

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade 3 (ATOD) - 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.	<p>S1.1.ATOD.1.3. Explain the benefits of medicines when used correctly.</p> <p>S1.1.ATOD.2.3. Explain how to use medicines correctly.</p> <p>S1.1.ATOD.3.3. Describe potential risks associated with inappropriate use of over-the-counter medicines.</p> <p>S1.1.ATOD.4.3. Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping).</p> <p>S1.1.ATOD.5.3. Describe the benefits of abstaining from tobacco use or other nicotine products (<i>e.g., vaping, e-cigarettes, etc.</i>).</p> <p>S1.1.ATOD.6.3. Explain the short- and long-term physical effects of being exposed to others' tobacco use.</p>
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
<p>S2.3.5. Identify relevant influences of community on health practices and behaviors.</p> <p>S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>S2.3.ATOD.1.3. Identify relevant influences of community on the use of tobacco and nicotine delivery products, practices, and behaviors.</p> <p>S2.4.ATOD.2.3. Describe how relevant influences of family affect use of tobacco and nicotine delivery products, practices, and behaviors.</p> <p>S2.7.ATOD.3.3. Describe how relevant influences of peers affect use of tobacco and nicotine delivery products, practices, and behaviors.</p>

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
<p>S5.1.5. Identify situations which need a health-related decision.</p> <p>S5.4.5. Identify options and their potential outcomes when making a health-related decision.</p> <p>S5.5.5. Choose a healthy option when making a decision.</p> <p>S5.6.5. Describe the final outcome of a health-related decision.</p>	<p>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.).</p> <p>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.).</p> <p>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.).</p> <p>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.)</p>
<p><i>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.</i></p>	
Grade 3 (ATOD) - Supportive	
Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
<p>S3.1.5. Describe characteristics of accurate health information.</p> <p>S3.2.5. Describe characteristics of appropriate and reliable health products.</p> <p>S3.3.5. Describe characteristics of appropriate and trustworthy health services.</p> <p>S3.4.5. Demonstrate how to locate sources of accurate health information.</p>	<p>S3.1.ATOD.1.3. Describe characteristics of accurate information for over-the counter and prescription medicines.</p> <p>S3.1.ATOD.2.3. Describe characteristics of accurate alcohol- and tobacco- prevention information.</p> <p>S3.2.ATOD.3.3. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines.</p> <p>S3.3.ATOD.4.3. Describe characteristics of appropriate and trustworthy alcohol-use prevention services.</p> <p>S3.4.ATOD.5.3. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines.</p> <p>S3.4.ATOD.6.3. Describe how to locate sources of accurate information for alcohol- and tobacco-use prevention.</p>

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Grades 3-5 Learning Outcomes

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. S4.2.2. Explain how to be empathetic and compassionate toward others. S4.3.2. Demonstrate effective peer resistance skills to avoid or reduce health risk.	S4.1.ATOD.1.3. Demonstrate effective verbal and nonverbal communication skills to avoid taking another's prescription medication. S4.2.ATOD.2.3. Explain how to be empathetic and compassionate towards a family member who is 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 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.ATOD.1.3. Give factual information about the benefits of being alcohol- and other drug-free. S8.2.ATOD.2.3. State personal beliefs about the dangers related to alcohol and other drug use. S8.3.ATOD.3.3. Demonstrate how to persuade others to be alcohol- and other drug-free. S8.3.ATOD.4.3. Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs. S8.3.ATOD.5.3. 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.
<h2>Grade 4 (ATOD) - Essential</h2>	
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.ATOD.1.4. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. S1.1.ATOD.2.4. Identify negative short- and long-term physical, social, emotional effects of alcohol use.



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OAHPERD Health Education Model Curriculum Grades 3-5 Learning Outcomes

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 to avoid or reduce health risk.	S4.3.ATOD.1.4. Demonstrate effective refusal skills to 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-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.ATOD.1.4. Identify situations which need a decision related to medicines including prescription drugs or alcohol. S5.2.ATOD.2.4. Decide when help is needed and when it is not to make a decision related to medicines including prescription drugs or alcohol. S5.4.ATOD.3.4. Identify options and their potential outcomes when making a decision related to medicines including prescription drugs or alcohol. 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.
<i>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.</i>	
<h3>Grade 4 (ATOD) - Supportive</h3>	
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. S2.4.5. 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.	S2.1.ATOD.1.4. Identify relevant influences of culture on practices and behaviors related to alcohol or tobacco use. S2.2.ATOD.2.4. Identify relevant influences of peers on practices and behaviors related to alcohol or tobacco use. S2.3.ATOD.3.4. Identify relevant influences of community on practices and behaviors related to alcohol or tobacco use. S2.4.ATOD.4.4. Describe how relevant influences of family and culture affect practices and behaviors related to alcohol or tobacco use. S2.5.ATOD.5.4. Describe how relevant influences of school and community affect practices and behaviors related to alcohol or tobacco use.



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<p>S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>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.</p>
<p>Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
Benchmark	Indicators
<p>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.</p>	<p>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.</p>
<p>Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
Benchmark	Indicators
<p>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.</p>	<p>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.</p>



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OAHPERD Health Education Model Curriculum *Grades 3-5 Learning Outcomes*

Grade 5 (ATOD) - Essential

Standard 1: Functional Knowledge

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

Indicators

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

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

Benchmark

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.

Indicators

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

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

Benchmark

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

Indicators

S8.1.ATOD.1.5. Give factual information about the benefits of being alcohol- and other drug-free (including prescription drugs).
S8.2.ATOD.2.5. State personal beliefs about the 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.



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Grades 3-5 Learning Outcomes

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



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Grades 3-5 Learning Outcomes

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. S3.2.5. 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-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 decision. S5.6.5. Describe the final outcome of a health-related decision.	S5.1.ATOD.1.5. Identify situations which need a decision related to medicines or alcohol (including prescription drugs). S5.2.ATOD.2.5. Decide when help is needed and when it is not needed to make a decision to not use alcohol, tobacco or other drugs. S5.4.ATOD.3.5. Identify options and their potential outcomes when making a 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).



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Grades 3-5 Learning Outcomes

Healthy Eating (HE)

Grade 3 (HE) - 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.HE.1.3. Name the food groups and variety of nutritious food choices for each food group. S1.1.HE.2.3. Identify the amount of food from each food group that a child needs daily. S1.1.HE.3.3. Explain the importance of eating a variety of foods from all the food groups. S1.1.HE.4.3. Describe the benefits of eating plenty of fruits and vegetables.
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.HE.1.3. Set a realistic personal goal related to improve healthy eating behaviors. S6.2.HE.2.3. Track progress toward achieving a personal goal to improve healthy eating 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 or prevent health risks. S7.3.5. Make a commitment to practice healthy behaviors.	S7.1.HE.1.3. Describe practices that encourage healthy eating behaviors. S7.3.HE.2.3. Make a commitment to practice healthy eating behaviors.



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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 3 (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
S2.1.5. Identify relevant influences of culture on health practices and behaviors.	S2.1.HE.1.3. Identify relevant influences of culture on food choices and other eating practices and behaviors.
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	S2.2.HE.2.3. Identify relevant influences of peers on food choices and other eating practices and behaviors.
S2.4.5. Describe how relevant influences of family and culture affect personal health 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.
S2.6.5. Describe how relevant influences of media and technology affect personal health 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.
S2.7.5. Describe how relevant influences of peers affect personal health 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 valid information, products, and services to enhance health.

Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health information.	S3.1.HE.1.3. Describe characteristics of accurate 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.



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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.HE.1.3. 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.2.3. 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.3.3. Demonstrate how to persuade others to make healthy food and beverage choices.

Grade 4 (HE) - 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.HE.1.4. Describe the benefits of drinking plenty of water. S1.1.HE.2.4. Identify alternate sources of fat (e.g., unsaturated fats and oils.) S1.1.HE.3.4. Identify foods that are high in added sugars. 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.
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 family and culture affect personal health practices and behaviors. S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.4.HE.1.4. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors. S2.7.HE.2.4. 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 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.	S3.1.HE.1.4. Describe characteristics of accurate nutrition information. S3.2.HE.2.4. Describe characteristics of appropriate and reliable nutrition information.

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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.	S7.1.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.
<i>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.</i>	
<h2>Grade 4 (HE) - Supportive</h2>	
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. S4.2.2. 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 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.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.

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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.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 others to make healthy food and beverage choices.
<h2>Grade 5 (HE) - Essential</h2>	
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.HE.1.5. Describe the benefits of healthy eating. S1.1.HE.2.5. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. S1.1.HE.3.5. Explain the benefits of eating breakfast every day. S1.1.HE.4.5. Describe methods to keep food safe from harmful germs (<i>e.g., washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.</i>). 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-setting skills to enhance health.	
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.HE.1.5. Set a realistic personal goal related to improve healthy eating behaviors.
S6.2.5. Track progress toward achieving a personal health goal.	S6.2.HE.2.5. Track progress toward achieving a personal goal to improve healthy eating behaviors.
S6.3.5. Identify resources that can help achieve a 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 eating behaviors.

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

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.



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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. S4.2.2. 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.1.5. 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.
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. S7.3.5. Make a commitment to practice healthy behaviors.	S7.1.HE.1.5. Describe practices and behaviors that reduce or prevent unhealthy eating behaviors. S7.3.HE.2.5. Make a commitment to practice healthy eating 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 health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.1.HE.1.5. Give factual information to improve the food and beverage selections of others. S8.2.HE.2.5. State personal beliefs to improve the food and beverage selections of others. S8.3.HE.3.5. Demonstrate how to persuade others to make healthy food and beverage choices.

Human Growth and Development (HGD)

<h2>Grade 3 (HGD) - Essential</h2>	
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.



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Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	
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Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.3.5. Make a commitment to practice healthy behaviors.	S7.3.HGD.1.3. Make a commitment to respect individual differences. (e.g., height, weight, other body change or individual differences that occur as a person grows and gets older).
<i>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.</i>	
<h2>Grade 3 (HGD) - Supportive</h2>	
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.	S2.1.HGD.1.3 Identify relevant influences of culture on human growth and development.
S2.2.5. Identify relevant influences of peers on health practices and behaviors.	S2.2.HGD.2.3 Identify relevant influences of peers on human growth and development.
S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.	S2.4.HGD.3.3 Describe how relevant influences of family and culture affect human growth and development.
S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.	S2.6.HGD.4.3 Describe how relevant influences of media and technology affect human growth and development.
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.7.HGD.5.3 Describe how relevant influences of peers affect human 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.1.3. Give factual information to improve the understanding of the individual differences in mental, emotional, and physical growth and development.
S8.2.5. State personal beliefs to improve the health of others.	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.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	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.



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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 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.1.4. Describe basic male and female reproductive body parts and their functions. S1.1.HGD.2.4. Describe the physical, social, and emotional changes that occur during puberty. S1.1.HGD.3.4. Explain how puberty and development can vary greatly and still be “normal.”

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.HGD.1.4. Demonstrate effective verbal and 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 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. S2.4.5. 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.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.



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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. S3.4.5. 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 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.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 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.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.



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Grade 5 (HGD) - Essential

Standard 1: Functional Knowledge

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

Indicators

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

S3.4.5. Demonstrate how to locate sources of accurate health information.

Indicators

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

S4.2.5. Explain how to be empathetic and compassionate toward others.

Indicators

S4.2.HGD.1.5. Demonstrate how to verbally express empathy and compassion toward peers who are at a different stage of puberty from oneself.



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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

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

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.	S7.2.HGD.1.5. Demonstrate positive personal health and wellness-related practices and behaviors related to growth and development.
S7.3.5. Make a commitment to practice healthy behaviors.	S7.3.HGD.2.5. 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 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 mental, emotional, and physical changes related to puberty.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.HGD.2.5. State personal beliefs that help others respect the individual differences in mental, emotional, and physical changes related to puberty.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	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)

Grade 3 (HR) - 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.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 health practices and behaviors. S2.2.5. Identify relevant influences of peers on health practices and behaviors. S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.	S2.1.HR.1.3. Identify relevant influences of culture on relationships. S2.2.HR.2.3. Identify relevant influences of peers on relationships. S2.7.HR.3.3. Analyze the positive and negative effects of peers and culture on relationships.
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.HR.1.3. Give factual information to improve or maintain healthy relationships with others. S8.2.HR.2.3. State personal beliefs to improve or maintain healthy relationships with others. S8.3.HR.3.3. Demonstrate how to persuade others to improve or maintain healthy relationships with others.



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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 3 (HR) - 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 health information.	S3.1.HR.1.3. Describe characteristics of accurate information about healthy relationships.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.HR.2.3. Describe characteristics of appropriate and trustworthy healthy relationship services.
S3.4.5. Demonstrate how to locate sources of 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 nonverbal communication skills.	S4.1.HR.1.3. Demonstrate effective verbal and nonverbal communication skills.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.HR.2.3. Demonstrate healthy ways to manage or resolve interpersonal conflict.
S4.6.5. Demonstrate how to effectively communicate support for others.	S4.6.HR.3.3. Demonstrate how to effectively 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.	S5.1.HR.1.3. Identify situations which need a decision related to establishing or maintaining a healthy relationship (e.g., dealing with interpersonal conflict, communication, etc.).
S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.	S5.2.HR.2.3. Decide when help is needed/ not needed to make a decision related to establishing or maintaining a healthy relationship.
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	S5.3.HR.3.3. Explain how family, culture, peers or media influence a decision related to healthy relationships.
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	S5.4.HR.4.3. Identify options and their potential outcomes when making a decision related to establishing or maintaining a healthy relationship.
S5.5.5. Choose a healthy option when making a decision.	S5.5.HR.5.3. Choose a healthy option when making a decision related to establishing or maintaining a healthy relationship.
S5.6.5. Describe the final outcome of a health-related decision.	



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	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-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.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 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.HR.1.3. Describe healthy relationship practices and behaviors that reduce or prevent health risks. (<i>e.g., how to respect personal space and boundaries of others; how to show empathy toward others; how to respect individual differences, etc.</i>) 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 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.HR.1.4. Describe characteristics of healthy relationships. S1.1.HR.2.4. Describe the benefits of healthy peer relationships.



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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.
<i>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.</i>	
<h3>Grade 4 (HR) - Supportive</h3>	
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 trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	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 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. S4.4.5. Demonstrate healthy ways to manage or resolve conflict. S4.6.5. Demonstrate how to effectively communicate support for others.	S4.1.HR.1.4. Demonstrate effective verbal and nonverbal communication skills. (e.g., I-messages; assertive communication skills, active listening skills, etc.) S4.4.HR.2.4. Demonstrate healthy ways to manage or resolve interpersonal conflict. S4.6.HR.3.4. Demonstrate how to effectively communicate support for others.



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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-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.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 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.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 relationships with others.



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Grade 5 (HR) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
<p>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.</p>	<p>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)</p>

Standard 2: Analyzing Influences

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

Benchmark	Indicators
<p>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.</p>	<p>S2.6.HR.1.5. Describe how relevant influences of media and technology affect personal relationships. 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.</p>

Standard 5: Decision-Making Skills

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

Benchmark	Indicators
<p>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.</p>	<p>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.</p>



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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 (HR) - 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 health information.	S3.1.HR.1.5. Describe characteristics of accurate information about healthy relationships.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.HR.2.5. Describe characteristics of appropriate and trustworthy healthy relationship services.
S3.4.5. Demonstrate how to locate sources of 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 nonverbal communication skills.	S4.1.HR.1.5. Demonstrate effective verbal and nonverbal communication skills.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.HR.2.5. Demonstrate healthy ways to manage or resolve interpersonal conflict.
S4.6.5. Demonstrate how to effectively communicate support for others.	S4.6.HR.3.5. Demonstrate how to effectively 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, improve, or maintain a healthy relationship.
S6.2.5. Track progress toward achieving a personal health goal.	S6.2.HR.2.5. Track progress to achieving the goal to establish, improve, or maintain a healthy relationship.
S6.3.5. Identify resources that can help achieve a personal health goal.	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 behaviors.	S7.2.HR.1.5. Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another.
S7.3.5. Make a commitment to practice healthy behaviors.	S7.3.HR.2.5. Make a written commitment to practice healthy relationship behaviors.



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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 others.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.HR.2.5. State personal beliefs to improve or maintain healthy personal relationships with others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	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.	S3.1.MEH.1.3. Describe characteristics of accurate mental and emotional health information.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.MEH.2.3. Describe characteristics of appropriate and trustworthy mental and emotional health services.
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.MEH.3.3. Demonstrate how to locate sources of accurate mental and emotional health information.



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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. S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	S4.1.MEH.1.3. Describe how to effectively communicate care and concern for others. S4.5.MEH.2.3. Demonstrate how to effectively ask for help to improve personal mental and emotional health.
<i>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.</i>	
<h2>Grade 3 (MEH) - Supportive</h2>	
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
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.	S2.2.MEH.1.3. Identify relevant influences of peers on mental emotional health practices and behaviors. S2.3.MEH.2.3. Identify relevant influences of 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-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.MEH.1.3. Identify situations which need a decision related to mental and emotional health. S5.2.MEH.2.3. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health. S5.3.MEH.3.3. Explain how family, culture, peers or media influence a decision related to mental and emotional health. S5.4.MEH.4.3. Identify options and their potential outcomes when making a decision related to mental and emotional health. S5.5.MEH.5.3. Choose a healthy option when making 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.



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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.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 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.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 health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices.	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.MEH.3.3. Demonstrate how to persuade others to make positive mental and emotional health choices.

Grade 4 (MEH) - Essential

Standard 1: Functional Knowledge

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

Indicators

S1.1.MEH.1.4. Describe short-term and long-term effects of stress.
S1.1.MEH.2.4. Identify personal stressors at home, in school, and with friends.
S1.1.MEH.3.4. Explain positive and negative ways of managing stress and anxiety.
S1.1.MEH.4.4. Identify characteristics of someone 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

S3.1.5. Describe characteristics of accurate health information.
S3.4.5. Demonstrate how to locate sources of accurate health information.

Indicators

S3.1.MEH.1.4. Describe characteristics of trustworthy mental and emotional health resources.
S3.4.MEH.2.4. Demonstrate how to locate accessible sources of accurate mental and emotional health information.

Standard 7: Practicing Healthy Behaviors

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

Benchmark

S7.2.5. Demonstrate healthy practices and behaviors.

Indicators

S7.2.MEH.1.4. Demonstrate healthy stress management skills.

Standard 8: Advocacy Skills

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

Benchmark

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.

Indicators

S8.1.MEH.1.4. Give factual information to improve the mental and emotional health of others.
S8.2.MEH.2.4. State personal beliefs about improving mental or emotional health of others.
S8.3.MEH.3.4. Demonstrate how to persuade others to mental and emotional health.

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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 4 (MEH) - 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 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.

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.	S4.1.MEH.1.4. Demonstrate effective verbal and nonverbal communication skills.
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	S4.3.MEH.2.4. Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.MEH.3.4. Demonstrate healthy ways to manage or resolve interpersonal conflict.
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	S4.5.MEH.4.4. Demonstrate how to effectively ask for help to improve personal mental and emotional health.

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.MEH.1.4. 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.2.4. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	



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<p>S5.4.5. Identify options and their potential outcomes when making a health-related decision.</p> <p>S5.5.5. Choose a healthy option when making a decision.</p> <p>S5.6.5. Describe the final outcome of a health-related decision.</p>	<p>S5.3.MEH.3.4. Identify options and their potential outcomes when making a decision related to mental and emotional health.</p> <p>S5.4.MEH.4.4. Choose a healthy option when making a decision related to mental and emotional health.</p> <p>S5.5.MEH.5.4. Describe final outcome of a decision related to mental and emotional health.</p>
<p>Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
Benchmark	Indicators
<p>S6.1.5. Set a realistic personal health goal.</p> <p>S6.2.5. Track progress toward achieving a personal health goal.</p> <p>S6.3.5. Identify resources that can help achieve a personal health goal.</p>	<p>S6.1.MEH.1.4. Set a realistic goal to improve or maintain positive mental and emotional health.</p> <p>S6.2.MEH.2.4. Track progress to achieving the goal to improve or maintain positive mental and emotional health.</p> <p>S6.3.MEH.3.4. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.</p>
<h3>Grade 5 (MEH) - Essential</h3>	
<p>Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
Benchmark	Indicators
<p>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.</p>	<p>S1.1.MEH.1.5. Identify feelings and emotions associated with loss and grief.</p> <p>S1.1.MEH.2.5. Describe healthy ways to express friendship and concern.</p> <p>S1.1.MEH.3.5. Identify feelings of depression, sadness, and hopelessness for which someone should seek help.</p> <p>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.</p>
<p>Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
Benchmark	Indicators
<p>S3.1.5. Describe characteristics of accurate health information.</p> <p>S3.3.5. Describe characteristics of appropriate and trustworthy health services.</p> <p>S3.4.5. Demonstrate how to locate sources of accurate health information.</p>	<p>S3.1.MEH.1.5. Describe characteristics of accurate mental and emotional health information.</p> <p>S3.3.MEH.2.5. Describe characteristics of appropriate and trustworthy mental and emotional health services.</p> <p>S3.4.MEH.3.5. Demonstrate how to locate accurate mental and emotional health resources.</p>



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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.	S4.1.MEH.1.5. Demonstrate active listening skills.
S4.6.5. Demonstrate how to effectively communicate support for others.	S4.6.MEH.2.5. Demonstrate how to be empathetic and compassionate toward 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.

Benchmark	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.

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.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 mental and emotional health.
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	S5.3.MEH.3.5. Explain how family, culture, peers or media influence a decision related to mental and emotional health.
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	S5.4.MEH.4.5. Identify options and their potential outcomes when making a decision related to mental and emotional health.
S5.5.5. Choose a healthy option when making a decision.	S5.5.MEH.5.5. Choose a healthy option when making a decision related to mental and emotional health.
S5.6.5. 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-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.1.5. 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 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.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.
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.MEH.1.5. Give factual information to improve the mental and emotional health of others. S8.2.MEH.2.5. State personal beliefs to improve the mental and emotional health of others. S8.3.MEH.3.5. Demonstrate how to persuade others to make positive mental and emotional health choices.

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.	
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.1.3. 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.
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.1.3. 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.
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.1.3. 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 wellness choices.

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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 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.	S2.1.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.
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.	

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.PHW.1.3. Describe characteristics of accurate personal health and wellness information. S3.2.PHW.2.3. Describe characteristics of appropriate and reliable personal health and wellness products. 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.
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.	

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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.

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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.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.
<h2>Grade 4 (PHW) - Essential</h2>	
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.1.4. 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 maintain personal health and wellness. S6.3.PHW.3.4. Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.

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Grades 3-5 Learning Outcomes

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.PHW.1.4. Give factual information to improve or maintain personal health and wellness.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.PHW.2.4. State personal beliefs to improve or maintain personal health and wellness of others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.PHW.3.4. Demonstrate how to persuade others to make positive personal health and wellness choices.
<i>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.</i>	
Grade 4 (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
S2.4.5. Describe how relevant influences of family and culture 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.
S2.5.5. Describe how relevant influences of school and community affect personal health 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.
S2.6.5. Describe how relevant influences of media and technology affect personal health 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.
S2.7.5. Describe how relevant influences of peers affect personal health 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 valid information, products, and services to enhance health.	
Benchmark	Indicators
S3.1.5. Describe characteristics of accurate health information.	S3.1.PHW.1.4. Describe characteristics of accurate personal health and wellness information.
S3.2.5. Describe characteristics of appropriate and reliable health products.	S3.2.PHW.2.4. Describe characteristics of appropriate and reliable personal health and wellness products.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.PHW.3.4. Describe characteristics of appropriate and trustworthy personal health and wellness services.
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.PHW.4.4. Demonstrate how to locate sources of accurate personal health and wellness information.



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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. S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk. S4.4.5. Demonstrate healthy ways to manage or resolve conflict. S4.6.5. Demonstrate how to effectively communicate support for others.	S4.1.PHW.1.4. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness. S4.2.PHW.2.4. Explain how to be empathetic and compassionate toward others. S4.3.PHW.3.4. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness. 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-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.1.4. Identify situations which need a decision related to personal health and wellness. S5.2.PHW.2.4. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision. S5.3.PHW.3.4. Explain how family, culture, peers or media influence a personal health and wellness-related decision. S5.4.PHW.4.4. Identify options and their potential outcomes when making a personal health and wellness-related decision. S5.5.PHW.5.4. Choose a healthy option when 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 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.	S7.1.PHW.1.4. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.



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S7.3.5. Make a commitment to practice healthy behaviors.	S7.2.PHW.2.4. Demonstrate positive personal health and wellness-related practices and behaviors. S7.3.PHW.3.4. Make a commitment to practice positive personal health and wellness-related behaviors.
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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.

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

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Grades 3-5 Learning Outcomes

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.PHW.1.5. Give factual information in a school campaign to prevent an infectious disease.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.PHW.2.5. State personal beliefs to improve the personal health and wellness of others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.PHW.3.5. Demonstrate how to persuade others to make personal health and wellness choices.
<i>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.</i>	
Grade 5 (PHW) - 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 health information.	S3.1.PHW.1.5. Describe characteristics of accurate personal health and wellness information.
S3.2.5. Describe characteristics of appropriate and reliable health products.	S3.2.PHW.2.5. Describe characteristics of appropriate and reliable personal health and wellness products.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.PHW.3.5. Describe characteristics of appropriate and trustworthy personal health and wellness services.
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.PHW.4.5. 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.	S4.1.PHW.1.5. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
S4.2.5. Explain how to be empathetic and compassionate toward others.	S4.2.PHW.2.5. Explain how to be empathetic and compassionate toward others.
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	S4.3.PHW.3.5. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.PHW.4.5. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
S4.6.5. Demonstrate how to effectively communicate support for others.	



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	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 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.1.5. Identify situations which need a 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-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.1.5. 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 behaviors.	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.



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

Safety – (SAFE)

Grade 3 (SAFE) - Essential

Standard 1: Functional Knowledge

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

Indicators

S1.1.SAFE.1.3. Identify ways to reduce risk of injuries while riding in a motor vehicle.
S1.1.SAFE.2.3. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely.
S1.1.SAFE.3.3. Identify ways to reduce risk of injuries in case of a fire.
S1.1.SAFE.4.3. Identify ways to reduce risk of 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, culture, media, technology and other factors on health behaviors.

Benchmark

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.
S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.

Indicators

S2.1.SAFE.1.3. Identify relevant influences of family and culture on safety and injury prevention practices and behaviors.
S2.2.SAFE.2.3. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
S2.4.SAFE.3.3. Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
S2.7.SAFE.4.3. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.



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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. S5.4.5. Identify options and their potential outcomes when making a health-related decision. S5.5.5. Choose a healthy option when making a decision.	S5.1.SAFE.1.3. Identify situations which need a decision related to safety and injury prevention. S5.2.SAFE.2.3. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. S5.4.SAFE.3.3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. S5.5.SAFE.4.3. Choose a healthy option when making a decision related to safety and injury prevention.
<i>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.</i>	
<h3>Grade 3 (SAFE) - Supportive</h3>	
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. S3.2.5. 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.SAFE.1.3. Describe characteristics of accurate safety and injury prevention information. S3.2.SAFE.2.3. Describe characteristics of appropriate and reliable safety and injury prevention products. S3.3.SAFE.3.3. Describe characteristics of appropriate and trustworthy safety and injury 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 nonverbal communication skills. S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk. 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.	S4.1.SAFE.1.3. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury. S4.3.SAFE.2.3. Demonstrate effective peer resistance skills to avoid or reduce injury. S4.4.SAFE.3.3. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury. S4.5.SAFE.4.3. Demonstrate how to effectively ask for help to avoid or reduce personal injury.



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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.SAFE.1.3. Set a realistic personal goal to avoid or reduce injury. S6.2.SAFE.2.3. Track progress toward achieving a personal goal to avoid or reduce injury. 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 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.SAFE.1.3. Describe practices and behaviors that reduce or prevent injury. S7.2.SAFE.2.3. Demonstrate safety and injury prevention practices and behaviors. S7.3.SAFE.3.3. Make a commitment to practice safety and injury prevention.
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.SAFE.1.3. Give factual information to improve the safety and injury prevention of others. S8.2.SAFE.2.3. State personal beliefs to improve safety and injury prevention of others. S8.3.SAFE.3.3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.
<h3>Grade 4 (SAFE) - Essential</h3>	
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.SAFE.1.4. Explain how injuries can be prevented. S1.1.SAFE.2.4. List examples of dangerous or risky behaviors that might lead to injuries. S1.1.SAFE.3.4. Describe how to ride a bike, skateboard, scooter, and/or inline skate safely.

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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
<p>S2.2.5. Identify relevant influences of peers on health practices and behaviors.</p> <p>S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>S2.2.SAFE.1.4. Identify relevant influences of peers on safety and injury prevention practices and behaviors.</p> <p>S2.2.SAFE.2.4. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors.</p> <p>S2.5.SAFE.3.4. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.</p> <p>S2.6.SAFE.4.4. Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.</p> <p>S2.7.SAFE.5.4. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.</p>
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
<p>S5.1.5. Identify situations which need a health-related decision.</p> <p>S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>S5.4.5. Identify options and their potential outcomes when making a health-related decision.</p> <p>S5.5.5. Choose a healthy option when making a decision.</p> <p>S5.6.5. Describe the final outcome of a health-related decision.</p>	<p>S5.1.SAFE.1.4. Identify situations which need a decision related to safety and injury prevention.</p> <p>S5.2.SAFE.2.4. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.</p> <p>S5.4.SAFE.3.4. Identify options and their potential outcomes when making a decision related to safety and injury prevention.</p> <p>S5.5.SAFE.4.4. Choose a healthy option when making a decision related to safety and injury prevention.</p> <p>S5.6.SAFE.5.4. Describe the final outcome of a decision related to safety and injury prevention.</p>

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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 4 (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 health information.	S3.1.SAFE.1.4. Describe characteristics of accurate safety and injury prevention information.
S3.2.5. Describe characteristics of appropriate and reliable health products.	S3.2.SAFE.2.4. Describe characteristics of appropriate and reliable safety and injury prevention products.
S3.3.5. Describe characteristics of appropriate and trustworthy health services.	S3.3.SAFE.3.4. Describe characteristics of appropriate and trustworthy safety and injury prevention services.
S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.4.SAFE.4.4. 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 nonverbal communication skills.	S4.1.SAFE.1.4. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	S4.3.SAFE.2.4. Demonstrate effective peer resistance skills to avoid or reduce injury.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.SAFE.3.4. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	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-setting 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 or reduce injury.
S6.2.5. Track progress toward achieving a personal health goal.	S6.2.SAFE.2.4. Track progress toward achieving a personal goal to avoid or reduce injury.
S6.3.5. Identify resources that can help achieve a personal health goal.	S6.3.SAFE.3.4. Identify resources that can help achieve a personal goal to avoid or reduce injury.

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Grades 3-5 Learning Outcomes

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.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 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.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 avoid or reduce injury.
<h2>Grade 5 (SAFE) - Essential</h2>	
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.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 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.SAFE.1.5. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.



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<p>S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>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.</p>
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Standard 5: Decision-Making Skills
Students will demonstrate the ability to use decision-making skills to enhance health.

Benchmark	Indicators
<p>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.</p>	<p>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. 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.</p>

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

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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.	S4.1.SAFE.1.5. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.	S4.3.SAFE.2.5. Demonstrate effective peer resistance skills to avoid or reduce injury.
S4.4.5. Demonstrate healthy ways to manage or resolve conflict.	S4.4.SAFE.3.5. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
S4.5.5. Demonstrate how to effectively ask for help to improve personal health.	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-setting skills to enhance health.	
Benchmark	Indicators
S6.1.5. Set a realistic personal health goal.	S6.1.SAFE.1.5. Set a realistic personal goal to avoid or reduce injury.
S6.2.5. Track progress toward achieving a personal health goal.	S6.2.SAFE.2.5. Track progress toward achieving a personal goal to avoid or reduce injury.
S6.3.5. Identify resources that can help achieve a 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 health-enhancing behaviors and avoid or reduce health risks.	
Benchmark	Indicators
S7.1.5. Describe practices and behaviors that reduce or prevent health risks.	S7.1.SAFE.1.5. Describe practices and behaviors that reduce or prevent injury.
S7.2.5. Demonstrate healthy practices and behaviors.	S7.2.SAFE.2.5. Demonstrate safety and injury prevention practices and behaviors.
S7.3.5. Make a commitment to practice healthy behaviors.	S7.3.SAFE.3.5. Make a commitment to practice safety and injury prevention.
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.SAFE.1.5. Give factual information to improve the safety and injury prevention of others.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.SAFE.2.5. State personal beliefs to improve safety and injury prevention of others.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.SAFE.3.5. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

Violence Prevention (VP)

Grade 3 (VP) - 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.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 non-violent 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. S3.3.5. Describe characteristics of appropriate and trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.1.VP.1.3. Describe characteristics of accurate violence prevention information. S3.3.VP.2.3. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence. 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 skills to avoid or reduce health risk.	S4.1.VP.1.3. Demonstrate communicating assertively to prevent violence. S4.3.VP.2.3. Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.

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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 3 (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 family and culture affect personal health practices and behaviors.	S2.4.VP.1.3. Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.
S2.5.5. Describe how relevant influences of school and community affect personal health 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.

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.1.3. Identify situations which 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.2.3. Decide when help is needed and when it is not needed to make a decision that could lead to violence.
S5.3.5. Explain how family, culture, peers or media influence a health-related decision.	S5.3.VP.3.3. Explain how family, culture, peers or media influence a decision that could lead to violence.
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	S5.4.VP.4.3. Identify options and their potential outcomes when making a decision that could lead to violence.
S5.5.5. Choose a healthy option when making a decision.	S5.5.VP.5.3. Choose a healthy option when making a decision that could lead to violence.
S5.6.5. Describe the final outcome of a health-related decision.	S5.6.VP.6.3. Describe the final outcome of a decision related to violence prevention.



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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.VP.1.3. Set a realistic personal goal to prevent violence. S6.2.VP.2.3. Track progress to achieving a personal goal to prevent violence. S6.3.VP.3.3. Identify resources that can help achieve a personal goal 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.1.3. Describe practices and behaviors that reduce or prevent violence. S7.2.VP.2.3. Demonstrate violence prevention practices and behaviors. S7.3.VP.3.3. Make a commitment to practice violence prevention 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 health of others. S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.1.VP.1.3. Give factual information to others to prevent violence. S8.2.VP.2.3. State personal beliefs to help others prevent violence. S8.3.VP.3.3. Demonstrate how to persuade others to prevent violence.
<h3>Grade 4 (VP) - Essential</h3>	
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.VP.1.4. Define prejudice, discrimination and bias. S1.1.VP.2.4. Describe examples of pro-social behaviors that help prevent violence. S1.1.VP.3.4. Explain the difference between tattling and reporting aggression, bullying or violence. S1.1.VP.4.4. Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. S1.1.VP.5.4. Describe what to do if oneself or someone else is being bullied.



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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 skills to avoid or reduce health risk. S4.6.5. Demonstrate how to effectively communicate support for others.	S4.1.VP.1.4. Demonstrate effective verbal and non-verbal communication strategies for victims and/ or bystanders to use to reduce or prevent bullying and violence. S4.3.VP.2.4. Demonstrate effective peer resistance (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.
<i>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.</i>	
<h3>Grade 4 (VP) - Supportive</h3>	
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. S2.7.5. Describe how relevant influences of peers 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.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.



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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 trustworthy health services. S3.4.5. Demonstrate how to locate sources of accurate health information.	S3.1.VP.1.4. Describe characteristics of accurate violence prevention information. S3.3.VP.2.4. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence. 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-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.VP.1.4. Identify situations which need a decision to prevent violence. S5.2.VP.2.4. Decide when help is needed and when it is not needed to make a decision that could lead to violence. S5.3.VP.3.4. Explain how family, culture, peers or media influence a decision that could lead to violence. S5.4.VP.4.4. Identify options and their potential outcomes when making a decision that could lead to violence. S5.5.VP.5.4. Choose a healthy option when making 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-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.VP.1.4. Set a realistic personal goal to prevent violence. S6.2.VP.2.4. Track progress to achieving a personal goal to prevent violence. S6.3.VP.3.4. Identify resources that can help achieve a personal goal to prevent violence.
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.VP.1.4. Give factual information to others to prevent violence. S8.2.VP.2.4. State personal beliefs to help others prevent violence. S8.3.VP.3.4. Demonstrate how to persuade others to prevent violence.

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Grade 5 (VP) - 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.	<p>S1.1.VP.1.5. Distinguish between “appropriate” and “inappropriate” touch.</p> <p>S1.1.VP.2.5. Explain that inappropriate touches should be reported to a trusted adult.</p> <p>S1.1.VP.3.5. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way.</p> <p>S1.1.VP.4.5. Explain that everyone has the right to tell others not to touch his or her body.</p> <p>S1.1.VP.5.5. Explain the importance of telling an adult if someone is in danger of hurting themselves or others.</p> <p>S1.1.VP.6.5. Identify strategies to avoid physical fighting and violence.</p>

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

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 to violence.
S5.4.5. Identify options and their potential outcomes when making a health-related decision.	S5.1.VP.3.5. Explain how family, culture, peers, or medial influence a decision that could lead to violence.
S5.5.5. Choose a healthy option when making a decision.	S5.4.VP.4.5. Identify options and their potential outcomes when making a decision related to violence prevention.
S5.6.5. Describe the final outcome of a health-related decision.	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.



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

Standard 3: Accessing Resources

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

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

Standard 6: Goal Setting Skills

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

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



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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.	S7.1.VP.1.5. Describe practices and behaviors that reduce or prevent violence.
S7.2.5. Demonstrate healthy practices and behaviors.	S7.2.VP.2.5. Demonstrate taking personal responsibility for violence prevention behaviors.
S7.3.5. Make a commitment to practice healthy behaviors.	S7.3.VP.3.5. Demonstrate violence prevention 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 health of others.	S8.1.VP.1.5. Give factual information to others to prevent violence.
S8.2.5. State personal beliefs to improve the health of others.	S8.2.VP.2.5. State personal beliefs to help others prevent violence.
S8.3.5. Demonstrate how to persuade others to make positive health choices.	S8.3.VP.3.5. Demonstrate how to persuade others to prevent violence.