

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 1: Knows the availability and effective use of health services, products, and information.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research).			

Health: Grade 3-5

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Content Standard 1: Knows the availability and effective use of health services, products, and information.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows various community agencies that provide health service to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse treatment centers).			

Health: Grade 3-5

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Course of Study**

Content Standard 1: Knows the availability and effective use of health services, products, and information.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 2: Knows environmental and external factors that affect individual and community health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants).			

Health: Grade 3-5

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Content Standard 2: Knows environmental and external factors that affect individual and community health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 2: Knows environmental and external factors that affect individual and community health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 3: Understands the relationship of family health to individual health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how the family influences personal health (e.g., physical, psychological, social).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 3: Understands the relationship of family health to individual health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks).			

Health: Grade 3-5

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Content Standard 3: Understands the relationship of family health to individual health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how health-related problems impact the whole family.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the relationships between physical health and mental health.			

Health: Grade 3-5

**Adams County/Ohio Valley
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Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows common sources of stress for children and ways to manage stress.			

Health: Grade 3-5

**Adams County/Ohio Valley
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Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Understands how one responds to the behavior of others and how one's behavior may evoke responses in others.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows strategies for resisting negative peer pressure.			

Health: Grade 3-5

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Content Standard 4: Knows how to maintain mental and emotional health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how attentive listening skills can be used to build and maintain healthy relationships.			

Health: Grade 3-5

Adams County/Ohio Valley
Course of Study

Content Standard 5: Knows essential concepts and practices concerning injury prevention and safety.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 5: Knows essential concepts and practices concerning injury prevention and safety.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance.			

Health: Grade 3-5

Adams County/Ohio Valley
Course of Study

Content Standard 5: Knows essential concepts and practices concerning injury prevention and safety.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 5: Knows essential concepts and practices concerning injury prevention and safety.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the difference between positive and negative behaviors used in conflict situations.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 5: Knows essential concepts and practices concerning injury prevention and safety.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows some non-violent strategies to resolve conflicts.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 6: Understands essential concepts about nutrition and diet.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the nutritional value of different of foods.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 6: Understands essential concepts about nutrition and diet.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 6: Understands essential concepts about nutrition and diet.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time age, health, money/economics, convenience, environment, status, personal experience).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 6: Understands essential concepts about nutrition and diet.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows common health problems that should be detected and treated early.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows behaviors that are safe, risky, or harmful to self and others.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Sets a personal health goal and makes progress toward its achievement.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows that making health-related decisions and setting health goals sometimes requires asking for assistance.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 7: Knows how to maintain and promote personal health.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 8: Knows essential concepts about the prevention and control of disease.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making health food choices, acknowledging the importance of immunizations, cooperating in regular health screenings).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 8: Knows essential concepts about the prevention and control of disease.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the benefits of early detection and treatment of disease.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 8: Knows essential concepts about the prevention and control of disease.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine).			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 9: Understands aspects of substance use and abuse.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Differentiates between the use and misuse of prescription and nonprescription drugs.			

Health: Grade 3-5

**Adams County/Ohio Valley
Course of Study**

Content Standard 9: Understands aspects of substance use and abuse.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost).			

Health: Grade 3-5

Adams County/Ohio Valley
Course of Study

Content Standard 9: Understands aspects of substance use and abuse.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Recognizes high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help.			

Health: Grade 3-5

Adams County/Ohio Valley
Course of Study

Content Standard 9: Understands aspects of substance use and abuse.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control).			

Health: Grade 3-5

Adams County/Ohio Valley
Course of Study

Content Standard 10: Understands the fundamental concepts of growth and development.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development).			

Health: Grade 3-5

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Content Standard 10: Understands the fundamental concepts of growth and development.			
<i>Grade Level Indicator</i>	<i>Instructional Activities/Strategies</i>	<i>Resources</i>	<i>Assessment</i>
Knows that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation.			