

**HEALTH
LEVEL II GRADES 3- 5
CURRICULUM MAP**

1st Nine Weeks	2nd Nine Weeks
<p>7. Knows how to maintain and promote personal health.</p> <ul style="list-style-type: none"> • Understands the influence of rest, food choices, exercise, sleep, and recreation on a person’s well-being. • Knows common health problems that should be detected and treated early. • Knows behaviors that are safe, risky, or harmful to self and others. • Sets a personal health goal and makes progress toward its achievement. • Knows that making health-related decisions and setting goals sometimes requires asking for assistance. • Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease). <p>8. Knows essential concepts about the prevention and control of disease.</p> <ul style="list-style-type: none"> • Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings). • Knows the benefits of early detection and treatment of disease. • 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 medication). 	<p>1. Knows the availability and effective use of health services, products, and information.</p> <ul style="list-style-type: none"> • Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research). • Knows various community agencies that provide health services to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse treatment centers). • 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). <p>2. Knows environmental and external factors that affect individual and community health.</p> <ul style="list-style-type: none"> • Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants). • Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment. • Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology). <p>3. Understands the relationship of family health to individual health.</p> <ul style="list-style-type: none"> • Knows how the family influences personal health (e.g., physical, psychological, social). • Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks). • Knows how health-related problems impact the whole family.

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3rd Nine Weeks	4th Nine Weeks
<p>5. Knows essential concepts and practices concerning injury prevention and safety.</p> <ul style="list-style-type: none"> • 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 clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight). • 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. • 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). • Knows the difference between positive and negative behaviors used in conflict situations. • Knows some non-violent strategies to resolve conflicts. <p>6. Understands essential concepts about nutrition and diet.</p> <ul style="list-style-type: none"> • Knows the nutritional value of different foods. • 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). • Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience). • Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods. 	<p>4. Knows how to maintain mental and emotional health.</p> <ul style="list-style-type: none"> • Knows the relationships between physical health and mental health. • Knows common sources of stress for children and ways to manage stress. • Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully. • Knows behaviors that communicate care, consideration and respect of self and others (including those with disabilities or handicapping conditions). • Understands how one responds to the behavior of others and how one’s behavior may evoke responses to others. • Knows strategies for resisting negative peer pressure. • Knows how attentive listening skills can be used to build and maintain healthy relationships. <p>9. Understands aspects of substance use and abuse.</p> <ul style="list-style-type: none"> • Differentiates between the use and misuse of prescription and nonprescription drugs. • Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost). • 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. • 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).