Food safety.
- Injury prevention and physical activity.
- Investigating media influence on food choices and physical activity.
- Locating resources that provide valid information on the link between excessive sugar consumption and diseases.
- Increasing fresh foods and produce.
- Advocating for healthy eating habits, decreased screen time, and increased physical activity.

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Personal and Community Health

- Barriers to healthy behaviors.
- The role of family health history and a person's health.
- Healthcare providers promote health and detect and treat problems.
- The relationship between family, peers, school, community, and culture on personal health practices and behaviors.
- Locating resources on valid health information.
- Consent and refusal skills.
- Constructing a plan, including monitoring and assessing progress, to achieve a health goal.
- Promoting a clean and safe environment.

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Mental, Emotional, and Social Health

- Coping skills.
- Identifying personal stressors.

Alcohol, Tobacco, and Other Drugs

- Understanding use, abuse, addiction, and withdrawal.
- Consequences of substance abuse.

- Media impact on mental and emotional health.
- Seeking support and assistance.
- Healthy relationships.
- Managing emotions.



- Sources of pressure that leads to drug use.
- Locating valid information and resources concerning ATOD.
- Refusal skills.
- Impact of substances on reaching goals.
- Peer pressure and decision making.
- Advocating for a tobacco free community.



Injury Prevention and Safety

- Impact of violent and unsafe behaviors.
- Cardiopulmonary resuscitation (CPR).
- Strategies for dealing with unsafe situations, including bullying and cyberbullying.
- Sexting.
- The relationship between family, peers, and cultural influences conflict resolution.
- Analyzing media messages on the subject of violence and risk behaviors.
- Effective communication strategies to resolve conflicts and promote personal safety.
- The impact of being an active bystander.
- Seeking help to protect personal safety or that of others.
- Home safety rules.
- Risky behaviors that can lead to injury.
- Internet safety rules.
- Advocating for disaster preparedness for home and school



Growth & Development and Sexual Health & Responsibility

- The respiratory system and its function.
- The circulatory system.
- Physical, social, and emotional changes during puberty.
- Talking to trusted adults about growth and development.
- Choosing abstinence.
- Identifying trusted adults to talk to about unsafe situations.



FIFTH GRADE / UNIT SUMMARY

NUTRITION AND PHYSICAL ACTIVITY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ COMMUNICATION — DECISION MAKING ⬟ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

What should people consider when creating an eating plan?

What do you think the phrase "You Are What You Eat" means?

Essential Health Concepts

Students will know:

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

- ➔ N-5.1.1 Examine the six essential nutrients, their function, and foods or food groups in which they are present.
- ➔ N-5.1.2 Identify the benefits of following the current federal Dietary Guidelines for Americans.
- ➔ N-5.1.3 Describe methods of safe food handling and preparation.
- ➔ N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.
- ➔ N-5.1.5 Explain basic precautions to help prevent injury during physical activity.

Health Skills

Students will be able to:

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

- ➔ N-5.2.1 Investigate the various strategies used by the media to influence food choices and physical activity.

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

- ➔ N-5.3.1 Locate resources (e.g., American Dietary Guidelines, American Dental Association, American Public Health Association, Centers for Disease Control and Prevention) that provide valid information on the link between excessive sugar consumption and diseases (e.g., obesity, diabetes, tooth decay).

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

- ➔ N-5.4.1 Discuss with family members and peers ways to make healthy food choices.
- ➔ N-5.4.2 Discuss with family members and peers ways to minimize screen time and be physically active.

	Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. ➔ N-5.5.1 Select healthy food choices from a menu. ➔ N-5.5.3 Explore the advantages of using fresh foods and produce. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ N-5.7.1 Demonstrate healthy food and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ N-5.8.1 Encourage peers, family, and others to choose healthy foods and be physically active. ➔ N-5.8.2 Advocate for physical activity in school and in the community.

Healthy Behavior Unit Outcomes

Students will:

Eat a variety of foods within each food group every day.

Engage in moderate to vigorous physical activity for at least 60 minutes every day.

FIFTH GRADE / UNIT SUMMARY

PERSONAL AND COMMUNITY HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● COMMUNICATION — GOAL SETTING ▲ ADVOCACY◇

Essential Questions:

How can we reduce our health and safety risks?

How can we promote the sharing of medically accurate health information?

Essential Health Concepts

Students will know:

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

- ➔ P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.
- ➔ P-5.1.2 Describe ways that family health history can affect a person's health.
- ➔ P-5.1.3 Identify ways that healthcare providers promote health and detect and treat problems.

Health Skills

Students will be able to:

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

- ➔ P-5.2.1 Examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors.

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

- ➔ P-5.3.1 Locate resources from home, school, and community that provide valid health information.*

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

- ➔ P-5.4.1 Demonstrate consent and refusal skills to avoid or reduce health risks.

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

- ➔ P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.

	Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. ➔ P-5.8.1 Utilize strategies to promote keeping the environment clean and safe.
Healthy Behavior Unit Outcomes ***Students will:*** Practice behaviors that prevent infectious disease.	

FIFTH GRADE / UNIT SUMMARY

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ● DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★

Essential Questions:

What factors in my life affect my social, emotional, and mental health?

How does emotional health influence relationships with others?

What are some triggers of negative stress and healthy ways to deal with them?

Essential Health Concepts

Students will know:

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

- ➔ M-5.1.1 Describe coping strategies to promote mental health.
- ➔ M-5.1.2 Identify positive and negative stressors.

Health Skills

Students will be able to:

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

- ➔ M-5.2.1 Analyze media influences an individual's thoughts, feelings, self-concept, and health behaviors.

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

- ➔ M-5.3.1 Identify a safe adult to talk with if something is bothering them or someone they know.

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

- ➔ M-5.5.1 Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.

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

- ➔ M-5.6.1 Develop a plan to reduce and manage stress.

	Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ M-5.7.1 Model behaviors that promote healthy relationships with family and peers. ➔ M-5.7.2 Demonstrate positive self-management skills.

Healthy Behavior Unit Outcomes

Students will:

Prevent and manage emotional stress and anxiety in healthy ways.

Establish and maintain healthy relationships.

Manage interpersonal conflict in nonviolent way.s

FIFTH GRADE / UNIT SUMMARY

ALCOHOL, TOBACCO, AND OTHER DRUGS

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ ACCESSING INFORMATION ◘ COMMUNICATION ▬ DECISION MAKING ⬟ GOAL SETTING ▲ SELF-MANAGEMENT ★ ADVOCACY⬦

Essential Questions:

How does alcohol and tobacco use affect our bodies and brains?

Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the harmful effects?

Who or what influences the choices we make regarding alcohol, tobacco, and other drugs?

Essential Health Concepts

Students will know:

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

- ➔ D-5.1.1 Define the terms alcohol, tobacco, and other drugs (ATOD) use, abuse, addiction, and withdrawal.
- ➔ D-5.1.2 Explain the link between tobacco use and diseases, including oral disease.
- ➔ D-5.1.3 Describe the link between alcohol use, injury, and disease.

Health Skills

Students will be able to:

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

- ➔ D-5.2.1 Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco

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

- ➔ D-5.3.1 Demonstrate the ability to locate valid information and resources concerning ATOD

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

- ➔ D-5.4.1 Demonstrate effective refusal skills regarding ATOD

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

	➔ D-5.5.1 Explain how ATOD can affect the way individuals make decisions and perform tasks. **Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health. ➔ D-5.6.1 Identify ways that ATOD use can interfere with the achievement of a person's goals. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ D-5.7.1 Implement strategies for dealing with peer pressure. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ D-5.8.1 Write a plan to advocate for a tobacco free community.
Healthy Behavior Unit Outcomes ***Students will:*** Avoid using (or experimenting with) alcohol, tobacco, and other drugs. Support a tobacco-free environment.	

FIFTH GRADE / UNIT SUMMARY

INJURY PREVENTION AND SAFETY

SKILL DEVELOPMENT FOCUS: ANALYZING INFLUENCES ▪ COMMUNICATION — DECISION MAKING ⬟ SELF-MANAGEMENT ★ ADVOCACY ⬨

Essential Questions:

Why is it important to know first aid procedures?

When is it appropriate to call 911?

What are safety precautions?

Essential Health Concepts

Students will know:

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

- ➔ I-5.1.1 Examine the impact of violent and unsafe behaviors.
- ➔ I-5.1.2 Explain cardiopulmonary resuscitation (CPR).
- ➔ I-5.1.3 Discuss strategies to effectively deal with cyberbullying.
- ➔ I-5.1.4 Define sexting.

Health Skills

Students will be able to:

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

- ➔ I-5.2.1 Discuss family, peer, and cultural influences on the way an individual deals with conflict I-5.2.2 Analyze media messages on the subject of violence and risk behaviors.

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

- ➔ I-5.4.1 Utilize effective communication strategies, including negotiation skills, to resolve conflicts and promote personal safety.
- ➔ I-5.4.2 Identify the appropriate steps to take when being bullied or cyberbullied.
- ➔ I-5.4.3 Explain the role of an active bystander when another person is being bullied or cyberbullied.

Standard 5: Students will demonstrate the ability to use

	decision-making skills to enhance health. ➔ I-5.5.1 Discuss when it is necessary for a person to seek help to protect personal safety or that of others. ➔ I-5.5.2 Describe what to do if someone displays a weapon at home, at the school, or in the community. **Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ➔ I-5.7.1 Implement safety strategies to avoid causing injury to self and to others. ➔ I-5.7.2 Demonstrate strategies for dealing with conflict, bullying, cyberbullying, unhealthy relationships, abuse, and violence. ➔ I-5.7.3 Explain safety rules for when a person is home alone and with others including internet safety and social media. **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health. ➔ I-5.8.1 Advocate for disaster preparedness for home and school.
Healthy Behavior Unit Outcomes ***Students will:*** Practice routines for safety precautions at home, school, in the community, and in one's personal relationships.	

FIFTH GRADE / UNIT SUMMARY

GROWTH & DEVELOPMENT AND SEXUAL HEALTH & RESPONSIBILITY

SKILL DEVELOPMENT FOCUS: ACCESSING INFORMATION ◘ COMMUNICATION — DECISION MAKING ⬟

Essential Questions:

Why is it important to learn about the changes your body goes through during puberty?

Why is personal hygiene important as you get older?

Why is it important to know how to access trusted adults when going through puberty?

Why is it important to respect differences in others?

Essential Health Concepts

Students will know:

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

G-5.1.1 Describe the structures and function of the respiratory system.

G-5.1.2 Review circulatory system.

G-5.1.3 Describe the physical, emotional, and social changes that occur in puberty and adolescence (e.g., changes in voice; growth of body and facial hair; sensitivity to peer influence; mood swings).♦

G-5.1.4 Define the term abstinence.♦

Health Skills

Students will be able to:

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

G-5.3.1 Locate people in the family, school or community who can provide valid health information about the changes that occur during puberty.♦

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

G-5.4.1 Discuss ways to communicate with parents, teachers, or other safe adults about the stages of growth and development that take place during adolescence.

G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.

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

	G-5.5.1 Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.♦

Healthy Behavior Unit Outcomes

Students will:

Understand and be aware of the changes that may occur during puberty.

Practice appropriate hygiene habits.

Treat others with courtesy and respect in regards to changes during puberty.