

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Standard 1: Functional Knowledge Students will comprehend concepts related to health Benchmark	<u> </u>		
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	Indicators S1.1.ATOD.1.3. Explain the benefits of medicines wher used correctly. S1.1.ATOD.2.3. Explain how to use medicines correctly S1.1.ATOD.3.3. Describe potential risks associated with inappropriate use of over-the-counter medicines. S1.1.ATOD.4.3. Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping). S1.1.ATOD.5.3. Describe the benefits of abstaining from tobacco use or other nicotine products (e.g., vaping, e-cigarettes, etc.). S1.1.ATOD.6.3. Explain the short- and long-term physical effects of being exposed to others' tobacco use.		
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
Benchmark	Indicators		
S2.3.5. Identify relevant influences of community on health practices and behaviors.S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	S2.3.ATOD.1.3. Identify relevant influences of community on the use of tobacco and nicotine delivery products, practices, and behaviors. S2.4.ATOD.2.3. Describe how relevant influences of family affect use of tobacco and nicotine delivery		
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	products, practices, and behaviors. S2.7.ATOD.3.3. Describe how relevant influences of peers affect use of tobacco and nicotine delivery products, practices, and behaviors.		



accurate health information.

OAHPERD Health Education Model Curriculum Grades 3-5 Learning Outcomes

Standard 5: Decision-Making Skills				
Students will demonstrate the ability to use decision-	making skills to enhance health.			
Benchmark	Indicators			
 S5.1.5. Identify situations which need a health-related decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision. S5.6.5. Describe the final outcome of a health-related decision. 	S5.1.ATOD.1.3. Identify situations which need a decision related to medicines including prescription drugs, or tobacco and nicotine delivery products (e.g., vaping, e-cigarettes, etc.). S5.4.ATOD.2.3. Identify options and their potential outcomes when making a decision related to medicines including prescription drugs, or tobacco/nicotine delivery products (e.g., vaping, e-cigarettes, etc.). S5.5.ATOD.3.3. Choose a healthy option when making a decision about medicines including prescription drugs, or tobacco/nicotine delivery products (e.g., vaping, e-cigarettes, etc.). S5.6.ATOD.4.3. Describe the final outcome of a decision about medicines including prescription drugs or tobacco/nicotine delivery products. (e.g., vaping, e-cigarettes, etc.)			
SUPPORTIVE SKILLS - If a school district would like to en	hance their health education curriculum, these supportiv			
skills and their performance indicators are recommended	ed additions to the essential standards.			
Grade 3 (ATOD) - Supportive Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.				
Standard 3: Accessing Resources				
Standard 3: Accessing Resources				
Standard 3: Accessing Resources Students will demonstrate the ability to access valid in Benchmark S3.1.5. Describe characteristics of accurate health information.	Indicators S3.1.ATOD.1.3. Describe characteristics of accurate information for over-the counter and prescription			
Standard 3: Accessing Resources Students will demonstrate the ability to access valid in Benchmark S3.1.5. Describe characteristics of accurate health	Indicators S3.1.ATOD.1.3. Describe characteristics of accurate			

prescription medicines.

prescription medicines.

services.

prevention.

S3.3.ATOD.4.3. Describe characteristics of

appropriate and trustworthy alcohol-use prevention

S3.4.ATOD.5.3. Demonstrate how to locate sources of accurate information for over-the-counter and

S3.4.ATOD.6.3. Describe how to locate sources of accurate information for alcohol- and tobacco-use



Standard 4: Interpersonal Communication Skills	
	sonal communication skills to enhance health and avoi
or reduce health risks.	
Benchmark	Indicators
S4.1.2. Demonstrate effective verbal and nonverbal	S4.1.ATOD.1.3. Demonstrate effective verbal and
communication skills.	nonverbal communication skills to avoid taking
S4.2.2. Explain how to be empathetic and	another's prescription medication.
compassionate toward others.	S4.2.ATOD.2.3. Explain how to be empathetic and
S4.3.2. Demonstrate effective peer resistance skills	compassionate towards a family member who is
to avoid or reduce health risk.	trying to quit alcohol, tobacco or other drug use.
	S4.3.ATOD.3.3. Demonstrate effective peer
	resistance skills to avoid or reduce exposure to
	secondhand smoke.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for	
Benchmark	Indicators
S8.1.5. Give factual information to improve the	S8.1.ATOD.1.3. Give factual information about the
health of others.	benefits of being alcohol- and other drug-free.
S8.2.5. State personal beliefs to improve the health	S8.2.ATOD.2.3. State personal beliefs about the
of others.	dangers related to alcohol and other drug use.
S8.3.5. Demonstrate how to persuade others to	S8.3.ATOD.3.3. Demonstrate how to persuade other
make positive health choices.	to be alcohol- and other drug-free.
	S8.3.ATOD.4.3. Demonstrate how to persuade othe
	to avoid driving while under the influence of alcoho
	or other drugs.
	S8.3.ATOD.5.3. Demonstrate how to persuade othe
	to avoid riding in a motor vehicle with a driver who
	under the influence of alcohol or other drugs.
Grade 4 (ATOD) - Essenti	al
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health	promotion and disease prevention to enhance health
Benchmark	Indicators
S1.1.5. Students will comprehend developmentally	S1.1.ATOD.1.4. Explain the potential risks associate
appropriate, functional health information to	with inappropriate use and abuse of prescription
help them adopt healthy behaviors in the	medicines.
following health content areas: Alcohol,	S1.1.ATOD.2.4. Identify negative short- and long-te
Tobacco, and other Drugs, Healthy Eating,	physical, social, emotional effects of alcohol use.
Mental and Emotional Health, Personal	
Health and Wellness, Healthy Relationships,	
Safety, Violence Prevention.	



al Education, Recreation, and Dance		
Standard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid		
or reduce health risks.		
Benchmark	Indicators	
S4.3.5. Demonstrate effective peer resistance skills	S4.3.ATOD.1.4. Demonstrate effective refusal skills to	
to avoid or reduce health risk.	avoid alcohol and other drug use.	
Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-	making skills to enhance health.	
Benchmark	Indicators	
S5.1.5. Identify situations which need a health-	S5.1.ATOD.1.4. Identify situations which need a	
related decision.	decision related to medicines including prescription	
S5.2.5. Decide when help is needed and when it is	drugs or alcohol.	
not needed to make a healthy decision.	S5.2.ATOD.2.4. Decide when help is needed and when	
S5.4.5. Identify options and their potential outcomes	it is not to make a decision related to medicines	
when making a health-related decision.	including prescription drugs or alcohol.	
S5.5.5. Choose a healthy option when making a	S5.4.ATOD.3.4. Identify options and their potential	
decision.	outcomes when making a decision related to	
S5.6.5. Describe the final outcome of a health-	medicines including prescription drugs or alcohol.	
related decision.	S5.5.ATOD.4.4. Choose a healthy option when making	
	a decision about medicines including prescription	
	drugs or alcohol.	
	S5.6.ATOD.5.4. Describe the final outcome of a	
	decision about medicines including prescription drugs	
	or alcohol.	
SUPPORTIVE SKILLS - If a school district would like to en	hance their health education curriculum, these supportive	

skills and their performance indicators are recommended additions to the essential standards.

Grade 4 (ATOD) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

behaviors.	
Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.ATOD.1.4. Identify relevant influences of culture
health practices and behaviors.	on practices and behaviors related to alcohol or
S2.2.5. Identify relevant influences of peers on	tobacco use.
health practices and behaviors.	S2.2.ATOD.2.4. Identify relevant influences of peers
S2.3.5. Identify relevant influences of community on	on practices and behaviors related to alcohol or
health practices and behaviors.	tobacco use.
S2.4.5. Describe how relevant influences of family	S2.3.ATOD.3.4. Identify relevant influences of
and culture affect personal health practices	community on practices and behaviors related to
and behaviors.	alcohol or tobacco use.
S2.5.5. Describe how relevant influences of school	S2.4.ATOD.4.4. Describe how relevant influences of
and community affect personal health	family and culture affect practices and behaviors
practices and behaviors.	related to alcohol or tobacco use.
S2.6.5. Describe how relevant influences of media	S2.5.ATOD.5.4. Describe how relevant influences of
and technology affect personal health	school and community affect practices and behaviors
practices and behaviors.	related to alcohol or tobacco use.



al Education, Recreation, and Dance	
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors. Standard 3: Accessing Resources	S2.6.ATOD.6.4. Describe how relevant influences of media and technology affect practices and behaviors related to alcohol use. S2.7.ATOD.7.4. Describe how relevant influences of peers affect practices and behaviors related to alcohol or tobacco use.
Students will demonstrate the ability to access valid in	nformation, products, and services to enhance health.
Benchmark	Indicators
 S3.1.5. Describe characteristics of accurate health information. S3.2.5. Describe characteristics of appropriate and reliable health products. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information. 	S3.1.ATOD.1.4. Describe characteristics of accurate information for over-the counter and prescription medicines. S3.1.ATOD.2.4. Describe characteristics of accurate alcohol- and tobacco- prevention information. S3.2.ATOD.3.4. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines. S3.3.ATOD.4.4. Describe characteristics of appropriate and trustworthy alcohol-use prevention services. S3.4.ATOD.5.4. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines. S3.4.ATOD.6.4. Describe how to locate sources of accurate information for alcohol- and tobacco-use prevention.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for Benchmark	personal, family, and community health. Indicators
S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.1.ATOD.1.4. Give factual information about the benefits of being alcohol- and other drug-free. S8.2.ATOD.2.4. State personal beliefs about the dangers related to alcohol and other drug use. S8.3.ATOD.3.4. Demonstrate how to persuade others to be alcohol- and other drug-free. S8.3.ATOD.4.4. Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs. S8.3.ATOD.5.4. Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.



Grade 5	(ATOD) -	Essential
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Standard 1: Functional Knowledge Students will comprehend concepts related to health p	promotion and disease prevention to enhance health.
Benchmark	Indicators
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.ATOD.1.5. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. S1.1.ATOD.2.5. Explain the difference between medicines and illicit drugs. S1.1.ATOD.3.5. Analyze the potential risks association the tobacco products and nicotine delivery devices. S1.1.ATOD.4.5. Describe how to support family and friends who are trying to stop misuse and abuse of drugs.
Standard 4: Interpersonal Communication Skills	. 101
•	onal communication skills to enhance health and avoid o
reduce health risks.	
Benchmark	Indicators
 S4.1.2. Demonstrate effective verbal and nonverbal communication skills. S4.2.2. Explain how to be empathetic and compassionate toward others. S4.5.2. Demonstrate how to effectively ask for help to improve personal health. 	S4.1.ATOD.1.5. Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol. S4.2.ATOD.2.5. Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol, tobacco, or other drug use. S4.5.ATOD.3.5. Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol, tobacco, or other drugs.
Standard 8: Advocacy Skills	and the second community has lab
Students will demonstrate the ability to advocate for p Benchmark	Indicators
S8.1.5. Give factual information to improve the	S8.1.ATOD.1.5. Give factual information about the
health of others.	benefits of being alcohol- and other drug-free
S8.2.5. State personal beliefs to improve the health of others.	(including prescription drugs). S8.2.ATOD.2.5. State personal beliefs about the
S8.3.5. Demonstrate how to persuade others to make positive health choices	dangers related to alcohol and other drug use. S8.3.ATOD.3.5. Demonstrate how to persuade others to be alcohol- and other drug-free including prescription drugs.



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (ATOD) - Supportive

Standard 2: Analyzing Influences

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

behaviors.	
Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.ATOD.1.5. Identify relevant influences of
health practices and behaviors.	culture on practices and behaviors related to
S2.2.5. Identify relevant influences of peers on health	alcohol or tobacco use.
practices and behaviors.	S2.2.ATOD.2.5. Identify relevant influences of peers
S2.3.5. Identify relevant influences of community on	on practices and behaviors related to alcohol or
health practices and behaviors.	tobacco use.
S2.4.5. Describe how relevant influences of family	S2.3.ATOD.3.5. Identify relevant influences of
and culture affect personal health practices	community on practices and behaviors related to
and behaviors.	alcohol or tobacco use.
S2.5.5. Describe how relevant influences of school	S2.4.ATOD.4.5. Describe how relevant influences of
and community affect personal health	family and culture affect practices and behaviors
practices and behaviors.	related to alcohol or tobacco use.
S2.6.5. Describe how relevant influences of media	S2.5.ATOD.5.5. Describe how relevant influences of
and technology affect personal health	school and community affect practices and
practices and behaviors.	behaviors related to alcohol or tobacco use.
S2.7.5. Describe how relevant influences of peers	S2.6.ATOD.6.5. Describe how relevant influences of
affect personal health practices and	media (e.g., alcohol or tobacco I advertising) and
behaviors.	technology affect practices and behaviors related to
	alcohol use.
	S2.7.ATOD.7.5. Describe how relevant influences of
	peers affect practices and behaviors related to
	alcohol or tobacco use.



Standard 3: Accessing Resource	Stand	lard	3: /	Accessing	Resources
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Students will demonstrate the ability to access valid information, products, and services to enhance

health.	
Benchmark	Indicators
 S3.1.5. Describe characteristics of accurate health information. S3.2.5. Describe characteristics of appropriate and reliable health products. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information. 	S3.1.ATOD.1.5. Describe characteristics of accurate information for over-the counter and prescription medicines. S3.1.ATOD.2.5. Describe characteristics of accurate alcohol- and tobacco- prevention information. S3.2.ATOD.3.5. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines. S3.3.ATOD.4.5. Describe characteristics of appropriate and trustworthy alcohol-use prevention services. S3.4.ATOD.5.5. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines. S3.4.ATOD.6.5. Demonstrate how to locate
	sources of accurate information for alcohol- and tobacco-use prevention.
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-n	
Benchmark	Indicators
S5.1.5. Identify situations which need a health-related decision.	S5.1.ATOD.1.5. Identify situations which need a decision related to medicines or alcohol
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	(including prescription drugs). S5.2.ATOD.2.5. Decide when help is needed and
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	when it is not needed to make a decision to not use alcohol, tobacco or other drugs.
S5.5.5. Choose a healthy option when making a decision.	S5.4.ATOD.3.5. Identify options and their potential outcomes when making a decision
S5.6.5. Describe the final outcome of a health-related decision.	related to medicines or alcohol (including prescription drugs). S5.5.ATOD.4.5. Choose a healthy option when making a decision about medicines or alcohol (including prescription drugs). S5.6.ATOD.5.5. Describe the final outcome of a decision about medicines or alcohol (including prescription drugs).



Healthy Eating (HE)

Grade 3 (HE) - Essential		
Standard 1: Functional Knowledge		
Students will comprehend concepts related to health p	promotion and disease prevention to enhance	
health.		
Benchmark	Indicators	
S1.1.5. Students will comprehend developmentally	S1.1.HE.1.3. Name the food groups and variety of	
appropriate, functional health information to	nutritious food choices for each food group.	
help them adopt healthy behaviors in the	S1.1.HE.2.3. Identify the amount of food from	
following health content areas: Alcohol,	each food group that a child needs daily.	
Tobacco, and other Drugs, Healthy Eating,	S1.1.HE.3.3. Explain the importance of eating a	
Mental and Emotional Health, Personal	variety of foods from all the food groups.	
Health and Wellness, Healthy Relationships,	, ,	
Safety, Violence Prevention. plenty of fruits and vegetables.		
Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-setting	ng skills to enhance health.	
Benchmark	Indicators	
S6.1.5. Set a realistic personal health goal.	S6.1.HE.1.3. Set a realistic personal goal related	
S6.2.5. Track progress toward achieving a personal	to improve healthy eating behaviors.	
health goal.	S6.2.HE.2.3. Track progress toward achieving a	
S6.3.5. Identify resources that can help achieve a	personal goal to improve healthy eating	
personal health goal.	behaviors.	
	S6.3.HE.2.3. Identify resources that can help	
	achieve a personal goal to improve healthy	
	eating behaviors.	
Standard 7: Practicing Healthy Behaviors		
Students will demonstrate the ability to practice health	enhancing behaviors and avoid or reduce health	
risks.		
Benchmark	Indicators	
S7.1.5. Describe practices and behaviors that reduce	S7.1.HE.1.3. Describe practices that encourage	
or prevent health risks.	healthy eating behaviors.	
S7.3.5. Make a commitment to practice healthy	S7.3.HE.2.3. Make a commitment to practice	
behaviors.	healthy eating behaviors.	



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (HE) - Supportive

Standard	2:	Analyzi	ng Influe	ences
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health

behaviors.	s, culture, media, technology and other factors on health	
Benchmark	Indicators	
 S2.1.5. Identify relevant influences of culture on health practices and behaviors. S2.2.5. Identify relevant influences of peers on health practices and behaviors. S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors. S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors. S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors. 	S2.1.HE.1.3. Identify relevant influences of culture on food choices and other eating practices and behaviors. S2.2.HE.2.3. Identify relevant influences of peers on food choices and other eating practices and behaviors. S2.4.HE.3.3. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors. S2.6.HE.4.3. Describe how relevant influences of media and technology affect food choices and other eating practices and behaviors. S2.7.HE.5.3. Describe how relevant influences of peers affect food choices and other eating practices and behaviors.	
Standard 3: Accessing Resources Students will demonstrate the ability to access vali Benchmark	id information, products, and services to enhance health. Indicators	
S3.1.5. Describe characteristics of accurate	S3.1.HE.1.3. Describe characteristics of accurate	
health information.	nutrition information.	
S3.2.5. Describe characteristics of appropriate and reliable health products.	S3.2.HE.2.3. Describe characteristics of appropriate and reliable nutrition products.	
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.HE.3.3. Describe characteristics of appropriate and trustworthy nutrition services.	
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.HE.4.3. Demonstrate how to locate sources of accurate nutrition information.	
Standard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interpersonal communication skills to enhance health and		
avoid or reduce health risks.		
Benchmark	Indicators	
S4.1.2. Demonstrate effective verbal and nonverbal communication skills.	S4.1.HE.1.3. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.	



sical Education, Recreation, and Dance			
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchmark Indicators			
S8.1.5. Give factual information to improve t	the S8.1.HE.1.3. Give factual information to improve the		
health of others.	food and beverage selections of others.		
S8.2.5. State personal beliefs to improve the	S8.2.HE.2.3. State personal beliefs to improve the		
health of others.	food and beverage selections of others.		
S8.3.5. Demonstrate how to persuade others	s to S8.3.HE.3.3. Demonstrate how to persuade others to		
make positive health choices.	make healthy food and beverage choices.		

Grade 4 (HE) - Essential			
Standard 1: Functional Knowledge Students will comprehend concepts related to hea health.			
Benchmark	Indicators		
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt	S1.1.HE.1.4. Describe the benefits of drinking plenty of water. S1.1.HE.2.4. Identify alternate sources of fat (e.g.,		
healthy behaviors in the following health	unsaturated fats and oils.)		
content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and	S1.1.HE.3.4. Identify foods that are high in added sugars.		
Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HE.4.4. Identify foods that are high in sodium. S1.1.HE.5.4. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.		
Students will analyze the influence of family, peers behaviors. Benchmark	s, culture, media, technology and other factors on health Indicators		
S2.4.5. Describe how relevant influences of family and culture affect personal health	S2.4.HE.1.4. Describe how relevant influences of family and culture affect personal food choices and other		
practices and behaviors.	eating practices and behaviors.		
S2.7.5. Describe how relevant influences of peers	S2.7.HE.2.4. Describe how relevant influences of peers		
affect personal health practices and behaviors.	affect food choices and other eating practices and behaviors.		
Standard 3: Accessing Resources			
Students will demonstrate the ability to access val	id information, products, and services to enhance health		
Benchmark	Indicators		
S3.1.5. Describe characteristics of accurate	S3.1.HE.1.4. Describe characteristics of accurate		
health information.	nutrition information.		
S3.2.5. Describe characteristics of appropriate	S3.2.HE.2.4. Describe characteristics of appropriate and reliable nutrition information		
and reliable health products.	reliable nutrition information.		



Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health risks.	ealth-enhancing behaviors and avoid or reduce		
Benchmark	Indicators		
S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors.	S7.1.HE.1.4. Describe practices that encourage healthy eating behaviors (e.g., appropriate portion sizes, identifying healthy foods, etc.) S7.2.HE.2.4. Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.		
SUPPORTIVE SKILLS - If a school district would like to supportive skills and their performance indicates standards.	o enhance their health education curriculum, these cators are recommended additions to the essential		
Grade 4 (HE) - Supporti	ve		
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interp avoid or reduce health risks.	personal communication skills to enhance health and		
Benchmark	Indicators		
S4.1.2. Demonstrate effective verbal and nonverbal communication skills. S4.2.2. Explain how to be empathetic and compassionate toward others. S4.5.2. Demonstrate how to effectively ask for help to improve personal health.	S4.1.HE.1.4. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating. S4.2.HE.2.4. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating. S4.5.HE.3.4. Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.		
Standard 6: Goal Setting Skills	attion of the to only on a books		
Students will demonstrate the ability to use goal-s			
Benchmark	Indicators		
S6.1.5. Set a realistic personal health goal.S6.2.5. Track progress toward achieving a personal health goal.S6.3.5. Identify resources that can help achieve a personal health goal.	S6.1.HE.1.4. Set a realistic personal goal related to improve healthy eating behaviors. S6.2.HE.2.4. Track progress toward achieving a personal goal to improve healthy eating behaviors. S6.3.HE.3.4. Identify resources that can help achieve a personal goal to improve healthy eating behaviors.		



Benchmark	for personal, family, and community health. Indicators
S8.1.5. Give factual information to improve the health of others.	S8.1.HE.1.4. Give factual information to improve the food and beverage selections of others.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.HE.2.4. State personal beliefs to improve the food and beverage selections of others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.HE.3.4. Demonstrate how to persuade other to make healthy food and beverage choices.
Grade 5 (HE) - Essential	
Standard 1: Functional Knowledge Students will comprehend concepts related to hea health.	
Benchmark Co. 1.	Indicators
S1.1.5. Students will comprehend	S1.1.HE.1.5. Describe the benefits of healthy
developmentally appropriate, functional	eating.
health information to help them adopt	S1.1.HE.2.5. Describe the benefits of limiting the
healthy behaviors in the following health	consumption of solid fat, added sugar, and sodiu
content areas: Alcohol, Tobacco, and	S1.1.HE.3.5. Explain the benefits of eating
other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and	breakfast every day. S1.1.HE.4.5. Describe methods to keep food safe
Wellness, Healthy Relationships, Safety,	from harmful germs (e.g., washing hands, washin
Violence Prevention.	fresh fruits and vegetables, no contamination of
violence Frevention.	raw meats, no double dipping, etc.).
	S1.1.HE.5.5. Explain the concept of eating in
	moderation.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-s	
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.HE.1.5. Set a realistic personal goal related t
S6.2.5. Track progress toward achieving a	improve healthy eating behaviors.
personal health goal.	S6.2.HE.2.5. Track progress toward achieving a
S6.3.5. Identify resources that can help achieve a	personal goal to improve healthy eating behavio
personal health goal.	S6.2.HE.3.5. Reflect on progress of goal.
	S6.3.HE.4.5. Identify resources that can help
	achieve a personal goal to improve healthy eatin



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (HE) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators	
S2.4.5. Describe how relevant influences of	S2.4.HE.1.5. Describe how relevant influences of	
family and culture affect personal health	family and culture affect personal food choices and	
practices and behaviors.	other eating practices and behaviors.	
S2.6.5. Describe how relevant influences of	S2.6HE.2.5. Describe how relevant influences of	
media and technology affect personal	media (e.g., advertising) and technology affect	
health practices and behaviors.	food choices and other eating practices and	
S2.7.5. Describe how relevant influences of peers	behaviors.	
affect personal health practices and	S2.7.HE.3.5. Describe how relevant influences of	
behaviors.	peers affect food choices and other eating	
	practices and behaviors.	

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

nearth.		
Benchmark	Indicators	
S3.1.5. Describe characteristics of accurate health information.	S3.1.HE.1.5. Describe characteristics of accurate nutrition information.	
S3.2.5. Describe characteristics of appropriate and reliable health products.	S3.2.HE.2.5. Describe characteristics of appropriate and reliable nutrition information.	
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.HE.3.5. Describe characteristics of appropriate and trustworthy nutrition services.	
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.HE.4.5. Demonstrate how to locate sources of accurate nutrition information.	



ical Education, Recre	eation, and Dance		
Standa	ard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interpersonal communication skills to enhance health			
and av	roid or reduce health risks.		
Bench	mark	Indicators	
S4.2.2	Demonstrate effective verbal and nonverbal communication skills. Explain how to be empathetic and compassionate toward others. Demonstrate how to effectively ask for help to improve personal health.	S4.1.HE.1.5. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating. S4.2.HE.2.5. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating. S4.5.HE.3.5. Demonstrate how to effectively ask for help to improve personal food choices and	
		promote healthy eating.	
Standa	ard 7: Practicing Healthy Behaviors		
Studer	nts will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce health	
risks.			
Bench	mark	Indicators	
S7.1.5	. Describe practices and behaviors that	S7.1.HE.1.5. Describe practices and behaviors that	
reduce or prevent health risks.		reduce or prevent unhealthy eating behaviors.	
S7.3.5. Make a commitment to practice healthy		S7.3.HE.2.5. Make a commitment to practice	
	behaviors.	healthy eating behaviors.	
Standard 8: Advocacy Skills			
Stude	nts will demonstrate the ability to advocate	for personal, family, and community health.	
Benchm	ark	Indicators	
S8.1.5.	Give factual information to improve the	S8.1.HE.1.5. Give factual information to improve	
	health of others.	the food and beverage selections of others.	
S8.2.5.	State personal beliefs to improve the	S8.2.HE.2.5. State personal beliefs to improve the	
	health of others.	food and beverage selections of others.	
S8.3.5.	Demonstrate how to persuade others to	S8.3.HE.3.5. Demonstrate how to persuade others	
	make positive health choices.	to make healthy food and beverage choices.	
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Human Growth and Development (HGD)

Grade 3 (HGD) - Essential			
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Benchmark	Indicators		
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and	S1.1.HGD.1.3. Explain how the body is changing physically and emotionally. S1.1.HGD.2.3. Describe how individuals develop physically at different rates.		



Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.



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

TION.		
Benchmark	Indicators	
S7.3.5. Make a commitment to practice healthy	S7.3.HGD.1.3. Make a commitment to respect	
behaviors.	individual differences. (e.g., height, weight, other	
	body change or individual differences that occur as	
	a person grows and gets older).	

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (HGD) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on

health behaviors.	
Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.HGD.1.3 Identify relevant influences of
health practices and behaviors.	culture on human growth and development.
S2.2.5. Identify relevant influences of peers on	S2.2.HGD.2.3 Identify relevant influences of peers
health practices and behaviors.	on human growth and development.
S2.4.5. Describe how relevant influences of	S2.4.HGD.3.3 Describe how relevant influences of
family and culture affect personal health	family and culture affect human growth and
practices and behaviors.	development.
S2.6.5. Describe how relevant influences of	S2.6.HGD.4.3 Describe how relevant influences of
media and technology affect personal	media and technology affect human growth and
health practices and behaviors.	development.
S2.7.5. Describe how relevant influences of peers	S2.7.HGD.5.3 Describe how relevant influences of
affect personal health practices and	peers affect human growth and development.
behaviors.	
Standard 8: Advocacy Skills	

Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators
S8.1.5. Give factual information to improve the health of others.	S8.1.HGD.1.3. Give factual information to improve the understanding of the individual differences in
S8.2.5. State personal beliefs to improve the health of others.	mental, emotional, and physical growth and development.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.2.HGD.2.3. State personal beliefs that help improve the understanding of the individual differences in mental, emotional, and physical growth and development. S8.3.HGD.3.3. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.



Grade 4 (HGD) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.5. Students will comprehend	S1.1.HGD.1.4. Describe basic male and female
developmentally appropriate, functional	reproductive body parts and their functions.
health information to help them adopt	S1.1.HGD.2.4. Describe the physical, social, and
healthy behaviors in the following health	emotional changes that occur during puberty.
content areas: Alcohol, Tobacco, and	S1.1.HGD.3.4. Explain how puberty and
other Drugs, Healthy Eating, Mental and	development can vary greatly and still be
Emotional Health, Personal Health and	"normal."
Wellness, Healthy Relationships, Safety,	
Violence Prevention.	
Ctondend A. Interners and Communication Chille	

Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
S4.1.2. Demonstrate effective verbal and	S4.1.HGD.1.4. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to promote
	healthy family and peer relationships. (e.g., asking
	for help with puberty changes and how to begin
	conversations about puberty with trusted adults.)

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 4 (HGD) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on

Indicators
S2.1.HGD.1.4. Identify relevant influences of
culture on human growth and development.
S2.2.HGD.2.4. Identify relevant influences of peers
on human growth and development.
S2.4.HGD.3.4. Describe how relevant influences of
family and culture affect human growth and development.
S2.6.HGD.4.4. Describe how relevant influences of media and technology affect human growth and development.
S2.7.HGD.5.4. Describe how relevant influences of peers affect human growth and development.



Education, Recreation, and Dance	
Standard 3: Accessing Resources	
Students will demonstrate the ability to access val	lid information, products, and services to enhance
health.	
Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health information. S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.1.HGD.1.4. Describe characteristics of accurate information about human growth and development. S3.4.HGD.2.4. Demonstrate how to locate sources of accurate information about human growth and development.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice h	ealth-enhancing behaviors and avoid or reduce
health risks.	
Benchmark	Indicators
S7.2.5. Demonstrate healthy practices and behaviors.S7.3.5. Make a commitment to practice healthy behaviors.	S7.2.HGD.1.4. Demonstrate positive personal health and wellness-related practices and behaviors related to growth and development. S7.3.HGD.2.4. Make a commitment to practice positive personal health and wellness-related behaviors related to growth and development.
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate	
Benchmark	Indicators
 S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices. 	S8.1.HGD.1.4. Give factual information to others to enhance the understanding and respect the mental, emotional, and physical changes related to puberty. S8.2.HGD.2.4. State personal beliefs that help others respect the individual differences in mental, emotional, and physical changes related to puberty. S8.3.HGD.3.4. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.



S4.2.5. Explain how to be empathetic and

compassionate toward others.

OAHPERD Health Education Model Curriculum Grades 3-5 Learning Outcomes

Grade 5 (HGD) - Essential		
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmark	Indicators	
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HGD.1.5. Describe hygiene practices related to puberty. S1.1.HGD.2.5. Describe the physical, social, and emotional differences related to puberty.	
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark	Indicators	
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.HGD.1.5. Demonstrate how to locate sources of accurate health information and products related to hygiene.	
Standard 4: Interpersonal Communication Skills		
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmark	Indicators	

oneself.

S4.2.HGD.1.5. Demonstrate how to verbally

express empathy and compassion toward peers who are at a different stage of puberty from

OAHPERD Mode	el Curriculum
Grades 3-5,	August 2019

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SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (HGD) - Supportive

Standar	d 2: Ana	lyzing Ir	nfluences
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.HGD.1.5. Identify relevant influences of
health practices and behaviors.	culture on human growth and development.
S2.2.5. Identify relevant influences of peers on	S2.2.HGD.2.5. Identify relevant influences of peers
health practices and behaviors.	on human growth and development.
S2.4.5. Describe how relevant influences of	S2.4.HGD.3.5. Describe how relevant influences of
family and culture affect personal health	family and culture affect human growth and
practices and behaviors.	development.
S2.6.5. Describe how relevant influences of	S2.6.HGD.4.5. Describe how relevant influences of
media and technology affect personal	media and technology affect human growth and
health practices and behaviors.	development.
S2.7.5. Describe how relevant influences of peers	S2.7HGD.5.5. Describe how relevant influences of
affect personal health practices and	peers affect human growth and development.
behaviors.	
Standard 7, Practicing Healthy Pohaviors	

Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
S7.2.5. Demonstrate healthy practices and	S7.2.HGD.1.5. Demonstrate positive personal
behaviors.	health and wellness-related practices and
S7.3.5. Make a commitment to practice healthy	behaviors related to growth and development.
behaviors.	S7.3.HGD.2.5. Make a commitment to practice
	positive personal health and wellness-related
	behaviors related to growth and development.

	benations relaced to growth and development.	
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchmark	Indicators	
S8.1.5. Give factual information to improve the health of others.	S8.1.HGD.1.5. Give factual information to others to enhance the understanding and respect the	
S8.2.5. State personal beliefs to improve the health of others.	mental, emotional, and physical changes related to puberty.	
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.2.HGD.2.5. State personal beliefs that help others respect the individual differences in mental, emotional, and physical changes related to puberty. S8.3.HGD.3.5. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.	



Healthy Relationships (HR)

Standard 1: Functional Knowledge Students will comprehend concepts related to heal health.	Ith promotion and disease prevention to enhance
Benchmark	Indicators
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HR.1.3. Identify characteristics of healthy relationships. S1.1.HR.2.3. Describe the benefits of healthy family relationships. S1.1.HR.3.3. Identify characteristics of a responsible family member.
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers	, culture, media, technology and other factors on
health behaviors.	
Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.HR.1.3. Identify relevant influences of culture
health practices and behaviors.	on relationships.
S2.2.5. Identify relevant influences of peers on	S2.2.HR.2.3. Identify relevant influences of peers
health practices and behaviors.	on relationships.
S2.7.5. Describe how relevant influences of peers	S2.7.HR.3.3. Analyze the positive and negative
affect personal health practices and behaviors.	effects of peers and culture on relationships.
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate f	for personal, family, and community health
Benchmark	Indicators
S8.1.5. Give factual information to improve the	S8.1.HR.1.3. Give factual information to improve
health of others.	or maintain healthy relationships with others.
S8.2.5. State personal beliefs to improve the	S8.2.HR.2.3. State personal beliefs to improve or
health of others.	maintain healthy relationships with others.
S8.3.5. Demonstrate how to persuade others to	S8.3.HR.3.3. Demonstrate how to persuade other
to persuade official	to improve or maintain healthy relationships with



SUPPORTIVE <u>SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (HR) - Supportive

Standard S. Accessing Resource	ndard 3: Accessing	Resources
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Students will demonstrate the ability to access valid information, products, and services to enhance

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health	S3.1.HR.1.3. Describe characteristics of accurate
information.	information about healthy relationships.
S3.3.5. Describe characteristics of appropriate	S3.3.HR.2.3. Describe characteristics of
and trustworthy health services.	appropriate and trustworthy healthy relationship
S3.4.5. Demonstrate how to locate sources of	services.
accurate health information.	S3.4.HR.3.3. Demonstrate how to locate sources
	of accurate mental and emotional health
	information.

Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.HR.1.3. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills.
S4.4.5. Demonstrate healthy ways to manage or	S4.4.HR.2.3. Demonstrate healthy ways to
resolve conflict.	manage or resolve interpersonal conflict.
S4.6.5. Demonstrate how to effectively	S4.6.HR.3.3. Demonstrate how to effectively
communicate support for others.	communicate support for others.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health

Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark	Indicators	
S5.1.5. Identify situations which need a health-	S5.1.HR.1.3. Identify situations which need a	
related decision.	decision related to establishing or maintaining a	
S5.2.5. Decide when help is needed and when it is	healthy relationship (e.g., dealing with	
not needed to make a healthy decision.	interpersonal conflict, communication, etc.).	
S5.3.5. Explain how family, culture, peers or	S5.2.HR.2.3. Decide when help is needed/ not	
media influence a health-related decision.	needed to make a decision related to establishing	
S5.4.5. Identify options and their potential	or maintaining a healthy relationship.	
outcomes when making a health-related	S5.3.HR.3.3. Explain how family, culture, peers or	
decision.	media influence a decision related to healthy	
S5.5.5. Choose a healthy option when making a	relationships.	
decision.	S5.4.HR.4.3. Identify options and their potential	
S5.6.5. Describe the final outcome of a health-	outcomes when making a decision related to	
related decision.	establishing or maintaining a healthy relationship.	
	S5.5.HR.5.3. Choose a healthy option when	
	making a decision related to establishing or	
	maintaining a healthy relationship.	



ical Education, Recreation, and Dance	
	S5.6.HR.6.3. Describe the final outcome of a decision related to establishing or maintaining a healthy relationship.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-s	etting skills to enhance health.
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal.	S6.1.HR.1.3. Set a realistic goal to establish, improve, or maintain a healthy relationship. S6.2.HR.2.3. Track progress to achieving the goal to establish, improve, or maintain a healthy relationship. S6.3.HR.3.3. Identify resources that can help achieve a goal to establish, improve, or maintain a healthy relationship.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice h health risks.	ealth-enhancing behaviors and avoid or reduce
Benchmark	Indicators
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. 	S7.1.HR.1.3. Describe healthy relationship practices and behaviors that reduce or prevent health risks. (e.g., how to respect personal space and boundaries of others; how to show empathy toward others; how to respect individual differences, etc.) S7.2.HR.2.3. Demonstrate healthy relationship practices and behaviors. S7.3.HR.3.3. Make a commitment to practice healthy relationship behaviors.

Grade 4 (HR) - Essential

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance

nealth.	
Benchmark	Indicators
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HR.1.4. Describe characteristics of healthy relationships. S1.1.HR.2.4. Describe the benefits of healthy peer relationships.



OAHPERD Health Education Model Curriculum

Education, Recreation, and Dance	Grades 3-5 Learning Outcomes		
Standard 2: Analyzing Influences			
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.			
Benchmark	Indicators		
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.1.HR.1.4. Describe how relevant influences of media and technology affect personal relationships. (e.g., social media, internet) S2.1.HR.2.4. Analyze the positive and negative effects of media and technology on personal relationships.		
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
Benchmark	Indicators		
S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors.	S7.2.HR.1.4. Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another. S7.3.HR.2.4. Make a commitment to practice healthy relationship behaviors.		
SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these			
	are recommended additions to the essential standards.		
Grade 4 (HR) - Support	ive		
Standard 3: Accessing Resources Students will demonstrate the ability to access va	lid information, products, and services to enhance		
Standard 3: Accessing Resources Students will demonstrate the ability to access valuealth.	lid information, products, and services to enhance		
Standard 3: Accessing Resources Students will demonstrate the ability to access va	Indicators S3.1.HR.1.4. Describe characteristics of accurate information about healthy relationships. S3.3.HR.2.4. Describe characteristics of appropriate and trustworthy healthy relationship services. S3.4.HR.3.4. Demonstrate how to locate sources of accurate information about healthy		
Standard 3: Accessing Resources Students will demonstrate the ability to access valuealth. Benchmark S3.1.5. Describe characteristics of accurate health information. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	Indicators S3.1.HR.1.4. Describe characteristics of accurate information about healthy relationships. S3.3.HR.2.4. Describe characteristics of appropriate and trustworthy healthy relationship services. S3.4.HR.3.4. Demonstrate how to locate sources		
Standard 3: Accessing Resources Students will demonstrate the ability to access valuealth. Benchmark S3.1.5. Describe characteristics of accurate health information. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information. Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use inter	Indicators S3.1.HR.1.4. Describe characteristics of accurate information about healthy relationships. S3.3.HR.2.4. Describe characteristics of appropriate and trustworthy healthy relationship services. S3.4.HR.3.4. Demonstrate how to locate sources of accurate information about healthy relationships.		
Standard 3: Accessing Resources Students will demonstrate the ability to access valuealth. Benchmark S3.1.5. Describe characteristics of accurate health information. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information. Standard 4: Interpersonal Communication Skills	Indicators S3.1.HR.1.4. Describe characteristics of accurate information about healthy relationships. S3.3.HR.2.4. Describe characteristics of appropriate and trustworthy healthy relationship services. S3.4.HR.3.4. Demonstrate how to locate sources of accurate information about healthy		

communicate support for others.



Standard 5: Decision-Making Skills			
Students will demonstrate the ability to use decision-making skills to enhance health.			
Benchmark	Indicators		
S5.1.5. Identify situations which need a health-related decision. S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. S5.3.5. Explain how family, culture, peers or media influence a health-related decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision. S5.6.5. Describe the final outcome of a health-related decision.	S5.1.HR.1.4. Identify situations which need a decision related to establishing or maintaining a healthy relationship. S5.2.HR.2.4. Decide when help is needed/ not needed to make a decision related to establishing or maintaining a healthy relationship. S5.3.HR.3.4. Explain how family, culture, peers or media influence a decision related to healthy relationships. S5.4.HR.4.4. Identify options and their potential outcomes when making a decision related to establishing or maintaining a healthy relationship. S5.5.HR.5.4. Choose a healthy option when making a decision related to establishing or maintaining a healthy relationship. S5.6.HR.6.4. Describe the final outcome of a decision related to establishing or maintaining a healthy relationship. Identify situations which need a decision related to establishing or maintaining a healthy relationship.		
Standard 6: Goal Setting Skills			
Students will demonstrate the ability to use goal-s			
Benchmark	Indicators		
S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal.	S6.1.HR.1.4. Set a realistic goal to establish, improve, or maintain a healthy relationship. S6.2.HR.2.4. Track progress to achieving the goal to establish, improve, or maintain a healthy relationship. S6.3.HR.3.4. Identify resources that can help achieve a goal to establish, improve, or maintain a healthy relationship.		
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate			
Benchmark	Indicators		
 S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices. 	S8.1.HR.1.4. Give factual information to improve or maintain healthy relationships with others. S8.2.HR.2.4. State personal beliefs to improve or maintain healthy relationships with others. S8.3.HR.3.4. Demonstrate how to persuade others to improve or maintain healthy		
make positive health choices.	relationships with others.		



Grade 5 (HR) - Essential

Standard	1: Functional	Knowle	edge
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Students will comprehend concepts related to health promotion and disease prevention to enhance

Benchmark	Indicators
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HR.1.5. Analyze the characteristics of healthy vs. unhealthy relationships. S1.1.HR.2.5. Describe personal characteristics related to gender expression and gender roles that make people different from one another. S1.1.HR.3.5. Summarize why it is wrong to tease or bully others based on personal characteristics (such as appearance, mannerisms)

health behaviors.

Benchmark	Indicators
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.HR.1.5. Describe how relevant influences of media and technology affect personal relationships.
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.HR.2.5. Describe how relevant influences of peers affect personal relationships. S2.7.HR.3.5. Analyze the positive and negative effects of media, peers, and technology on personal relationships.

Standard 5: Decision-Making Skills

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

Students will define istrate the ability to use decision-making skins to emiliance neutrin			
Benchmark	Indicators		
 S5.1.5. Identify situations which need a health-related decision. S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision. S5.6.5. Describe the final outcome of a health-related decision. 	S5.1.HR.1.5. Identify situations which need a health-related decision related to personal relationships. S5.2.HR.2.5. Decide when help is needed and when it is not needed to make a healthy decision related to personal relationships. S5.4.HR.3.5. Identify options/possible choices and their potential outcomes when making a health-related decision related to personal relationships. S5.5.HR.4.5. Choose a healthy option when making a healthy decision about personal relationships. S5.6.HR.5.5. Describe the potential final outcome of a health-related decision about personal relationships.		



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (HR) - Supportive

Standard	3:	Accessing	Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health	S3.1.HR.1.5. Describe characteristics of accurate
information.	information about healthy relationships.
S3.3.5. Describe characteristics of appropriate	S3.3.HR.2.5. Describe characteristics of
and trustworthy health services.	appropriate and trustworthy healthy relationship
S3.4.5. Demonstrate how to locate sources of	services.
accurate health information.	S3.4.HR.3.5. Demonstrate how to locate sources
	of accurate mental and emotional health
	information.

Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.HR.1.5. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills.
S4.4.5. Demonstrate healthy ways to manage or	S4.4.HR.2.5. Demonstrate healthy ways to
resolve conflict.	manage or resolve interpersonal conflict.
S4.6.5. Demonstrate how to effectively	S4.6.HR.3.5. Demonstrate how to effectively
communicate support for others.	communicate support for others.

Standard 6: Goal Setting Skills

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

Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.HR.1.5. Set a realistic goal to establish,
S6.2.5. Track progress toward achieving a	improve, or maintain a healthy relationship.
personal health goal.	S6.2.HR.2.5. Track progress to achieving the goal
S6.3.5. Identify resources that can help achieve a personal health goal.	to establish, improve, or maintain a healthy relationship. S6.3.HR.3.5. Identify resources that can help achieve a goal to establish, improve, or maintain a healthy relationship.

Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators	
S7.2.5. Demonstrate healthy practices and	S7.2.HR.1.5. Demonstrate positive ways that peers	
behaviors.	and family members can show support, care, and	
S7.3.5. Make a commitment to practice healthy	appreciation for one another.	
behaviors.	S7.3.HR.2.5. Make a written commitment to	
	practice healthy relationship behaviors.	



ical Education, Recreation, and Dance			
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchmark	Indicators		
S8.1.5. Give factual information to improve the health of others.	S8.1.HR.1.5. Give factual information to improve or maintain healthy personal relationships with		
S8.2.5. State personal beliefs to improve the health of others.	others. S8.2.HR.2.5. State personal beliefs to improve or		
S8.3.5. Demonstrate how to persuade others to make positive health choices.	maintain healthy personal relationships with others. S8.3.HR.3.5. Demonstrate how to persuade		
	others practice healthy relationship behaviors.		

Mental and Emotional Health (MEH)

Grade 3 (MEH) - Essential			
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.			
Benchmark	Indicators		
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.MEH.1.3. Describe characteristics of healthy relationships. S1.1.MEH.2.3. Identify characteristics of a mentally and emotionally healthy person. S1.1.MEH.3.3. Give examples of pro-social behaviors S1.1.MEH.4.3. Describe the relationship between feelings and behavior. S1.1.MEH.5.3. Identify role models who demonstrate positive emotional health. S1.1.MEH.5.3. Describe appropriate ways to express and deal with emotions.		
Standard 3: Accessing Resources			
Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Benchmark	Indicators		
S3.1.5. Describe characteristics of accurate health information. S3.3.5. Describe characteristics of appropriate and	S3.1.MEH.1.3. Describe characteristics of accurate mental and emotional health information. S3.3.MEH.2.3. Describe characteristics of		
trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	appropriate and trustworthy mental and emotional health services. S3.4.MEH.3.3. Demonstrate how to locate sources of accurate mental and emotional health information.		



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

avoid of reduce fleditiffisks.	
Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.MEH.1.3. Describe how to effectively
nonverbal communication skills.	communicate care and concern for others.
S4.5.5. Demonstrate how to effectively ask for	S4.5.MEH.2.3. Demonstrate how to effectively ask for
help to improve personal health.	help to improve personal mental and emotional
	health.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (MEH) - Supportive

Standard 2: Analyzing Influences

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

Benchm	nark	Indicators
S2.2.5.	Identify relevant influences of peers on	S2.2.MEH.1.3. Identify relevant influences of peers
	health practices and behaviors.	on mental emotional health practices and behaviors.
S2.3.5.	Identify relevant influences of community	S2.3.MEH.2.3. Identify relevant influences of
	on health practices and behaviors.	community on mental and emotional health
		practices and behaviors.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark		Indicators
S5.1.5.	Identify situations which need a health-	S5.1.MEH.1.3. Identify situations which need a
	related decision.	decision related to mental and emotional health.
S5.2.5.	Decide when help is needed and when it is	S5.2.MEH.2.3. Decide when help is needed and
	not needed to make a healthy decision.	when it is not needed to make a decision related to
S5.3.5.	Explain how family, culture, peers or media	mental and emotional health.
	influence a health-related decision.	S5.3.MEH.3.3. Explain how family, culture, peers or
S5.4.5.	Identify options and their potential	media influence a decision related to mental and
	outcomes when making a health-related	emotional health.
	decision.	S5.4.MEH.4.3. Identify options and their potential
S5.5.5.	Choose a healthy option when making a	outcomes when making a decision related to mental
	decision.	and emotional health.
S5.6.5.	Describe the final outcome of a health-	S5.5.MEH.5.3. Choose a healthy option when making
	related decision.	a decision related to mental and emotional health.
		S5.6.MEH.6.3. Describe the final outcome of a
		decision related to mental and emotional health.



Education, Recreation, and Dance	
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-s	setting skills to enhance health.
Benchmark	Indicators
 S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal. 	S6.1.MEH.1.3. Set a realistic goal to improve or maintain positive mental and emotional health. S6.2.MEH.2.3. Track progress to achieving the goal to improve or maintain positive mental and emotional health. S6.3.MEH.3.3. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice h risks.	nealth-enhancing behaviors and avoid or reduce health
Benchmark	Indicators
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. 	S7.1.MEH.1.3. Describe mental and emotional practices and behaviors that reduce or prevent health risks. S7.2.MEH.2.3. Demonstrate healthy mental and emotional health practices and behaviors. S7.3.MEH.3.3. Make a commitment to practice healthy mental and emotional health behaviors.
Standard 8: Advocacy Skills Students will demonstrate the ability to advocate	for personal, family, and community health.
Benchmark	Indicators
S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the healt of others.	S8.1.MEH.1.3. Give factual information to improve the mental and emotional health of others. S8.2.MEH.2.3. State personal beliefs to improve the mental and emotional health of others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.MEH.3.3. Demonstrate how to persuade other to make positive mental and emotional health

choices.



Grade 4 (MEH) - Essentia	al
Standard 1: Functional Knowledge	
·	h promotion and disease prevention to enhance health.
Benchmark	Indicators
S1.1.5. Students will comprehend developmentally	S1.1.MEH.1.4. Describe short-term and long-term
appropriate, functional health information	effects of stress.
to help them adopt healthy behaviors in	S1.1.MEH.2.4. Identify personal stressors at home, in
the following health content areas:	school, and with friends.
Alcohol, Tobacco, and other Drugs, Healthy	S1.1.MEH.3.4. Explain positive and negative ways of
Eating, Mental and Emotional Health,	managing stress and anxiety.
Personal Health and Wellness, Healthy	S1.1.MEH.4.4. Identify characteristics of someone
Relationships, Safety, Violence Prevention.	who has self-respect.
	S1.1.MEH.5.4. Explain the importance of talking with
	parents and other trusted adults about feelings.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid	information, products, and services to enhance health.
Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health	S3.1.MEH.1.4. Describe characteristics of trustworthy
information.	mental and emotional health resources.
S3.4.5. Demonstrate how to locate sources of	S3.4.MEH.2.4. Demonstrate how to locate accessible
accurate health information.	sources of accurate mental and emotional health
	information.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice heal	th-enhancing behaviors and avoid or reduce health risks.
Benchmark	Indicators
S7.2.5. Demonstrate healthy practices and	S7.2.MEH.1.4. Demonstrate healthy stress
behaviors.	management skills.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for	r personal, family, and community health.
Benchmark	Indicators
S8.1.5. Give factual information to improve the	S8.1.MEH.1.4. Give factual information to improve
health of others.	the mental and emotional health of others.
S8.2.5. State personal beliefs to improve the health	S8.2.MEH.2.4. State personal beliefs about improving
of others.	mental or emotional health of others.
S8.3.5. Demonstrate how to persuade others to	S8.3.MEH.3.4. Demonstrate how to persuade others
make positive health choices.	to mental and emotional health.



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 4 (MEH) - Supportive

Standard	2.	Anal	vzing	Influences
Jianuaru	∠.	Alla	I V Z II I S	IIIIIuciices

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

behavio	ors.	
Benchn	nark	Indicators
S2.4.5.	Describe how relevant influences of family and culture affect personal health practices and behaviors.	S2.4.MEH.1.4. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
S2.5.5.	Describe how relevant influences of school and community affect personal health practices and behaviors.	S2.5.MEH.2.4. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
S2.6.5.	Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.MEH.3.4. Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
S2.7.5.	Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.MEH.4.4. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
Standar	d 4: Interpersonal Communication Skills	
	es will demonstrate the ability to use interper reduce health risks.	sonal communication skills to enhance health and
Benchn	nark	Indicators
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ark	Indicators
Demonstrate effective verbal and	S4.1.MEH.1.4. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills.
Demonstrate effective peer resistance skills	S4.3.MEH.2.4. Demonstrate effective peer resistance
to avoid or reduce health risk.	skills to avoid or reduce mental and emotional
Demonstrate healthy ways to manage or	health risk.
resolve conflict.	S4.4.MEH.3.4. Demonstrate healthy ways to manage
Demonstrate how to effectively ask for	or resolve interpersonal conflict.
help to improve personal health.	S4.5.MEH.4.4. Demonstrate how to effectively ask
	for help to improve personal mental and emotional
	health.
d 5: Decision-Making Skills	
s will demonstrate the ability to use decision-	-making skills to enhance health.
ark	Indicators
Identify situations which need a health-	S5.1.MEH.1.4. Identify situations which need a
related decision.	decision related to mental and emotional health.
Decide when help is needed and when it is	S5.2.MEH.2.4. Decide when help is needed and
not needed to make a healthy decision.	when it is not needed to make a decision related to
Explain how family, culture, peers or media	mental and emotional health.
influence a health-related decision.	
	Demonstrate effective verbal and nonverbal communication skills. Demonstrate effective peer resistance skills to avoid or reduce health risk. Demonstrate healthy ways to manage or resolve conflict. Demonstrate how to effectively ask for help to improve personal health. d 5: Decision-Making Skills will demonstrate the ability to use decisionark Identify situations which need a health-related decision. Decide when help is needed and when it is not needed to make a healthy decision. Explain how family, culture, peers or media



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S5.4.5.		S5.3.MEH.3.4. Identify options and their potential
	outcomes when making a health-related	outcomes when making a decision related to mental
	decision.	and emotional health.
S5.5.5.	Choose a healthy option when making a	S5.4.MEH.4.4. Choose a healthy option when making
	decision.	a decision related to mental and emotional health.
S5.6.5.	Describe the final outcome of a health-	S5.5.MEH.5.4. Describe final outcome of a decision
	related decision.	related to mental and emotional health.
Standa	rd 6: Goal Setting Skills	
Student	ts will demonstrate the ability to use goal-sett	ting skills to enhance health.
Benchn	nark	Indicators
S6.1.5.	Set a realistic personal health goal.	S6.1.MEH.1.4. Set a realistic goal to improve or
S6.2.5.	Track progress toward achieving a personal	maintain positive mental and emotional health.
	health goal.	S6.2.MEH.2.4. Track progress to achieving the goal
S6.3.5.	Identify resources that can help achieve a	to improve or maintain positive mental and
	personal health goal.	emotional health.
		S6.3.MEH.3.4. Identify resources that can help
		achieve a goal to improve or maintain positive
		mental and emotional health.
	de 5 (MEH) - Essentia	<u> </u>
Standar Studen	rd 1: Functional Knowledge ts will comprehend concepts related to health	promotion and disease prevention to enhance health.
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark	promotion and disease prevention to enhance health. Indicators
Standar Studen	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief.
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas:	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern.
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression,
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health,	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help.
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health,	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being
Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to
Standar Student Benchn S1.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	promotion and disease prevention to enhance health. Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being
Standar Student Benchn S1.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to
Standar Student Benchn S1.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
Standar Student Benchn S1.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
Standar Student Benchn S1.1.5. Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Information, products, and services to enhance health. Indicators
Standar Student Benchn S1.1.5. Standar Student Benchn	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. rd 3: Accessing Resources ts will demonstrate the ability to access valid mark Describe characteristics of accurate health	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Information, products, and services to enhance health. Indicators S3.1.MEH.1.5. Describe characteristics of accurate
Standar Student S1.1.5. Standar Student Benchn S3.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. rd 3: Accessing Resources ts will demonstrate the ability to access valid in nark Describe characteristics of accurate health information.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Indicators S3.1.MEH.1.5. Describe characteristics of accurate mental and emotional health information.
Standar Student S1.1.5. Standar Student Benchn S3.1.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health mark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. rd 3: Accessing Resources ts will demonstrate the ability to access valid in ark Describe characteristics of accurate health information. Describe characteristics of appropriate and	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Indicators S3.1.MEH.1.5. Describe characteristics of accurate mental and emotional health information. S3.3.MEH.2.5. Describe characteristics of appropriate
Standar Student S1.1.5. Standar Student Benchn S3.1.5. S3.3.5.	rd 1: Functional Knowledge ts will comprehend concepts related to health nark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. rd 3: Accessing Resources ts will demonstrate the ability to access valid in nark Describe characteristics of accurate health information. Describe characteristics of appropriate and trustworthy health services.	Indicators S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief. S1.1.MEH.2.5. Describe healthy ways to express friendship and concern. S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. S1.1.MEH.4.5. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. Indicators S3.1.MEH.1.5. Describe characteristics of accurate mental and emotional health information. S3.3.MEH.2.5. Describe characteristics of appropriate and trustworthy mental and emotional health



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

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Benchm	nark	Indicators
S4.1.5.	Demonstrate effective verbal and	S4.1.MEH.1.5. Demonstrate active listening skills.
	nonverbal communication skills.	S4.6.MEH.2.5. Demonstrate how to be empathetic
S4.6.5.	Demonstrate how to effectively	and compassionate toward others.
	communicate support for others.	

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (MEH) - Supportive

Standard 2: Analyzing Influences

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

Benchm	nark	Indicators
S2.4.5.	Describe how relevant influences of family and culture affect personal health practices and behaviors.	S2.4.MEH.1.5. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.
S2.5.5.	Describe how relevant influences of school and community affect personal health practices and behaviors.	S2.5.MEH.2.5. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.
S2.6.5.	Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.MEH.3.5. Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.
S2.7.5.	Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.MEH.4.5. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.
6: 1	of E. Davisian Making Chille	

Standard 5: Decision-Making Skills

	Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchm	nark	Indicators	
S5.1.5.	Identify situations which need a health-related decision.	S5.1.MEH.1.5. Identify situations which need a decision related to mental and emotional health.	
S5.2.5.	Decide when help is needed and when it is not needed to make a healthy decision.	S5.2.MEH.2.5. Decide when help is needed and when it is not needed to make a decision related to	
S5.3.5.	Explain how family, culture, peers or media influence a health-related decision.	mental and emotional health. S5.3.MEH.3.5. Explain how family, culture, peers or	
S5.4.5.	Identify options and their potential outcomes when making a health-related decision.	media influence a decision related to mental and emotional health. S5.4.MEH.4.5. Identify options and their potential	
S5.5.5.	Choose a healthy option when making a decision.	outcomes when making a decision related to mental and emotional health.	
\$5.6.5.	Describe the final outcome of a health- related decision.	S5.5.MEH.5.5. Choose a healthy option when making a decision related to mental and emotional health.	



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	S5.6.MEH.6.5. Describe the final outcome of a
	decision related to mental and emotional health.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-sett	ting skills to enhance health.
Benchmark	Indicators
 S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal. 	S6.1.MEH.1.5. Set a realistic goal to improve or maintain positive mental and emotional health. S6.2.MEH.2.5. Track progress to achieving the goal to improve or maintain positive mental and emotional health. S6.3.MEH.3.5. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice heal risks.	th-enhancing behaviors and avoid or reduce health
Benchmark	Indicators
S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors.	Indicators S7.1.MEH.1.5. Describe mental and emotional practices and behaviors that reduce or prevent health risks. S7.2.MEH.2.5. Demonstrate healthy mental and emotional health practices and behaviors. S7.3.MEH.3.5. Make a commitment to practice healthy mental and emotional health behaviors.
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy 	S7.1.MEH.1.5. Describe mental and emotional practices and behaviors that reduce or prevent health risks. S7.2.MEH.2.5. Demonstrate healthy mental and emotional health practices and behaviors. S7.3.MEH.3.5. Make a commitment to practice
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. 	S7.1.MEH.1.5. Describe mental and emotional practices and behaviors that reduce or prevent health risks. S7.2.MEH.2.5. Demonstrate healthy mental and emotional health practices and behaviors. S7.3.MEH.3.5. Make a commitment to practice healthy mental and emotional health behaviors.
S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. Standard 8: Advocacy Skills	S7.1.MEH.1.5. Describe mental and emotional practices and behaviors that reduce or prevent health risks. S7.2.MEH.2.5. Demonstrate healthy mental and emotional health practices and behaviors. S7.3.MEH.3.5. Make a commitment to practice healthy mental and emotional health behaviors.



Personal Health and Wellness (PHW)

Grade 3 (PHW) - Essential		
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Indicators		
S1.1.PHW.1.3. Explain the difference between infectious diseases and non-infectious diseases. S1.1.PHW.2.3. Describe ways that common infectious diseases are transmitted. S1.1.PHW.3.3. Describe ways to prevent the spread of germs that cause infectious diseases. S1.1.PHW.4.3. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. S1.1.PHW.5.3. Describe the symptoms of someone who is seriously ill and needs immediate medical attention. S1.1.PHW.6.3. Describe the importance of seeking help and treatment for common infectious		
diseases.		
etting skills to enhance health.		
Indicators		
S6.1.PHW.1.3. Set a realistic goal to improve or maintain personal health and wellness. S6.2.PHW.2.3. Track progress to achieving the goal to improve or maintain personal health and wellness. S6.3.PHW.3.3. Identify resources that can help achieve a goal to improve or maintain personal health and wellness.		
or personal, family, and community health.		
Indicators		
S8.1.PHW.1.3. Give factual information to improve or maintain personal health and wellness. S8.2.PHW.2.3. State personal beliefs to improve or maintain physical health and wellness of others. S8.3.PHW.3.3. Demonstrate how to persuade others to make positive physical health and		



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (PHW) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators	
 S2.1.5. Identify relevant influences of culture on health practices and behaviors. S2.2.5. Identify relevant influences of peers on health practices and behaviors. S2.3.5. Identify relevant influences of community on health practices and behaviors. 	S2.1.PHW.1.3. Identify relevant influences of culture on personal health and wellness-related practices and behaviors. S2.2.PHW.2.3. Identify relevant influences of peers on personal health and wellness-related practices and behaviors. S2.3.PHW.3.3. Identify relevant influences of community on personal health and wellness-related practices and behaviors.	
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark	Indicators	

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health information.	S3.1.PHW.1.3. Describe characteristics of accurate personal health and wellness information.
S3.2.5. Describe characteristics of appropriate and reliable health products. S3.3.5. Describe characteristics of appropriate	S3.2.PHW.2.3. Describe characteristics of appropriate and reliable personal health and wellness products.
and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.3.PHW.3.3. Describe characteristics of appropriate and trustworthy personal health and wellness services.
	S3.4.PHW.4.3. Demonstrate how to locate sources of accurate personal health and wellness information.



Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmark	Indicators	
S4.1.5. Demonstrate effective verbal and nonverbal communication skills. S4.2.5. Explain how to be empathetic and compassionate toward others. S4.4.5. Demonstrate healthy ways to manage or resolve conflict. S4.5.5. Demonstrate how to effectively ask for help to improve personal health. S4.6.5. Demonstrate how to effectively communicate support for others.	S4.1.PHW.1.3. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness. S4.2.PHW.2.3. Explain how to be empathetic and compassionate toward others. S4.4.PHW.3.3. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness. S4.5.PHW.4.3. Demonstrate how to effectively ask for help to improve personal health and wellness. S4.6.PHW.5.3. Demonstrate how to effectively communicate support for others to improve their personal health and wellness.	
Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark	Indicators	
 S5.1.5. Identify situations which need a health-related decision. S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. S5.3.5. Explain how family, culture, peers or media influence a health-related decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision. S5.6.5. Describe the final outcome of a health-related decision. 	S5.1.PHW.1.3. Identify situations which need a decision related to personal health and wellness. S5.2.PHW.2.3. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision. S5.3.PHW.3.3. Explain how family, culture, peers, or media influence a personal health and wellness-related decision. S5.4.PHW.4.3. Identify options and their potential outcomes when making a personal health and wellness-related decision. S5.5.PHW.5.3. Choose a healthy option when making a personal health and wellness-related decision. S5.6.PHW.6.3. Describe the final outcome of a personal health and wellness-related decision.	



Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce	
health risks. Benchmark	Indicators	
S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors.	S7.1.PHW.1.3. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks. S7.2.PHW.2.3. Demonstrate positive personal health and wellness-related practices and behaviors. S7.3.PHW.3.3. Make a commitment to practice positive personal health and wellness-related behaviors.	
Grade 4 (PHW) - Essent	ial	
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health.		
Benchmark	Indicators	
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.PHW.1.4. Explain why sleep and rest are important for proper growth and good health. S1.1.PHW.2.4. Explain how hearing can be damaged by loud sounds. S1.1.PHW.3.4. Explain how vision can be damaged. S1.1.PHW.4.4. Describe ways to prevent vision or hearing damage. S1.1.PHW.5.4. Describe ways to prevent harmful effects of the sun.	
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.		
Benchmark	Indicators	
S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal.	S6.1.PHW.1.4. Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness. S6.2.PHW.2.4. Track progress to achieving the goal to improve or maintain information to improve or	



•	Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	
Benchmark	Indicators	
 S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices. 	S8.1.PHW.1.4. Give factual information to improvor maintain personal health and wellness. S8.2.PHW.2.4. State personal beliefs to improve of maintain personal health and wellness of others. S8.3.PHW.3.4. Demonstrate how to persuade others to make positive personal health and wellness choices.	
SUPPORTIVE SKILLS - If a school district would like to supportive skills and their performance indicators are		
Grade 4 (PHW) - Suppor		
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, health behaviors.		
Benchmark	Indicators	
 S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors. S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors. S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors. S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors. 	S2.4.PHW.1.4. Describe how relevant influences of family and culture affect personal health and wellness-related practices and behaviors. S2.5.PHW.2.4. Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors. S2.6.PHW.3.4. Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors. S2.7.PHW.4.4. Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.	
Standard 3: Accessing Resources		
Students will demonstrate the ability to access valided health.	d information, products, and services to enhance	
Benchmark	Indicators	
 S3.1.5. Describe characteristics of accurate health information. S3.2.5. Describe characteristics of appropriate and reliable health products. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information. 	S3.1.PHW.1.4. Describe characteristics of accurate personal health and wellness information. S3.2.PHW.2.4. Describe characteristics of appropriate and reliable personal health and wellness products. S3.3.PHW.3.4. Describe characteristics of appropriate and trustworthy personal health and wellness services. S3.4.PHW.4.4. Demonstrate how to locate source	

information.



Standard 4: Interpersonal Communication Skills

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

avoid or reduce health risks.	
Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.PHW.1.4. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to enhance
S4.2.5. Explain how to be empathetic and	personal health and wellness.
compassionate toward others.	S4.2.PHW.2.4. Explain how to be empathetic and
S4.3.5. Demonstrate effective peer resistance	compassionate toward others.
skills to avoid or reduce health risk.	S4.3.PHW.3.4. Demonstrate effective peer
S4.4.5. Demonstrate healthy ways to manage or	resistance skills to avoid or reduce participating in
resolve conflict.	behaviors that can negatively affect personal
S4.6.5. Demonstrate how to effectively	health and wellness.
communicate support for others.	S4.4.PHW.4.4. Demonstrate healthy ways to
	manage to avoid or reduce participating in
	behaviors that can negatively affect personal
	health and wellness.
	S4.6.PHW.5.4. Demonstrate how to effectively
	communicate support for others to improve their
	personal health and wellness.
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision	n-making skills to enhance health.
Benchmark	Indicators
S5.1.5. Identify situations which need a health-	S5.1.PHW.1.4. Identify situations which need a
related decision.	decision related to personal health and wellness.
S5.2.5. Decide when help is needed and when it is	S5.2.PHW.2.4. Describe when help is needed and
not needed to make a healthy decision.	when it is not needed to make a personal health
S5.3.5. Explain how family, culture, peers or	and wellness-related decision.
media influence a health-related decision.	S5.3.PHW.3.4. Explain how family, culture, peers
S5.4.5. Identify options and their potential	or media influence a personal health and wellness-
outcomes when making a health-related	related decision.
decision.	S5.4.PHW.4.4. Identify options and their potential
S5.5.5. Choose a healthy option when making a	outcomes when making a personal health and
decision.	wellness-related decision.
S5.6.5. Describe the final outcome of a health-	S5.5.PHW.5.4. Choose a healthy option when
related decision.	making a personal health and wellness-related
	decision.
	S5.6.PHW.6.4. Describe the final outcome of a
	personal health and wellness-related decision.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce
health risks.	
Benchmark	Indicators
S7.1.5. Describe practices and behaviors that	S7.1.PHW.1.4. Describe practices and behaviors
reduce or prevent health risks.	that reduce or prevent personal health and
S7.2.5. Demonstrate healthy practices and	wellness-related risks.
behaviors.	



S7.3.5. Make a commitment to practice healthy	S7.2.PHW.2.4. Demonstra
behaviors.	health and wellness-relate
	behaviors.
	_

ate positive personal ed practices and

S7.3.PHW.3.4. Make a commitment to practice positive personal health and wellness-related behaviors.

Grade 5 (PHW) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.PHW.1.5. Explain the difference between infectious diseases and non-infectious diseases. S1.1.PHW.2.5. Explain how health is an individual's personal responsibility. S1.1.PHW.3.5. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. S1.1.PHW.4.5. Explain that HIV is not easily transmitted like other common infectious diseases. S1.1.PHW.5.5. Summarize the ways HIV can be transmitted.

Standard 2: Analyzing Influences

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

Health Deliaviors.	
Benchmark	Indicators
S2.4.5. Describe how relevant influences of	S2.4.PHW.1.5. Describe how relevant influences of
family and culture affect personal health	family affect personal health and wellness-related
practices and behaviors.	practices and behaviors.
S2.5.5. Describe how relevant influences of	S2.5.PHW.2.5. Describe how relevant influences of
school and community affect personal	media and technology affect personal health and
health practices and behaviors.	wellness practices and behaviors.
S2.6.5. Describe how relevant influences of	S2.6.PHW.3.5. Describe how relevant influences of
media and technology affect personal	school and community affect personal health and
health practices and behaviors.	wellness-related practices and behaviors.
S2.7.5. Describe how relevant influences of peers	S2.7.PHW.4.5. Describe how relevant influences of
affect personal health practices and	peers affect personal health and wellness-related
behaviors.	practices and behaviors.



Students will demonstrate the ability to advocate Benchmark	Indicators
S8.1.5. Give factual information to improve the health of others. S8.2.5. State personal beliefs to improve the	S8.1.PHW.1.5. Give factual information in a school campaign to prevent an infectious disease. S8.2.PHW.2.5. State personal beliefs to improve th
health of others. S8.3.5. Demonstrate how to persuade others to	personal health and wellness of others. S8.3.PHW.3.5. Demonstrate how to persuade
make positive health choices.	others to make personal health and wellness choices.
<u>SUPPORTIVE SKILLS</u> - If a school district would like to supportive skills and their performance indicators a	o enhance their health education curriculum, these recommended additions to the essential standards.
Grade 5 (PHW) - Suppo	rtive
Standard 3: Accessing Resources Students will demonstrate the ability to access val health.	id information, products, and services to enhance
Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health information. S3.2.5. Describe characteristics of appropriate	S3.1.PHW.1.5. Describe characteristics of accurate personal health and wellness information. S3.2.PHW.2.5. Describe characteristics of
and reliable health products. S3.3.5. Describe characteristics of appropriate	appropriate and reliable personal health and wellness products.
and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.3.PHW.3.5. Describe characteristics of appropriate and trustworthy personal health and wellness services.
accurate nearth information.	S3.4.PHW.4.5. Demonstrate how to locate sources of accurate personal health and wellness information.
	information.
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpart avoid or reduce health risks.	personal communication skills to enhance health and
Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.PHW.1.5. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to enhance
S4.2.5. Explain how to be empathetic and	personal health and wellness.
compassionate toward others.	S4.2.PHW.2.5. Explain how to be empathetic and
S4.3.5. Demonstrate effective peer resistance	compassionate toward others.
skills to avoid or reduce health risk.	S4.3.PHW.3.5. Demonstrate effective peer
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	resistance skills to avoid or reduce participating in behaviors that can negatively affect personal
S4.6.5. Demonstrate how to effectively	health and wellness.
communicate support for others.	S4.4.PHW.4.5. Demonstrate healthy ways to
communicate support for others.	manage to avoid or reduce participating in
	behaviors that can negatively affect personal

health and wellness.



al Education, Recreation, and Dance	S4.6.PHW.5.5. Demonstrate how to effectively	
	communicate support for others to improve their	
	personal health and wellness.	
Standard 5: Decision-Making Skills	personal medicinana weimessi	
Students will demonstrate the ability to use decision	n-making skills to enhance health.	
Benchmark	Indicators	
S5.1.5. Identify situations which need a health-	S5.1.PHW.1.5. Identify situations which need a	
related decision. S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. S5.3.5. Explain how family, culture, peers or media influence a health-related decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision. S5.6.5. Describe the final outcome of a health-related decision.	decision related to personal health and wellness. S5.2.PHW.2.5. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision. S5.3.PHW.3.5. Explain how family, culture, peers and/or media influence a personal health and wellness-related decision. S5.4.PHW.4.5. Identify options and their potential outcomes when making a personal health and wellness-related decision. S5.5.PHW.5.5. Choose a healthy option when making a personal health and wellness-related	
	decision. S5.6.PHW.6.5. Describe the final outcome of a personal health and wellness-related decision.	
Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-se		
Benchmark	Indicators	
S6.1.5. Set a realistic personal health goal. S6.2.5. Track progress toward achieving a personal health goal. S6.3.5. Identify resources that can help achieve a personal health goal.	S6.1.PHW.1.5. Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness. S6.2.PHW.2.5. Track progress to achieving the goal to improve or maintain information to improve or maintain personal health and wellness. S6.3.PHW.3.5. Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.	
Standard 7: Practicing Healthy Behaviors		
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Benchmark	Indicators	
S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy	S7.1.PHW.1.5. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks. S7.2.PHW.2.5. Demonstrate positive personal health and wellness-related practices and	
behaviors.	behaviors.	



S7.3.PHW.3.5. Make a commitment to practice positive personal health and wellness-related behaviors.

Safety - (SAFE)

Grade 3 (SAFE) - Essenti	ial
Standard 1: Functional Knowledge Students will comprehend concepts related to heal	th promotion and disease prevention to enhance
health. Benchmark	Indicators
S1.1.5. Students will comprehend	S1.1.SAFE.1.3. Identify ways to reduce risk of
developmentally appropriate, functional	injuries while riding in a motor vehicle.
health information to help them adopt	S1.1.SAFE.2.3. Describe how to ride a bike,
healthy behaviors in the following health content areas: Alcohol, Tobacco, and	skateboard, ride a scooter, and/or inline skate safely.
other Drugs, Healthy Eating, Mental and	S1.1.SAFE.3.3. Identify ways to reduce risk of
Emotional Health, Personal Health and	injuries in case of a fire.
Wellness, Healthy Relationships, Safety,	S1.1.SAFE.4.3. Identify ways to reduce risk of
Violence Prevention.	injuries around water.
	S1.1.SAFE.5.3. Explain why household products are
	harmful if ingested or inhaled.
Standard 2: Analyzing Influences Students will analyze the influence of family, peers health behaviors.	, culture, media, technology and other factors on
Benchmark	Indicators
S2.1.5. Identify relevant influences of culture on	S2.1.SAFE.1.3. Identify relevant influences of family
health practices and behaviors.	and culture on safety and injury prevention
S2.2.5. Identify relevant influences of peers on	practices and behaviors.
health practices and behaviors. S2.4.5. Describe how relevant influences of	S2.2.SAFE.2.3. Identify relevant influences of peers
family and culture affect personal health	on safety and injury prevention practices and behaviors.
practices and behaviors.	S2.4.SAFE.3.3. Describe how relevant influences of
S2.7.5. Describe how relevant influences of peers	family and culture affect personal safety and injury
affect personal health practices and	prevention practices and behaviors.
behaviors.	S2.7.SAFE.4.3. Describe how relevant influences of
	peers affect personal safety and injury prevention
	practices and behaviors.



Stan	Standard 5: Decision-Making Skills						
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Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark	Indicators	
S5.1.5. Identify situations which need a health-	S5.1.SAFE.1.3. Identify situations which need a	
related decision.	decision related to safety and injury prevention.	
S5.2.5. Decide when help is needed and when it	S5.2.SAFE.2.3. Decide when help is needed and	
is not needed to make a healthy decision.	when it is not needed to make a decision related to	
S5.4.5. Identify options and their potential	safety and injury prevention.	
outcomes when making a health-related	S5.4.SAFE.3.3. Identify options and their potential	
decision.	outcomes when making a decision related to safety	
S5.5.5. Choose a healthy option when making a	and injury prevention.	
decision.	S5.5.SAFE.4.3. Choose a healthy option when	
	making a decision related to safety and injury	
	prevention.	

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (SAFE) - Supportive

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate	S3.1.SAFE.1.3. Describe characteristics of accurate
health information.	safety and injury prevention information.
S3.2.5. Describe characteristics of appropriate	S3.2.SAFE.2.3. Describe characteristics of
and reliable health products.	appropriate and reliable safety and injury
S3.3.5. Describe characteristics of appropriate	prevention products.
and trustworthy health services.	S3.3.SAFE.3.3. Describe characteristics of
S3.4.5. Demonstrate how to locate sources of	appropriate and trustworthy safety and injury
accurate health information.	prevention services.
	S3.4.SAFE.4.3. Demonstrate how to locate sources
	of accurate safety and injury prevention
	information.

Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.SAFE.1.3. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to promote safety
S4.3.5. Demonstrate effective peer resistance	and avoid or reduce injury.
skills to avoid or reduce health risk.	S4.3.SAFE.2.3. Demonstrate effective peer
S4.4.5. Demonstrate healthy ways to manage or	resistance skills to avoid or reduce injury.
resolve conflict.	S4.4.SAFE.3.3. Demonstrate healthy ways to
S4.5.5. Demonstrate how to effectively ask for	manage or resolve conflict to avoid or reduce
help to improve personal health.	injury.
	S4.5.SAFE.4.3. Demonstrate how to effectively ask
	for help to avoid or reduce personal injury.



Standard 6: Goal Setting Skills			
Students will demonstrate the ability to use goal-se	etting skills to enhance health.		
Benchmark	Indicators		
S6.1.5. Set a realistic personal health goal.	S6.1.SAFE.1.3. Set a realistic personal goal to avoid		
S6.2.5. Track progress toward achieving a	or reduce injury.		
personal health goal.	S6.2.SAFE.2.3. Track progress toward achieving a		
S6.3.5. Identify resources that can help achieve a	personal goal to avoid or reduce injury.		
personal health goal.	S6.3.SAFE.3.3. Identify resources that can help		
	achieve a personal goal to avoid or reduce injury.		
Standard 7: Practicing Healthy Behaviors			
Students will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce		
health risks.			
Benchmark	Indicators		
S7.1.5. Describe practices and behaviors that	S7.1.SAFE.1.3. Describe practices and behaviors		
reduce or prevent health risks.	that reduce or prevent injury.		
S7.2.5. Demonstrate healthy practices and	S7.2.SAFE.2.3. Demonstrate safety and injury		
behaviors.	prevention practices and behaviors.		
S7.3.5. Make a commitment to practice healthy	S7.3.SAFE.3.3. Make a commitment to practice		
behaviors.	safety and injury prevention.		
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate f	or personal, family, and community health.		
Benchmark	Indicators		
S8.1.5. Give factual information to improve the	S8.1.SAFE.1.3. Give factual information to improve		
health of others.	the safety and injury prevention of others.		
S8.2.5. State personal beliefs to improve the	S8.2.SAFE.2.3. State personal beliefs to improve		
health of others.	safety and injury prevention of others.		
S8.3.5. Demonstrate how to persuade others to	S8.3.SAFE.3.3. Demonstrate how to persuade		
make positive health choices.	others to make choices to promote safety and		
	avoid or reduce injury.		
Grada / (CAEE) Escapt	ial		
Grade 4 (SAFE) - Essenti	ldi		
Standard 1: Functional Knowledge			
Students will comprehend concepts related to heal	th promotion and disease prevention to enhance		
health.			
Benchmark	Indicators		
S1.1.5. Students will comprehend	S1.1.SAFE.1.4. Explain how injuries can be		
developmentally appropriate, functional	prevented.		
health information to help them adopt	S1.1.SAFE.2.4. List examples of dangerous or risky		
healthy behaviors in the following health	behaviors that might lead to injuries.		
content areas: Alcohol, Tobacco, and	S1.1.SAFE.3.4. Describe how to ride a bike,		
other Drugs, Healthy Eating, Mental and	skateboard, scooter, and/or inline skate safely.		
Emotional Health, Personal Health and	·		
Wellness, Healthy Relationships, Safety,			
Violence Prevention.			



Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.				
Benchma	ark	Indicators		
S2.6.5. D m	dentify relevant influences of peers on lealth practices and behaviors. Describe how relevant influences of media and technology affect personal lealth practices and behaviors.	S2.2.SAFE.1.4. Identify relevant influences of peers on safety and injury prevention practices and behaviors. S2.2.SAFE.2.4. Identify relevant influences of media and technology on safety and injury prevention		
a ⁻	Describe how relevant influences of peers ffect personal health practices and behaviors.	practices and behaviors. S2.5.SAFE.3.4. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors. S2.6.SAFE.4.4. Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors. S2.7.SAFE.5.4. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.		
	5: Decision-Making Skills will demonstrate the ability to use decisio	n-making skills to enhance health.		
Benchma		Indicators		
s5.2.5. D	dentify situations which need a health- elated decision. Decide when help is needed and when it is not needed to make a healthy decision.	S5.1.SAFE.1.4. Identify situations which need a decision related to safety and injury prevention. S5.2.SAFE.2.4. Decide when help is needed and when it is not needed to make a decision related to		
S5.4.5. Id	dentify options and their potential outcomes when making a health-related lecision.	safety and injury prevention. S5.4.SAFE.3.4. Identify options and their potential outcomes when making a decision related to safety		
	Choose a healthy option when making a lecision.	and injury prevention. S5.5.SAFE.4.4. Choose a healthy option when		
	Describe the final outcome of a healthelated decision.	making a decision related to safety and injury prevention. S5.6.SAFE.5.4. Describe the final outcome of a decision related to safety and injury prevention.		



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 4 (SAFE) - Supportive

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

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate	S3.1.SAFE.1.4. Describe characteristics of accurate
health information.	safety and injury prevention information.
S3.2.5. Describe characteristics of appropriate	S3.2.SAFE.2.4. Describe characteristics of
and reliable health products.	appropriate and reliable safety and injury
S3.3.5. Describe characteristics of appropriate	prevention products.
and trustworthy health services.	S3.3.SAFE.3.4. Describe characteristics of
S3.4.5. Demonstrate how to locate sources of	appropriate and trustworthy safety and injury
accurate health information.	prevention services.
	S3.4.SAFE.4.4. Demonstrate how to locate sources
	of accurate safety and injury prevention
	information.

Standard 4: Interpersonal Communication Skills

S6.3.5. Identify resources that can help achieve a

personal health goal.

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

Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.SAFE.1.4. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to promote safety
S4.3.5. Demonstrate effective peer resistance	and avoid or reduce injury.
skills to avoid or reduce health risk.	S4.3.SAFE.2.4. Demonstrate effective peer
S4.4.5. Demonstrate healthy ways to manage or	resistance skills to avoid or reduce injury.
resolve conflict.	S4.4.SAFE.3.4. Demonstrate healthy ways to
S4.5.5. Demonstrate how to effectively ask for	manage or resolve conflict to avoid or reduce
help to improve personal health.	injury.
	S4.5.SAFE.4.4. Demonstrate how to effectively ask
	for help to avoid or reduce personal injury.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-se	etting skills to enhance health.
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.SAFE.1.4. Set a realistic personal goal to avoid
S6.2.5. Track progress toward achieving a	or reduce injury.
personal health goal.	S6.2.SAFE.2.4. Track progress toward achieving a

personal goal to avoid or reduce injury.

S6.3.SAFE.3.4. Identify resources that can help achieve a personal goal to avoid or reduce injury.



Standard 7: Practicing Healthy Behaviors	and the section of the first term of the section of
risks.	ealth-enhancing behaviors and avoid or reduce healt
Benchmark	Indicators
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. 	S7.1.SAFE.1.4. Describe practices and behaviors that reduce or prevent injury. S7.2.SAFE.2.4. Demonstrate safety and injury prevention practices and behaviors. S7.3.SAFE.3.4. Make a commitment to practice safety and injury prevention.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate f	or personal, family, and community health.
Benchmark	Indicators
S8.1.5. Give factual information to improve the health of others.S8.2.5. State personal beliefs to improve the health of others.S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.1.SAFE.1.4. Give factual information to improve the safety and injury prevention of others. S8.2.SAFE.2.4. State personal beliefs to improve safety and injury prevention of others. S8.3.SAFE.3.4. Demonstrate how to persuade others to make choices to promote safety and
Grade 5 (SAFE) - Essenti	avoid or reduce injury.
Grade 5 (SAFE) - Essenti Standard 1: Functional Knowledge Students will comprehend concepts related to heal health.	ial
Standard 1: Functional Knowledge Students will comprehend concepts related to heal	ial
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health. Benchmark S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and	th promotion and disease prevention to enhance Indicators S1.1.SAFE.1.5. Explain why household products are harmful if ingested or inhaled. S1.1.SAFE.2.5. Explain what to do if someone is poisoned or injured and needs help. S1.1.SAFE.3.5. Analyze examples of dangerous or risky behaviors that might lead to injuries. S1.1.SAFE.4.5. Explain the potential safety risks
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health. Benchmark S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	th promotion and disease prevention to enhance Indicators S1.1.SAFE.1.5. Explain why household products are harmful if ingested or inhaled. S1.1.SAFE.2.5. Explain what to do if someone is poisoned or injured and needs help. S1.1.SAFE.3.5. Analyze examples of dangerous or risky behaviors that might lead to injuries.
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health. Benchmark S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety,	th promotion and disease prevention to enhance Indicators S1.1.SAFE.1.5. Explain why household products are harmful if ingested or inhaled. S1.1.SAFE.2.5. Explain what to do if someone is poisoned or injured and needs help. S1.1.SAFE.3.5. Analyze examples of dangerous or risky behaviors that might lead to injuries. S1.1.SAFE.4.5. Explain the potential safety risks associated with the internet.
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health. Benchmark S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. Standard 2: Analyzing Influences	th promotion and disease prevention to enhance Indicators S1.1.SAFE.1.5. Explain why household products are harmful if ingested or inhaled. S1.1.SAFE.2.5. Explain what to do if someone is poisoned or injured and needs help. S1.1.SAFE.3.5. Analyze examples of dangerous or risky behaviors that might lead to injuries. S1.1.SAFE.4.5. Explain the potential safety risks associated with the internet.
Standard 1: Functional Knowledge Students will comprehend concepts related to heal health. Benchmark S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention. Standard 2: Analyzing Influences Students will analyze the influence of family, peers	th promotion and disease prevention to enhance Indicators S1.1.SAFE.1.5. Explain why household products are harmful if ingested or inhaled. S1.1.SAFE.2.5. Explain what to do if someone is poisoned or injured and needs help. S1.1.SAFE.3.5. Analyze examples of dangerous or risky behaviors that might lead to injuries. S1.1.SAFE.4.5. Explain the potential safety risks associated with the internet.



sical Education, Recreation, and Dance	
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.6.SAFE.2.5. Describe relevant influences of media and technology on safety and injury prevention practices and behaviors. S2.7.SAFE.3.5. Describe relevant influences of peers on safety and injury prevention practices and behaviors.
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision	n-making skills to enhance health.
Benchmark	Indicators
 S5.1.5. Identify situations which need a health-related decision. S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a 	S5.1.SAFE.1.5. Identify situations which need a decision related to safety and injury prevention. S5.2.SAFE.2.5. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. S5.4.SAFE.3.5. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
decision. S5.6.5. Describe the final outcome of a health-related decision.	S5.5.SAFE.4.5. Choose a healthy option when making a decision related to safety and injury prevention. S5.6.SAFE.5.5. Describe the potential final outcome of a decision related to safety and injury prevention.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 5 (SAFE) - Supportive

Standard 3: Accessing Resources

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

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate	S3.1.SAFE.1.5. Describe characteristics of accurate
health information.	safety and injury prevention information.
S3.2.5. Describe characteristics of appropriate	S3.2.SAFE.2.5. Describe characteristics of
and reliable health products.	appropriate and reliable safety and injury
S3.3.5. Describe characteristics of appropriate	prevention products.
and trustworthy health services.	S3.3.SAFE.3.5. Describe characteristics of
S3.4.5. Demonstrate how to locate sources of	appropriate and trustworthy safety and injury
accurate health information.	prevention services.
	S3.4.SAFE.4.5. Demonstrate how to locate sources
	of accurate safety and injury prevention
	information.



Standard 4: Interpersonal Communication Skills	
	ersonal communication skills to enhance health and
avoid or reduce health risks.	La disatava
Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.SAFE.1.5. Demonstrate effective verbal and
nonverbal communication skills.	nonverbal communication skills to promote safety
S4.3.5. Demonstrate effective peer resistance	and avoid or reduce injury.
skills to avoid or reduce health risk.	S4.3.SAFE.2.5. Demonstrate effective peer
S4.4.5. Demonstrate healthy ways to manage or	resistance skills to avoid or reduce injury.
resolve conflict.	S4.4.SAFE.3.5. Demonstrate healthy ways to
S4.5.5. Demonstrate how to effectively ask for	manage or resolve conflict to avoid or reduce
help to improve personal health.	injury.
	S4.5.SAFE.4.5. Demonstrate how to effectively ask
	for help to avoid or reduce personal injury.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-se	
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.SAFE.1.5. Set a realistic personal goal to avoid
S6.2.5. Track progress toward achieving a	or reduce injury.
personal health goal.	S6.2.SAFE.2.5. Track progress toward achieving a
S6.3.5. Identify resources that can help achieve a	personal goal to avoid or reduce injury.
personal health goal.	S6.3.SAFE.3.5. Identify resources that can help
	achieve a personal goal to avoid or reduce injury.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce
health risks.	
Benchmark	Indicators
S7.1.5. Describe practices and behaviors that	S7.1.SAFE.1.5. Describe practices and behaviors
reduce or prevent health risks.	that reduce or prevent injury.
S7.2.5. Demonstrate healthy practices and	S7.2.SAFE.2.5. Demonstrate safety and injury
behaviors.	prevention practices and behaviors.
S7.3.5. Make a commitment to practice healthy	S7.3.SAFE.3.5. Make a commitment to practice
behaviors.	safety and injury prevention.
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate f	
Benchmark	Indicators
S8.1.5. Give factual information to improve the	S8.1.SAFE.1.5. Give factual information to improve
health of others.	the safety and injury prevention of others.
S8.2.5. State personal beliefs to improve the	S8.2.SAFE.2.5. State personal beliefs to improve
health of others.	safety and injury prevention of others.
S8.3.5. Demonstrate how to persuade others to	S8.3.SAFE.3.5. Demonstrate how to persuade
make positive health choices.	others to make choices to promote safety and
	avoid or reduce injury.



Violence Prevention (VP)

Grade 3 (VP) - Essential Standard 1: Functional Knowledge		
Benchmark	Indicators	
S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.VP.1.3. Explain that anger is a normal emotion. S1.1.VP.2.3. Identify nonviolent ways to manage anger. S1.1.VP.3.3. Describe the difference between bullying and teasing. S1.1.VP.4.3. Describe the benefits of using nonviolent means to solve interpersonal conflict. S1.1.VP.5.3. Identify examples of self-control.	
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark	Indicators	
S3.1.5. Describe characteristics of accurate health information.	S3.1.VP.1.3. Describe characteristics of accurate violence prevention information.	
S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of	S3.3.VP.2.3. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence.	
accurate health information.	S3.4.VP.3.3. Demonstrate how to locate sources of accurate violence prevention information.	
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmark	Indicators	
S4.1.5. Demonstrate effective verbal and nonverbal communication skills. S4.3.5. Demonstrate effective peer resistance	S4.1.VP.1.3. Demonstrate communicating assertively to prevent violence. S4.3.VP.2.3. Demonstrate effective peer resistance	
skills to avoid or reduce health risk.	(refusal) skills to avoid or reduce violence.	



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 3 (VP) - Supportive

Standard 2: Analyzing Influences

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

Benchr	nark	Indicators
S2.4.5.	Describe how relevant influences of family and culture affect personal health	S2.4.VP.1.3. Describe how relevant influences of family and culture affect personal violence
S2.5.5.	practices and behaviors. Describe how relevant influences of school and community affect personal health practices and behaviors.	prevention practices and behaviors. S2.5.VP.2.3. Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.
S2.6.5.	Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.VP.3.3. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.
S2.7.5.	Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.VP.4.3. Describe how relevant influences of peers affect personal violence prevention practices and behaviors.
Standar	d 5: Decision-Making Skills	
	s will demonstrate the ability to use decision	n-making skills to enhance health.
Benchr	nark	Indicators
S5.1.5.	Identify situations which need a health-	S5.1.VP.1.3. Identify situations which need a
	related decision.	decision to prevent violence.
S5.2.5.	Decide when help is needed and when it	S5.2.VP.2.3. Decide when help is needed and when
CF 2 F	is not needed to make a healthy decision.	it is not needed to make a decision that could lead
55.3.5.	Explain how family, culture, peers or media influence a health-related decision.	to violence. S5.3.VP.3.3. Explain how family, culture, peers or
\$5.4.5.	Identify options and their potential	media influence a decision that could lead to
	outcomes when making a health-related	violence.
	decision.	S5.4.VP.4.3. Identify options and their potential
S5.5.5.	Choose a healthy option when making a decision.	outcomes when making a decision that could lead to violence.
S5.6.5.	Describe the final outcome of a health-related decision.	S5.5.VP.5.3. Choose a healthy option when making a decision that could lead to violence. S5.6.VP.6.3. Describe the final outcome of a decision related to violence prevention.



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Standard 6: Go		
	emonstrate the ability to use goal-s	etting skills to enhance health.
Benchmark	, -	Indicators
S6.1.5. Set a r	ealistic personal health goal.	S6.1.VP.1.3. Set a realistic personal goal to prevent
	progress toward achieving a	violence.
	nal health goal.	S6.2.VP.2.3. Track progress to achieving a personal
•	fy resources that can help achieve a	goal to prevent violence.
persor	nal health goal.	S6.3.VP.3.3. Identify resources that can help
		achieve a personal goal to prevent violence
Standard 7: Pra	acticing Healthy Behaviors	
Students will d	emonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce
health risks.		
Benchmark		Indicators
S7.1.5. Describ	pe practices and behaviors that	S7.1.VP.1.3. Describe practices and behaviors that
reduce	e or prevent health risks.	reduce or prevent violence.
· · · · · · · · · · · · · · · · · · ·		S7.2.VP.2.3. Demonstrate violence prevention
behav	iors.	practices and behaviors.
S7.3.5. Make a	a commitment to practice healthy	S7.3.VP.3.3. Make a commitment to practice
behav	iors.	violence prevention behaviors.
Standard 8: Ad	vocacy Skills	
Students will d	emonstrate the ability to advocate t	for personal, family, and community health.
Benchmark		Indicators
S8.1.5. Give fa	actual information to improve the	S8.1.VP.1.3. Give factual information to others to
health	of others.	prevent violence.
S8.2.5. State	personal beliefs to improve the	S8.2.VP.2.3. State personal beliefs to help others
health	of others.	prevent violence.
S8.3.5. Demo	nstrate how to persuade others to	S8.3.VP.3.3. Demonstrate how to persuade others
make	positive health choices.	to prevent violence.
Grado	/ //D) Eccontial	
Grade	4 (VP) - Essential	
Standard 1: Fui	nctional Knowledge	
Students will co	omprehend concepts related to hea	Ith promotion and disease prevention to enhance
health.		
Benchmark		Indicators
	nts will comprehend	S1.1.VP.1.4. Define prejudice, discrimination and
develo	opmentally appropriate, functional	bias.
health	information to help them adopt	S1.1.VP.2.4. Describe examples of pro-social
health	y behaviors in the following health	behaviors that help prevent violence.
conte	nt areas: Alcohol, Tobacco, and	S1.1.VP.3.4. Explain the difference between tattlir
other	Drugs, Healthy Eating, Mental and	and reporting aggression, bullying or violence.
Emoti	onal Health, Personal Health and	S1.1.VP.4.4. Identify short- and long-term
Wellne	ess, Healthy Relationships, Safety,	consequences of violence to perpetrators, victims
	ce Prevention.	and bystanders.
		S1.1.VP.5.4. Describe what to do if oneself or

someone else is being bullied.



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

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Benchmark	Indicators
S4.1.5. Demonstrate effective verbal and	S4.1.VP.1.4. Demonstrate effective verbal and non-
nonverbal communication skills.	verbal communication strategies for victims and/ or
S4.3.5. Demonstrate effective peer resistance	bystanders to use to reduce or prevent bullying and
skills to avoid or reduce health risk.	violence.
S4.6.5. Demonstrate how to effectively	S4.3.VP.2.4. Demonstrate effective peer resistance
communicate support for others.	(refusal) skills to avoid or reduce violence.
	S4.6.VP.3.4. Demonstrate how to effectively
	communicate support for others to prevent
	violence.

Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
 S7.1.5. Describe practices and behaviors that reduce or prevent health risks. S7.2.5. Demonstrate healthy practices and behaviors. S7.3.5. Make a commitment to practice healthy behaviors. 	S7.1.VP.1.4. Describe practices and behaviors that reduce or prevent violence. S7.2.VP.2.4. Demonstrate violence prevention practices and behaviors. S7.3.VP.3.4. Make a commitment to practice violence prevention behaviors.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 4 (VP) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on

health behaviors.		
Benchmark	Indicators	
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.VP.1.4. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.	
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.VP.2.4. Describe how relevant influences of peers affect personal violence prevention practices and behaviors. S2.1.VP.3.4. Distinguish between positive influences and negative influences on violence prevention practices and behavior. S2.1.VP.4.4. Explain how to protect yourself from negative influences and how to embrace positive influences when making violence-related choices.	



Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

Students will demonstrate the ability to access valid information, products, and services to enhance			
health.			
Benchmark	Indicators		
S3.1.5. Describe characteristics of accurate	S3.1.VP.1.4. Describe characteristics of accurate		
health information.	violence prevention information.		
S3.3.5. Describe characteristics of appropriate	S3.3.VP.2.4. Describe characteristics of appropriate		
and trustworthy health services.	and trustworthy health services that help reduce or		
S3.4.5. Demonstrate how to locate sources of	prevent violence.		
accurate health information.	S3.4.VP.3.4. Demonstrate how to locate sources of		
	accurate violence prevention information.		
Standard 5: Decision-Making Skills			
Students will demonstrate the ability to use decision	n-making skills to enhance health.		
Benchmark	Indicators		
S5.1.5. Identify situations which need a health-	S5.1.VP.1.4. Identify situations which need a		
related decision.	decision to prevent violence.		
S5.2.5. Decide when help is needed and when it	S5.2.VP.2.4. Decide when help is needed and when		
is not needed to make a healthy decision.	it is not needed to make a decision that could lead		
S5.3.5. Explain how family, culture, peers or	to violence.		
media influence a health-related decision.	S5.3.VP.3.4. Explain how family, culture, peers or		
S5.4.5. Identify options and their potential	media influence a decision that could lead to		
outcomes when making a health-related	violence.		
decision.	S5.4.VP.4.4. Identify options and their potential		
S5.5.5. Choose a healthy option when making a	outcomes when making a decision that could lead		
decision.	to violence.		
S5.6.5. Describe the final outcome of a health-	S5.5.VP.5.4. Choose a healthy option when making		
related decision.	a decision that could lead to violence.		
	S5.6.VP.6.4. Describe the final outcome of a		
	decision related to violence prevention.		
Standard 6: Goal Setting Skills			
Students will demonstrate the ability to use goal-se	etting skills to enhance health.		
Benchmark	Indicators		
S6.1.5. Set a realistic personal health goal.	S6.1.VP.1.4. Set a realistic personal goal to prevent		
S6.2.5. Track progress toward achieving a	violence.		
personal health goal.	S6.2.VP.2.4. Track progress to achieving a personal		
S6.3.5. Identify resources that can help achieve a	goal to prevent violence.		
personal health goal.	S6.3.VP.3.4. Identify resources that can help		
personal ficultifigual.	achieve a personal goal to prevent violence.		
Standard 8: Advocacy Skills	demote a personal Boar to prevent violence.		
Students will demonstrate the ability to advocate for	or personal, family, and community health.		
Benchmark	Indicators		
S8.1.5. Give factual information to improve the	S8.1.VP.1.4. Give factual information to others to		
health of others.	prevent violence.		
S8.2.5. State personal beliefs to improve the	S8.2.VP.2.4. State personal beliefs to help others		
health of others.	prevent violence.		
S8.3.5. Demonstrate how to persuade others to	S8.3.VP.3.4. Demonstrate how to persuade others		
make positive health choices.	to prevent violence.		



Grade 5 (∀P) -	Essential
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Standard 1: Functional Knowledge

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

Benchmark	Indicators
S1.1.5. Students will comprehend	S1.1.VP.1.5. Distinguish between "appropriate" and
developmentally appropriate, functional	"inappropriate" touch.
health information to help them adopt	S1.1.VP.2.5. Explain that inappropriate touches
healthy behaviors in the following health	should be reported to a trusted adult.
content areas: Alcohol, Tobacco, and	S1.1.VP.3.5. Explain why it is not the child's fault if
other Drugs, Healthy Eating, Mental and	someone touches him or her in an inappropriate
Emotional Health, Personal Health and	way.
Wellness, Healthy Relationships, Safety,	S1.1.VP.4.5. Explain that everyone has the right to
Violence Prevention.	tell others not to touch his or her body.
	S1.1.VP.5.5. Explain the importance of telling an
	adult if someone is in danger of hurting themselves
	or others.
	S1.1.VP.6.5. Identify strategies to avoid physical
	fighting and violence.

Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators		
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.VP.1.5. Demonstrate healthy ways to manage or resolve conflict to prevent violence.		

Standard 5: Decision-Making Skills

Standard 5: Decision-Making Skills			
Students will demonstrate the ability to use decision-making skills to enhance health.			
Benchmark	Indicators		
S5.1.5. Identify situations which need a health-related decision.	S5.1.VP.1.5. Identify situations that need a decision to prevent violence.		
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	S5.2.VP.2.5. Decide when help is needed and when it is not needed to make a decision that could lead		
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	to violence. S5.1.VP.3.5. Explain how family, culture, peers, or medial influence a decision that could lead to		
S5.5.5. Choose a healthy option when making a decision.	violence. S5.4.VP.4.5. Identify options and their potential		
S5.6.5. Describe the final outcome of a health- related decision.	outcomes when making a decision related to violence prevention. S5.5.VP.5.5. Choose a healthy option when making a decision related to violence prevention. S5.6.VP.6.5. Describe the potential final outcome of a decision related to violence prevention.		



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

VP) - Supportive

Standard 2: Analyzing Influences

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

Benchmark	Indicators		
S2.4.5. Describe how relevant influences of	S2.4.VP.1.5. Describe how relevant influences of		
family and culture affect personal health	family and culture affect personal violence		
practices and behaviors.	prevention practices and behaviors.		
S2.5.5. Describe how relevant influences of	S2.5.VP.2.5. Describe how relevant influences of		
school and community affect personal	school and community affect personal violence		
health practices and behaviors.	prevention practices and behaviors.		
S2.6.5. Describe how relevant influences of	S2.6.VP.3.5. Describe how relevant influences of		
media and technology affect personal	media and technology affect personal violence		
health practices and behaviors.	prevention practices and behaviors.		
S2.7.5. Describe how relevant influences of peers	S2.7.VP.4.5. Describe how relevant influences of		
affect personal health practices and	peers affect personal violence prevention		
behaviors.	practices and behaviors.		
	S2.1.VP.1.5. Distinguish between positive		
	influences and negative influences on violence		
	prevention practices and behavior.		
	S2.1.VP.1.5. Explain how to protect yourself from		
	negative influences and how to embrace positive		
	influences when making violence-related choices.		

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance hoalth

Health.	
Benchmark	Indicators
S3.1.5. Describe characteristics of accurate	S3.1.VP.1.5. Describe characteristics of accurate
health information.	violence prevention information.
S3.3.5. Describe characteristics of appropriate	S3.3.VP.2.5. Describe characteristics of appropriate
and trustworthy health services.	and trustworthy health services that help reduce or
S3.4.5. Demonstrate how to locate sources of	prevent violence.
accurate health information.	S3.4.VP.3.5. Demonstrate how to locate sources of
	accurate violence prevention information.

Standard 6: Goal Setting Skills

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

Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.VP.1.5. Set a realistic personal goal to prevent
S6.2.5. Track progress toward achieving a	violence.
personal health goal.	S6.2.VP.2.5. Track progress to achieving a personal
S6.3.5. Identify resources that can help achieve a	goal to prevent violence.
personal health goal.	S6.3.VP.3.5. Identify resources that can help
	achieve a personal goal to prevent violence.



Standard	l 7:	Practicing	Healt	hy Be	haviors
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce

health risks.			
Benchmark	Indicators		
S7.1.5. Describe practices and behaviors that	S7.1.VP.1.5. Describe practices and behaviors that		
reduce or prevent health risks.	reduce or prevent violence.		
S7.2.5. Demonstrate healthy practices and	S7.2.VP.2.5. Demonstrate taking personal		
behaviors.	responsibility for violence prevention behaviors.		
S7.3.5. Make a commitment to practice healthy	S7.3.VP.3.5. Demonstrate violence prevention		
behaviors.	practices and behaviors.		
Standard 8: Advocacy Skills			
Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchmark	Indicators		
S8.1.5. Give factual information to improve the	S8.1.VP.1.5. Give factual information to others to		
health of others.	prevent violence.		

S8.2.5. State personal beliefs to improve the health of others. S8.3.5. Demonstrate how to persuade others to

make positive health choices.

S8.2.VP.2.5. State personal beliefs to help others prevent violence. S8.3.VP.3.5. Demonstrate how to persuade others

to prevent violence.