

HEALTH EDUCATION CURRICULUM GUIDE

GRADES K – 10

May 2004



Prince William County Public Schools

Prince William County Public Schools
DEPARTMENT OF INSTRUCTION
CURRICULUM AND STAFF DEVELOPMENT
HEALTH EDUCATION CURRICULUM

May 2004

Pamela Gauch
Associate Superintendent for Instruction

Lisa Reinshuttle
Director of Curriculum and Staff Development

A. Frederick Milbert
Curriculum Supervisor

**PRINCE WILLIAM COUNTY PUBLIC SCHOOL BOARD
2004**

Lucy S. Beauchamp
Chairman-at-Large

Milton C. Johns, Vice Chairman
Brentsville District

Michael Otaigbe, Ph.D.
Coles District

Betty D. Covington
Dumfries District

Donald P. Richardson
Gainesville District

Julie C. Lucas
Neabsco District

Grant Lattin
Occoquan District

Denita S. Ramirez
Woodbridge District

Dr. Edward L. Kelly
Superintendent of Schools

The Prince William County School division does not discriminate in employment or in its educational programs and activities against qualified individuals with disabilities, nor on the basis of age, gender, race, color, religion, or national origin.

PRINCE WILLIAM COUNTY HEALTH EDUCATION CURRICULUM

TABLE OF CONTENTS

Introduction	7
Philosophy	8
Vision.....	9
Mission Statement	10
National Health Education Standards.....	11
Virginia State Standards.....	13
Prince William County Public School Standards.....	14
Health Scope and Sequence, K – 2.....	15
Health Education: K-5 Scope and Sequence	
Personal Health, K – 2.....	17
Safety/First Aid, K – 2.....	19
Community and Environmental Health, K – 2.....	23
Body Systems, K – 2.....	26
Disease Prevention, K – 2.....	30
Nutrition, K – 2.....	31
Drug Abuse and Prevention, K – 2.....	32
Mental Health.....	33
Health Scope and Sequence, 3 – 5.....	37
Health Education: K – 5 Scope and Sequence	
Personal Health, 3 – 5.....	39
Safety/First Aid, 3 – 5.....	41
Community and Environmental Health, 3 – 5.....	42
Body Systems, 3 – 5.....	44
Disease Prevention, 3 – 5.....	46
Nutrition, 3 – 5.....	50
Drug Abuse and Prevention, 3 – 5.....	53
Mental Health, 3 – 5.....	57
Health Scope and Sequence, 6 – 8.....	61
Health Education: 6-8 Scope and Sequence	
Personal Health.....	63
Safety/First Aid.....	65
Community and Environmental Health.....	67
Body Systems.....	72
Disease Prevention.....	73

Nutrition	75
Drug Abuse and Prevention.....	77
Mental Health	79
Health Scope and Sequence, 9 – 10	84
Personal Health	86
Safety and First Aid	89
Community and Environmental Health	92
Body Systems.....	96
Disease Prevention	97
Nutrition	99
Drug Abuse and Prevention.....	101
Mental Health	103

ACKNOWLEDGEMENTS

We gratefully acknowledge the assistance of the following teachers and administrators in the development and revision of the Physical Education Curriculum:

Elementary

Ronni Cook
Casey Cornell
Amy Dreves
Gloria Yarbrough
Karen Pekelnicky

Administration

Etta Jane Hall

Middle School

Nsama Okeowo
Christina Mattsen
Kelly McCann
Nancy Schimel
John Trout
Judy Dietrich
Joseph Weakland
Mary Cambell
Dawn Cajigas
Sharon Robinson
Cherise Hodge

Lisa McNoldy-Jones
Tammy Calhoun
Anthony Futyma
Julie Chamberlain
Susan Farmer
Andrea Bryson
Kim Hebert
Susan Lovegrove
Carol Fox
John Winkelsas

High School

Kim Butts
Lisa Rucker

Special assistance in the editing and refining has been provided by the following: Kathy Coughlin, Denise Garcia, and Fred Milbert.

We would like to give special appreciation to Pattie Elementary School, Mark Joswick, and the staff of Pattie for their support.

INTRODUCTION

The Health Education K-10 program provides the guidelines and requirements for educators, parents, and community members to work together to support the health and wellness of young people. The K-10 curriculum describes a comprehensive health education program that is intended to provide youth with the essential knowledge and skills to achieve and maintain personal lifelong health and wellness.

The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices. The comprehensive curriculum includes 8 content areas providing instruction in a variety of topics such as personal health, mental health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Our curriculum revision is directly related to the Health People 2010 Leading Health Indicators (LHIs). The following LHIs and resources were used to complete this document are the 10 major health issues for the nation:

1. Physical Activity
2. Overweight and Obesity
3. Tobacco Use
4. Substance Abuse
5. Responsible Sexual Behavior
6. Mental Health
7. Injury and Violence
8. Environmental Quality
9. Immunization
10. Access to Health Care

- **The Prince William County Public Schools Physical Education Curriculum**, published in 1996 provided the basis of standards for health and physical education.
- **National Health Education Standards: Achieving Health Literacy**, published in 1995, provided the foundation for national grade level benchmarks, indicators, and assessment in health education. This document offers a vision of what it means to be health literate.
- **The Surgeon General's Call to action to Prevent and Decrease Overweight and Obesity 2001**, published in 2001, recognizes that overweight and obesity are major health problems in this county and that healthful eating accompanied by regular physical activity can help people achieve and maintain a healthy or healthier body weight.
- **Virginia Standards of Learning (SOL): Health Education**, published in 2001, the goals and standards in this document are intended to provide the knowledge, processes, and skills needed to help students avoid health-risk behaviors.
- **Healthy People 2010**, is a comprehensive set of disease prevention and health promotion objectives for the Nation to achieve over the first decade of the new century. Created by scientists both inside and outside of government, it identifies a wide range of public health priorities and specific, measurable objectives.

- Overarching Goals:**
1. Increase quality and years of healthy life
 2. Eliminate health disparities

PRINCE WILLIAM COUNTY HEALTH EDUCATION CURRICULUM

PHILOSOPHY

The Prince William County Health Curriculum was revised and created to strengthen the Health Education Component of the Coordinated School Health Program.

The Coordinated School Health Program consists of eight components designed to work cooperatively for students, staff and community. The components are:

Health Education	Counseling and Mental Health
Physical Education and Activity	Health School Environment
School Health Services	Staff Wellness
Nutrition Services	Parent and Community Involvement

The quality of our children's future depends on their ability to make choices about their actions. Health education provides the knowledge base and critical thinking skills necessary for students to make informed choices and to exert positive control over their lives. The resulting sense of well-being and self-esteem in each individual promotes the ongoing development of healthy, contributing members of our society.

PRINCE WILLIAM COUNTY HEALTH EDUCATION CURRICULUM

VISION

The Prince William County Health Curriculum provides students with a consistent program that addresses the growing number of today's health issues. Students are provided with the essential knowledge and skills necessary to develop healthy lifestyles and to make informed decisions about their health choices as they work towards the goals of Healthy People 2010.

Health instruction will promote a healthier quality of life by providing tools to help students understand how to achieve and maintain good health for a lifetime.

PRINCE WILLIAM COUNTY HEALTH EDUCATION CURRICULUM

Mission Statement

The Prince William County Public Schools Comprehensive Health Education Curriculum visualizes:

- A K – 10 comprehensive health education program that prepares all students to make educational healthy decisions to achieve and promote lifelong health;
- A continuous sequence of learning rooted in schools, community, and family;
- An instructional progression that provides all students varied opportunities to use the acquired knowledge and skills in meaningful, genuine and realistic ways; and
- A school community that recognizes and promotes the fundamental value of health.

Living a healthy lifestyle involves the acquisition and application of essential knowledge and skills in the following content areas:

Health Education Content Areas

Environmental Health

Mental and Emotional Health

Nutrition

Prevention and Control of Disease

Community Health

Family Life

Injury Prevention and Safety

Personal Health

Substance Use and Abuse

Health Education Standards

National Health Education Standards

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

Rationale: Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops, provides a self-contained “learning laboratory.” Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners which establishes a foundation for leading healthy and productive lives.

Health Education Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Rationale: Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

Health Education Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Rationale: Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problems solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

Health Education Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Rationale: Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate, and interpret the influence of these factors on health. The health-literate, responsible, and productive citizen draws upon the contributions of culture, media, technology, and other factors to strengthen individual, family and community health.

Health Education Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feelings are skills which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

Health Education Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Rationale: Decision making and goal setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools and communities.

Health Education Standard 7: Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale: Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.

Virginia State Standards

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, the student will be able to do the following:

1. *Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)*

The intent of this goal is for students to skillfully apply health knowledge to improve their health. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development of a range of health skills. Through blending an understanding of health concepts with use of various health skills, students will recognize the relationship between personal behavior and personal health. By the end of their school health education experiences, students will have an understanding of health concepts related to health promotion and risk/disease prevention, and they will have the ability to use health knowledge and skills effectively to lead healthy lives.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and well-being in a positive manner. (Information Access and Use)*

The intent of this goal is for students to demonstrate their ability to identify valid and accurate health information, products, and services. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. Upon the completion of the health education program, students will have the ability to influence their health and well-being in a positive manner by applying the skills of information access and evaluation.

3. *Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)*

The intent of this goal is for students to demonstrate an understanding of how to create or maintain an environment that serves to protect and promote the health and well-being of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors that promote safe and healthy communities.

Prince William County Public School

Health Education Standards

In developing the Prince William County standards for Health Education, it was essential to ensure the National and Virginia Standards were a main focus of this effort. Prince William County Standards for Health Education is a direct correlation with State Standards, providing students with the necessary information to improve, sustain, and promote, personal, family, and community health.

1. *Personal Health*

The intent of this goal will be to enable students to comprehend and apply concepts related to personal health.

2. *Safety and First Aid*

Students will be able to learn and practice basic skills and apply this knowledge to preventing injuries.

The students will be enabled to apply knowledge and skills for basic life emergencies and life support.

3. *Community and Environmental Health*

Students will be provided the tools to identify negative and positive behaviors and their influence on the community and environment.

The ability to identify community resources available will enable students to help maintain a healthy environment.

4. *Body Systems*

With the ability to identify structure, function and major body systems, students will be more likely to maintain an optimal level of health.

5. *Disease Prevention*

Students will receive skills needed to understand the importance of proper health care and disease prevention.

Understanding how diseases are spread will enable students to take action in their own disease prevention.

6. *Nutrition*

Students will develop the understanding of the importance of food choices on overall health.

7. *Drug Abuse and Prevention*

Students will acquire skills to understand the positive and negative effects of drug and alcohol use and to make informed decisions based on acquired knowledge.

8. *Mental Health*

Students will be given skills demonstrating strategies to manage stress and conflict in a healthy way.

Students will be provided the understanding of the knowledge and skills to develop and maintain a positive self-image.

Students will be taught to understand how to build and maintain a healthy relationship.

HEALTH EDUCATION: GRADES K – 2 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
K	<ul style="list-style-type: none"> • K.1.1 Physical activity & health • K.1.2 Clean body, clothing & health • K.1.3 Germs and illness • K.1.4 School rules and personal space 	<ul style="list-style-type: none"> • K.2.1 Safety rules and practices • K.2.2 Differences between emergency & non-emergency situations • K.2.3 Injury prevention • K.2.4 Identify health & safety information sources 	<ul style="list-style-type: none"> • K.3.1 Health & safety information sources • K.3.2 Health & safety personnel 	<ul style="list-style-type: none"> • K.4.1 Name five senses • K.4.2 Name major body parts
1	<ul style="list-style-type: none"> • 1.1.1 Sleep for health and development • 1.1.2 Physical activity & healthy lifestyle • 1.1.3 Clean body, clothing & health 	<ul style="list-style-type: none"> • 1.2.1 Personal safety behavior • 1.2.2 Bus & automobile safety rules • 1.2.3 Pedestrian safety • 1.2.4 Playground safety • 1.2.5 Home safety • 1.2.6 Water safety • 1.2.7 Non-motorized vehicle safety • 1.2.8 Protective sports equipment 	<ul style="list-style-type: none"> • 1.3.1 Health care professionals • 1.3.2 Health care agencies • 1.3.3 Healthy environment using 3 R's—reduce, reuse, recycle • 1.3.4 Water pollution prevention • 1.3.5 Effects of water pollution • 1.3.6 Water conservation 	<ul style="list-style-type: none"> • 1.4.1 Body structure components and functions
2	<ul style="list-style-type: none"> • 2.1.1 Good posture & personal health • 2.1.2 Effects of heredity on health, growth & development • 2.1.3 Regular health checkups • 2.1.4 Identify health media sources 	<ul style="list-style-type: none"> • 2.2.1 Decision making and refusal skills • 2.2.2 Fire safety & fire safety plan 	<ul style="list-style-type: none"> • 2.3.1 Environmental protection and how pollutants' impact personal health • 2.3.2 Influence of beliefs, customs and traditions on health • 2.3.3 Health resources & professionals influence on personal health • 2.3.4 Emergency services • 2.3.5 Health information sources 	<ul style="list-style-type: none"> • 2.4.1 Cardiovascular system • 2.4.2 Body systems • 2.4.3 Digestive system • 2.4.4 Skeletal system • 2.4.5 Muscular system • 2.4.6 Nervous system

HEALTH EDUCATION: GRADES K – 2 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
K	<ul style="list-style-type: none"> • K.5.1 Clean body and clothing prevent illness • K.5.2 Germs make one sick 	<ul style="list-style-type: none"> • K.6.1 Importance of healthy food choices 	<ul style="list-style-type: none"> • K.7.1 Drugs and medicine can be safe and dangerous 	<ul style="list-style-type: none"> • K.8.1 Difference between positive and negative emotions and dealing with uncomfortable feelings • K.8.2 Conflict resolution • K.8.3 Sharing information in conflict resolution • K.8.4 Classroom, gymnasium, playground and cafeteria rules • K.8.5 Respect for others
1	<ul style="list-style-type: none"> • 1.5.1 Clean body, teeth and clothing prevent illness 	<ul style="list-style-type: none"> • 1.6.1 Importance of proper nutrition and identifying healthy food sources for energy 	<ul style="list-style-type: none"> • 1.7.1 Misuse of drugs and medicines 	<ul style="list-style-type: none"> • 1.8.1 Cooperation • 1.8.2 Adjusting to change • 1.8.3 Thought expression in positive relationships • 1.8.4 Difference between negative and positive emotions • 1.8.5 Accept responsibility and show respect • 1.8.6 Following rules • 1.8.7 Getting along with others • 1.8.8 Acceptance of responsibility • 1.8.9 Show and earn respect • 1.8.10 Role of community health care agencies
2	<ul style="list-style-type: none"> • 2.5.1 Protection and spreading of germs • 2.5.2 Need for regular health check-ups 	<ul style="list-style-type: none"> • 2.6.1 Food nutrients and contribution to good health 	<ul style="list-style-type: none"> • 2.7.1 Drugs, alcohol and tobacco can be addictive • 2.7.2 Refusal skills 	<ul style="list-style-type: none"> • 2.8.1 Conflict resolution • 2.8.2 Beliefs, customs and traditions influence on health • 2.8.3 Self confidence and personal success • 2.8.4 Impact of stress on health • 2.8.5 Handling aggressive behaviors • 2.8.6 Good decision making and impact on self and others

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Personal Health

Goals: The student will be able to comprehend and apply concepts related to personal health.

GRADE K	GRADE 1	GRADE 2
<p>K.1.1 The student will understand the human body needs physical activity to be healthy. SOL K.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe physical activity and exercise (to move muscles in different ways) Explain why one need plenty of exercise (to do better in school--exercise helps blood flow to the brain so one can think clearly and not get restless when doing schoolwork) Describe fitness (making muscles strong so that one can exercise for a long time and not get tired easily) Describe heart fitness (having a strong heart) List different exercises to build heart fitness (walking, running, jumping rope, swimming, biking, playing soccer, etc.) <p>K.1.2 The student will understand how keeping one’s body and clothing clean helps to prevent illness. SOL K.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe grooming and personal hygiene practices (taking care of one’s body and appearance) List examples of grooming products (soap, shampoo, toothpaste, toothbrush, etc.) Describe ways to take care of clothes and body (washing, bathing, hair care, brushing teeth, etc.) Describe the importance of and how to care for teeth (proper brushing and flossing to remove food and germs stuck between the teeth) 	<p>1.1.1 The student will understand the importance of getting enough sleep for good health and growth and development. SOL 1.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe why sleep is important (sleep helps bones and muscles grow and allows you to be alert to do well at school) Describe the amount of sleep needed to promote good health (between eight and 10 hours each night) Identify what happens when one does not get enough sleep (one will feel tired because one has less energy and may get sick) <p>1.1.2 The student will describe the benefits of physical activity and a healthy lifestyle. SOL 1.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define physical activity (moving all one’s muscles) Define fitness (having strong muscles so one does not tire easily) Describe why one needs physical activity (to feel good and do well in school) List some fun physical activities <p>1.1.3 The student will understand how to prevent illness one’s body, teeth and clothing need to be kept clean SOL 1.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe good hygiene. (keeping one’s body, teeth and clothing clean) 	<p>2.1.1 The student will understand how good posture is important to personal health. SOL 2.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define posture (the way one holds their body when sitting, standing and moving—allows bones to support the body in the right way) Describe good posture. (sit and stand tall—hold head up and keep shoulders back) Identify signs of poor posture (person slumps, upper body leans forward, etc.) Describe problems that can arise from poor posture (back and neck pain, poor appearance, etc.) <p>2.1.2 The student will learn how heredity affects health, growth and development. SOL 2.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define heredity Describe traits that one inherits from birth parents Describe some health conditions that are caused by heredity (nearsightedness, hearing impairment, heart disease, etc.) <p>2.1.3 The student will describe the need for regular health check-ups. SOL 2.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe a medical check-up or health screening.

GRADE K	GRADE 1	GRADE 2
<p>K.1.3 The student will understand how germs can make one sick. SOL K.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe how to protect oneself from germs (wash hands often—especially after using the bathroom or before eating; keep fingers and objects (pencil) out of eyes, mouth and nose; and do not share you drinks <p>K.1.4 The student will name rules for classroom/gymnasium, playground and cafeteria, and demonstrate respect of personal space and rights of others. SOL K.6c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define personal behavior (how one acts and what one does) Describe and give examples of personal space (keeping hands and feet to oneself) 	<ul style="list-style-type: none"> Understand the importance of brushing teeth. (brushing at least twice a day prevents cavities--a hole in a tooth) Explain why flossing is important (to remove food and germs from between teeth) Determine how often one should have dental check-ups (every six months) 	<ul style="list-style-type: none"> Identify the need for regular check-ups (catch problems early, monitor growth and development, for immunizations) Identify types of health check-ups (dental, vision, hearing or physical exam) Identify people who provide well-care exams (school nurse, doctor, nurse, dentist, optometrist, etc.) <p>2.1.4 The student will identify print, audiovisual and electronic media sources which provide health information. SOL 2.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify print, audiovisual, and electronic media sources that provide health information: <ol style="list-style-type: none"> in the community in the state, nation and the world

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Safety/First Aid

- Goal: 1. The student will gain basic skills and knowledge required for preventing injuries.**
2. The student will be able to apply knowledge and skills for basic life emergencies and life support.

GRADE K	GRADE 1	GRADE 2
<p>K.2.1 The student will understand the need for safety rules and practices. SOL K.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define safety rules (a rule that helps to stay safe free from harm) • Give examples of: <ol style="list-style-type: none"> 1. school safety rules (no running, put books away, etc.) 2. home safety rules (put toys away, do not touch poisons, etc.) 3. safety rules for bad weather (get inside quickly, stay off the phone, etc.) 4. pedestrian safety rules (walk on the sidewalk, cross streets at corners, etc.) 5. safety rules for riding in cars (wear a safety belt, ride in the back seat, lock doors, stay seated, etc.) 6. bus safety rules (stay seated, put book bags lap, etc.) 7. bike safety rules (do not ride too fast, in the dark, in the street, without a helmet, etc.) 8. fire safety rules (get out quickly, stop, drop a roll if clothing catch on fire, etc.) 9. safety rules for the gymnasium (no pushing or shoving, listen to safety instructions, etc.) 10. safety rules for strangers (identify strangers, do not talk or take anything from a stranger, do not go anywhere with a stranger, etc.) <p>K.2.2 The student will recognize the difference between emergency (life threatening) and non-emergency (non-life threatening) situations. SOL K.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define an emergency (someone needs to go 	<p>1.2. 1 The student will describe the need for and the importance of personal safety behaviors. SOL 1.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe a safety rule (a rule that keeps one safe, free from harm) • List examples of safety rules: <ol style="list-style-type: none"> 1. at home 2. at school 3. during bad weather 4. to prevent a fire 5. in the kitchen 6. when riding a bike 7. when riding in a car 8. on the bus 9. on the playground • Describe personal safety behaviors (following safety rules) • List different types of poisons (household cleaning chemicals, bug sprays, etc., that can harm the brain and body if put in one's mouth) <p>1.2.2 The student will demonstrate bus and automobile safety knowledge and skills. SOL 1.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify car safety rules (lock doors to keep strangers out, fasten seatbelts, use booster seats, sit in the back seat, etc.) • Describe bus safety rules (stay seated while the bus is moving, follow the bus driver's directions, keep book bags out of the aisle, etc.) 	<p>2.2.1 The student will understand the importance of making good decisions and using refusal skills. SOL 2.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe how to avoid personal harm (walk away, tell an adult, avoid people who say to do bad things, etc.) <p>2.2.2 The student will learn the importance of fire safety and having a fire safety plan. SOL 1.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the dangers of fire • Describe the steps to take if a fire breaks out at home (yell, call 9-1-1, stay low to the floor, touch the door before opening it, have a meeting place, do not hide in the house, have an escape plan and practice it, etc.) • Identify the importance of having a fire safety plan at home and at school • Determine escape routes and a class meeting place after leaving the building • Identify the importance of smoke alarms and fire extinguishers

GRADE K	GRADE 1	GRADE 2
<p>to the hospital or one needs to call a fireman or policeman for help)</p> <ul style="list-style-type: none"> • Define a non-emergency (a minor injury) • Know when to call 9-1-1. (number to call in an emergency) • Know how to make a 9-1-1 call in an emergency (say name, tell what happened, do what the person on the phone says to do, and do not hang up until told to do so) • Define and give examples of first aid (quick care given to someone who is hurt—for a cut, wash the cut with soap and water and put a bandage on it; for a nosebleed, sit down, lean forward and pinch the nose, etc.) <p>K.2.3 The student will understand how taking proper safety measures will help to prevent injuries. SOL K.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define choices (what one decides to do) • Identify choices that prevent injuries (making decisions that will help to keep one safe) • Give examples of safety measures or safety equipment used regularly • Identify safety choices at school, home, a pool, on the playground, as a pedestrian, on a bus, in a vehicle, when riding a bike, etc. • Give examples of safety choices if when encountering a stranger, during a bad storm, or when finding a gun <p>K.2.4 The student will identify sources of health and safety information. SOL K.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify symbols used to warn of safe and unsafe materials (Mr.Yuck, seat belt signs, poison symbols, road signs, etc.) 	<ul style="list-style-type: none"> • Identify why safety rules are important. • Describe the importance of wearing seatbelts. <p>1.2.3 The student will identify and demonstrate pedestrian safety knowledge and skills. SOL 1.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a pedestrian • Describe pedestrian safety rules while walking on public roadways. (walk facing traffic, cross at intersections, look both ways before crossing the street, cross with the light, etc.) • Describe crossing guards, police, or pedestrian signs and signals <p>1.2.4 The student will understand the need for rules and safe practices to promote playground safety. SOL 1.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the importance of playground safety • Describe playground safety rules • Identify unsafe situations or behaviors on the playground that may lead to injury <p>1.2.5 The student will explain the importance of practicing safety behaviors at home. SOL 1.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify home safety rules (do not stick objects in electrical outlets, play with household chemicals or matches, answer the phone or the door, leave toys on the stairs, take medicines without permission, put toys away, etc.) • Identify why falls are a common accident in the home • Describe fire and water safety rules 	

GRADE K	GRADE 1	GRADE 2
	<p>1.2.6 The student will understand the importance of water safety rules. SOL 1.2f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify rules for being safe around the pool, creek, pond, lake, river, and ocean. (adult supervision, life guard, proper use of life jacket, the buddy system, etc.) • Describe weather conditions that are dangerous when in the water (lightning, high winds, heavy rain, etc.) • Identify rules for being safe while participating in recreational water sports(skiing, boating, fishing, tubing, and jet skis safety) • Determine why one should remain seated when a boat is moving <p>1.2.7 The student will be able to describe how to be safe when riding a bicycle, scooter, skateboard or other non-motorized vehicle. SOL 1.3g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify bike safety rules • Describe scooter safety rules • Identify skateboard safety rules • Describe how to fit and wear a helmet properly • Identify safety equipment that helps to prevent injuries when using non-motorized vehicles (helmet, wrist guards, elbow and knees joint padding, and proper footwear) • Identify safe areas to ride (smooth surfaces, safe from traffic, adequate lighting, etc.) <p>1.2.8 The student will identify and describe sports protective equipment that will help prevent injury. SOL 1.3h</p>	

GRADE K	GRADE 1	GRADE 2
	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none">• Identify bicycle, in-line skating, and skateboard safety protective gear• Identify other sports equipment designed prevent injury (football helmet, catcher's mask, shin guards, mouth guard, life vest, etc.)• Describe why protective equipment should fit properly	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Community and Environmental Health

- Goals: 1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.
 2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE K	GRADE 1	GRADE 2
<p>K.3.1 The student will identify sources of health and safety information. SOL K.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define an advertisement (a message to get one to buy something or a safety message) Give examples of where one sees and hears health and safety advertisements (on the television, radio, or in magazines) Explain where one can find written information about health topics (at school, in books, in magazines, on the Internet, etc.) Identify television and radio commercials or programs which provide information for individual, community and world safety (healthful foods ads, vehicle safety messages, anti-smoking advertisements, etc.) <p>K.3.2 The student will identify people who help to provide health and safety information. SOL K.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify or describe members of the community who provide health and safety services: <ol style="list-style-type: none"> school – teacher, school resource officer, etc. public safety - fire fighter, police officer, etc. family – parent, grandparent, etc. medical – dentist, doctor, nurse, etc. 	<p>1.3.1 The student will identify and describe the role of health care providers. SOL 1.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify community health care professionals (emergency medical technicians, public health doctors and nurses, etc.) Explain the role of community health care professions (counselors help individuals and families communicate better with one another, public health doctors or nurses give vaccines, etc.) <p>1.3.2 The student will identify and describe the role of community health care agencies. SOL 1.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe how ambulance services transport people with medical needs Describe how the police department provides help to citizens who are lost, hurt, or in danger Identify the fire department as people who put out fires or help citizens who are in traffic accidents and natural disasters Describe general health and mental health care services provided by the health department Describe how social services provides housing, food, and support to citizens Identify local hospitals as centers for emergency and long-term care Describe how emergency medical 	<p>2.3.1 The student will learn how to protect the environment and how pollution impacts one’s health. SOL 2.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define the environment (air, land and water) Define pollution (harmful matter or noise that gets into the environment) Describe how pollution impacts one's health (certain gases, noise or smoke in the air, trash or chemicals in water, and waste materials and chemicals dumped on land may make one sick) Describe why it is important for everyone to protect the environment (because everyone creates pollution) Identify how to save resources and prevent pollution (conserve, recycle, or reuse items and properly dispose of chemicals and trash) <p>2.3.2 The student will understand how certain beliefs, customs and traditions may influence health. SOL 2.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Explain how physical activity, customs and traditions may affect health (may encourage regular physical activity, may ban certain or all physical activities) Identify how health care customs and traditions may affect health (regular preventive check ups, may believe the mind can heal the body without the help of medicine, etc.)

GRADE K	GRADE 1	GRADE 2
	<p>services help the sick and injured</p> <p>1.3.3 The student will explain how to contribute to a healthy environment and how to recycle, reduce, and reuse items at school and at home . SOL 1.7a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define environment (one’s surroundings) • Explain recycle, reuse, reduce (the three “R’s”: recycle paper, glass and cans, reuse something by using it again and reduce how much of something is used) • Define pollution (anything that harms the air, water, or land) • Define litter (trash on the ground or in the water) • Describe how to keep the environment clean (proper disposal of trash) • Identify how to stop pollution <p>1.3.4 The student will identify ways to prevent water pollution. SOL 1.7b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define water pollution (anything that harms the water) • Describe how to keep water clean (don’t throw trash in lakes, ponds, rivers) • Identify proper ways to dispose of chemicals <p>1.3.5 The student will understand the effects of pollution on drinking water and marine life. SOL 1.7c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List effects of polluted water on marine life • Identify harmful effects of pollution on drinking water 	<p>2.3.3 The student will identify or describe the influence that health resources and health professionals have on personal health. SOL 2.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify health resources in the community (water treatment plants, garbage collection, county dump, local health department, etc.) • Identify health resources in the state, nation and world (environmental policies to reduce pollution, immunization strategies, etc.) • Understand the function of a variety of health resources • Identify different types of health professionals (health education teacher, emergency medical technician, school nurse, physician, school psychologists, dietitian, optometrist, dental hygienist, guidance counselor, etc.) • Describe how health professionals— (doctors, technicians, and counselors) keep individuals and communities healthy) • Demonstrate ways to locate and contact health resource agencies, and health professionals in the community • Explain how health resources and health professionals contribute to life-long health (health resources are essential for a healthy community and world) <p>2.3.4 The student will demonstrate ways to locate and contact emergency services in the community. SOL 2.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List ways to contact police, fire and rescue personnel <ol style="list-style-type: none"> 1. Phone (dial 9-1-1 or other emergency numbers) 2. Flares or flags in roadside emergencies

GRADE K	GRADE 1	GRADE 2
	<p>1.3.6 The students will explain water conservation and ways to conserve water. SOL 1.7d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List ways to conserve water: <ol style="list-style-type: none"> 1. turn off the water when brushing teeth 2. take showers instead of baths 3. put a pitcher of water in the refrigerator instead of running the tap 4. limit the running of sprinklers 5. limit amount of water while washing 	<p>2.3.5 The student will identify print, audiovisual and electronic media sources which provide health information. SOL 2.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List health information sources: <ol style="list-style-type: none"> 1. telephone directory 2. health department 3. American Red Cross (classes and training videos) 4. American Heart Association 5. Cable television health channels

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Body Systems

- Goal: 1. The student will identify major body systems and their structure and function in order to maintain an optimal level of health.
2. The student will identify major body systems and their structure and function in order to maintain an optimal level of health.

GRADE K	GRADE 1	GRADE 2
<p>K.4.1 The student will be able to name the five senses (hearing, seeing, touching, smelling and tasting). SOL K.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Name the key external body parts (ears, eyes, nose, mouth (tongue) and fingers) Describe the sense associated with each body part <p>K.4.2 The student will be able to name the major body parts (head, trunk arms, and legs). SOL K.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Name the key external body parts (head, shoulders, arms, hands, trunk, abdomen, hips, legs, feet, and toes) Identify the key internal body parts (brain, heart, lungs, stomach, muscles, bones, and blood on a chart or drawing) 	<p>1.4.1 The student will be able to identify the basic components and functions of the body structures. SOL 2.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe where the chest, abdomen, head, heart, brain, stomach and lungs are located in the body Identify the function of the: <ol style="list-style-type: none"> chest (houses heart and lungs) abdomen (houses stomach and many organs) head (houses eyes, nose, ears, mouth and brain) heart (pumps blood) brain (tells the body what to do) stomach (helps change food so that the body can use it) and lungs (helps the body use the air it breathes) 	<p>2.4.1 The student will identify and understand the importance and function of the cardiovascular system. SOL 1.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Explain the location and function of the heart (it is a pump in the center of the chest about the size of a fist and it pumps blood to the whole body) Describe the function of the blood vessels (blood travels through the body in blood vessels which are small tubes that take food and oxygen to body parts) Describe the function of red blood cells (these tiny cells carry oxygen to body parts) Describe the function of white blood cells (these tiny cells get rid of any germs that get into the body) Explain how exercise affects the heart (during exercise the heart beats faster to get red blood cells carrying oxygen to your muscles, also strengthening the heart muscle) Describe the function of the circulatory system (blood vessels carry blood to and from the heart and other body parts) <p>2.4.2 The student will understand how all body systems are interconnected. SOL 2.1c</p>

GRADE K	GRADE 1	GRADE 2
		<p>Essential Knowledge and Skills</p> <p>b) Define body systems (a group of organs that work together to do a job)</p> <p>c) Identify different body systems:</p> <ol style="list-style-type: none"> 1. the skeletal system (group of bones) 2. the circulatory system (heart and blood vessels) 3. the respiratory system (using air inhaled) 4. the muscular system (all muscles) 5. the nervous system (control body actions) 6. the digestive system (help body convert food to energy) 7. describe how each system works with other body systems <p>2.4.3 The student will identify and understand the importance and function of the digestive system. SOL 1.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the function of the mouth, teeth, and tongue (put food in the mouth and the teeth chew the food to soften it and then the tongue helps to swallow the food) • Explain the function of the stomach (a body part that helps break down the food even more so the body can use the food as fuel) • Describe the function of the digestive system (to transform food into energy so the body can work and grow) <p>2.4.4 The student will understand the importance and function of the skeletal system. SOL 1.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the function of the skeletal

GRADE K	GRADE 1	GRADE 2
		<p>system (the 206 bones in the body give it support and shape)</p> <ul style="list-style-type: none"> • Describe the skull (they are the 22 bones in the head and face that protect your brain) • Describe the ribs (the 12 pairs of ribs protect the heart and lungs and support the shoulders and arms) • Describe the spine (26 vertebrae make up the backbone which supports the body and head) • Identify the leg bones (there is one bone in the upper leg--the thigh bone is the largest bone in the body—and there are two bones in the lower leg) • Identify the arm bones (there is one bone above the elbow and two bones below the elbow) • Describe the hand, wrist, feet and ankle bones (there are 24 bones that make up the hand, 8 bones in the wrist, and 12 bones in the foot and ankle) • Describe the function of the skeletal system and why it is so important (protects the organs, gives the body shape and support, and along with the muscles, allows movement) <p>2.4.5 The student will identify and understand the importance and function of the muscular system. SOL 1.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify how many muscles are in the body (over 630 muscles) • Explain the function of the muscles (they are connected to bones and allow movement; muscles cannot push, they pull, and they work in pairs to pull in opposite directions so fingers and arms can bend)

GRADE K	GRADE 1	GRADE 2
		<ul style="list-style-type: none"> • Identify the muscular system (all the muscles in the body—the heart muscle pumps the blood, the leg muscles help movement, etc.) • Describe why exercise is important for the muscular system (it makes your muscles stronger so you can run faster and longer, jump higher and throw farther) • Identify the busiest muscles in the body (the eye muscles) <p>2.4.6 The student will identify and understand the importance and function of the nervous system. SOL 1.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List the parts of the nervous system (brain, spinal cord, and nerves) • Explain the function of: <ol style="list-style-type: none"> 1. the brain. (uses information it receives from nerves to coordinate all of the body’s actions and reactions) 2. the nerves. (carry messages to the brain about what one hears, sees, smells, tastes or feels) 3. the spinal cord. (allows messages to go back and forth between the brain and the rest of one’s body and tells the muscles when to move) 4. the nervous system. (controls all the body actions)

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Disease Prevention

- Goal: 1. The student will understand the importance of proper health care and disease prevention.
 2. The student will understand how diseases are spread.

GRADE K	GRADE 1	GRADE 2
<p>K.5.1 The student will understand that keeping the body and clothing clean helps to prevent illness. SOL K.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain the importance of washing hands often (to help stop the spread of germs) <p>K.5.2 The students will understand that germs can make one sick. SOL K.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a germ (tiny living things that can make you sick) • Identify how to protect others from germs (cover mouth and nose when sneezing or coughing) • Define disease (when germs make one ill) • Discuss what to do if one feels sick and ways to recover from an illness (tell an adult; see a doctor; take medicines given by; get plenty of rest and drink lots of fluids) 	<p>1.5.1 The student will understand how to prevent illness and how the body, teeth and clothing need to be kept clean and protected. SOL 1.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain effects the sun's rays has on the body cells and how to protect oneself • Identify people who work as health care providers. • Define a germ (a tiny living thing that can make one sick) • Explain how germs are spread (germs are on things one touches and if they get in one's body they can make one sick) • Discuss why hand washing is so important (washing hands often washes away the germs) 	<p>2.5.1 The student will understand how germs are spread and how to protect one's self from diseases. SOL 2.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe germs and how germs are spread (germs can make one sick and are everywhere--in the air, on objects touched, in the water one drinks, on the food one eat, etc.) • Identify how germs enter the body (through the mouth, nose or broken skin) • Describe ways to prevent the spread of germs (wash hands, don't share drinks, use tissues, and cover one's mouth when coughing) • Determine how one gets well if a germ has made one sick (the body has defenses to fight germs) • Define direct and indirect contact <p>2.5.2 The student will describe the need for regular health check-ups. SOL 2.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify why one needs regular check-ups (catch problems early, monitor growth and development, for immunizations)

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Nutrition

Goal: The student will understand the importance of food choices on overall health.

GRADE K	GRADE 1	GRADE 2
<p>K.6.1 The student will identify and understand the importance of making healthy food choices. SOL K.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define diet (foods usually eaten) • Identify food groups (foods that are alike) • Describe food guide pyramid (guide that tells you how many servings needed in a day from each food group) • List the five healthful food groups (bread, cereal, rice and pasta group; fruit group; vegetable group; meat poultry, fish, dry beans, eggs and nuts group; and milk, yogurt, and cheese group) • Explain why one should eat few fats, oils and sweets (eat few fats and oils because they block blood vessels, and few sweets because they cause cavities) • Why one should eat foods from each food group (different foods give the body energy to move, think and grow) 	<p>1.6.1 The students will know the importance of proper nutrition and identify foods that are good sources of energy. SOL 1.2f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe why proper nutrition is important (food provides energy for the brain to think and the body to move and grow) • Identify the groups of foods that makes up the food guide pyramid: <ol style="list-style-type: none"> 1. breads, cereal, rice and pasta group; 2. fruit group; 3. vegetable group; 4. milk, yogurt, and cheese group; and 5. meat, poultry, fish, dry beans, eggs and nut group. 6. (fats, oils and sweets located at the top of the pyramid are not considered a food group) • Describe a healthy breakfast, lunch and dinner (eat different foods from each food group) • Describe healthy snacks • Identify the food guide pyramid and the beneficial effects each group has on the body • Match food names with their pictures • Discuss healthful food choices with a parent or other family member 	<p>2.6.1 The student will understand how nutrients in foods contribute to good health. SOL 2.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • How food choices are related to a healthy lifestyle • Identify what the dietary guidelines are • Describe the food guide pyramid (the base of the pyramid includes foods from grains; the second tier includes the fruit and vegetables groups; the third tier is made up of the dairy group; the fourth tier is the meat, poultry, fish, dry beans, eggs and nut group; and the tip of the pyramid, although not a considered a food group, represents fats, oils and sweets.) • Identify the six main nutrients in foods. (proteins, fats, carbohydrates, vitamins, minerals and water) • Identify nutrients in the five food groups. (grains-carbohydrates provide energy; Vegetables provide vitamin A to keep skin, hair and eyes healthy; Fruits provides vitamin C to keep one from getting sick and skin and blood vessels healthy; Milk, Yogurt and Cheese Group provides calcium for strong teeth and bones; and Meat, Poultry, Fish, Dry Beans, Eggs and Nuts Group provides protein to build muscle, repair the body and iron to carry oxygen in the blood.) • Describe information on food labels • Identify the importance of eating a nutritional breakfast

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Drug Abuse and Prevention

- Goals: 1. The student will understand the positive and negative effects of drug and alcohol use.
2. The student will be able to make informed decisions based on acquired knowledge.

GRADE K	GRADE 1	GRADE 2
<p>K.7.1 The student will understand how drugs and medicines can be both safe and dangerous. SOL K.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a drug (something that changes the way the mind or body works) • Describe a medicine (a drug that is used to treat an illness or injury—some medicines kill germs) • List rules for taking medicine: <ol style="list-style-type: none"> 1. take only with permission from parents, guardians or certain grown ups—doctor, nurse, grandparent, or other family member; 2. do not take medicines that belong to anyone else; and 3. look for Mr. Yuk labels • Identify potential side effects of medicines and what should be done (if one feels dizzy, has a stomach ache, etc., tell parents or guardians) • Recognize the universal symbol for a poisonous substances • Explain the purpose of Mr. Yuk stickers • Know that drugs can be helpful 	<p>1.7.1 The student will understand how misusing medicines and drugs can be harmful. SOL 1.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a drug (something that changes the way the mind or body works) • Explain the function of medicines (drugs used to treat an illness or injury) • Define over-the-counter medicines (a medicine that one can buy without a doctor giving a prescription) • Identify rules for safe use of medicine (take medicine only with permission from a trusted adult and follow the instructions on the medicine labels) • Describe why drugs are harmful if misused (too much medicine can turn into a harmful poison in the body and if that happens one should tell an adult and call 9-1-1) • Describe Mr. Yuk Stickers • Understand that drugs and medicines can cause harmful effects if misused • Just say “no!” 	<p>2.7.1 The student will understand how alcohol, tobacco and other drugs can be addictive. SOL 2.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define addiction (body needs a drug to function or the brain relies on a drug for a sense of well-being. Physical dependence, psychological dependence, or withdrawal—often includes both physical and psychological symptoms) • Identify the addictive substances in: <ol style="list-style-type: none"> 1. drugs and alcohol (narcotics, stimulants, THC, etc.) 2. tobacco (nicotine—very addictive for young people) • Describe the effects that: <ol style="list-style-type: none"> 1. drugs and alcohol have on the brain and body (effect concentration, balance, vision, memory and organ function) 2. tobacco has on the brain and body (shortness of breath, cancer, lung and heart disease.) <p>2.7.2 The student will understand the importance of developing refusal skills. SOL 2.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe how to say “No” to situations that parents have taught one to avoid. (say NO in a firm voice and give reasons for saying NO) • Describe how to avoid things that may cause harm. (walk away, tell an adult, avoid people saying to do bad things,etc.)

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: KINDERGARTEN – GRADE 2

Strand: Mental Health

- Goals: 1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.
 2. The student will understand the knowledge and skills to develop and maintain a positive self image.
 3. The student will understand how to build and maintain a healthy relationship.

GRADE K	GRADE 1	GRADE 2
<p>K.8.1 The student will understand the difference between positive and negative emotions (comfortable and uncomfortable feelings) and identify healthful ways to deal with uncomfortable feelings. SOL K.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe feelings (the way one feel inside—happy, sad, mad, angry, etc.) List ways to express feelings (the face or body can show feelings) Describe appropriate ways to deal with uncomfortable feelings (one good way is to talk about them) Describe inappropriate ways to deal with uncomfortable feelings (starting a fight, saying bad words or breaking something) <p>K.8.2 The student will identify situations that result in conflict; and identify ways to create a peaceful resolution. SOL K.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Understand the skills necessary to identify and resolve simple conflicts (disagreements) in a peaceful manner Explain a conflict (a disagreement) Describe peaceful (no fighting) Define cooperation (to be helpful and listen to others) Describe a solution (possible answers to problems) Identify guidelines for peaceful solutions: <ol style="list-style-type: none"> remain calm; 	<p>1.8.1 The student will understand the importance of cooperating and getting along with others. SOL 1.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define cooperation (to work together toward a goal) Describe why getting along with others is important (to have friends) Identify ways to get along with friends and classmates (show friends that one cares, take turns with friends, share, etc.) Describe how cooperation can help one complete an assignment or task (it is easier to reach a common goal if one cooperates and works together with others) Enjoy wellness activities through healthy entertainment identify self-worth Demonstrate healthy mental and emotional development through cooperation, adaptation, expression of thoughts, and positive relationships Identify the differences between positive and negative emotions <p>1.8.2 The student will understand that being able to adjust to change is an important skill. SOL 1.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define change (getting used to something being one way but then 	<p>2.8.1 The student will learn skills to resolve problems responsibly using conflict resolution skills. SOL 2.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Determine why conflict is a natural part of relationships (disagreements) Identify common conflicts among second graders List steps for resolving conflicts in a responsible way: <ol style="list-style-type: none"> remain calm; listen to each other and define the conflict; use I-messages to express feelings about what happened; discuss possible solutions; compromise on a solution; or ask a trusted adult for help if one cannot agree on a solution. (mediator) <p>2.8.2 The student will understand how certain beliefs, customs and traditions may influence health. SOL 2.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify customs and traditions. (family, religious, etc.) <p>2.8.3 The student will understand how having self confidence will help lead to personal success. SOL 2.3e</p>

GRADE K	GRADE 1	GRADE 2
<p>2. tell the other person what is wanted; 3. listen to what the other person has to say; 4. try to think of a way both people can get what they want; 5. remember that people cannot always have their way; 6. keep promises; and 7. if an agreement cannot be worked out, ask a grownup to help</p> <p>K.8.3 The student will recognize the importance of sharing information, and describe appropriate solutions to resolving conflicts. SOL K.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Understand the importance of telling trusted adults about problems • Define guidance (getting help) • Describe trusted adults (someone who cares and provides protection) • Define communication (tell someone or talk about the conflict/problem) <p>K.8.4 The students will name important rules for classroom/gymnasium, playground and cafeteria. SOL K.6a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define acceptable behavior (appropriate behaviors for different settings/groups) <p>K.8.5 The student will demonstrate respect of the rights of others. SOL K.6b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define respect (thinking highly of someone) • Describe showing respect (getting along with others, valuing other people's 	<p>adjusting and doing things in a new way)</p> <ul style="list-style-type: none"> • Describe why the ability to change is important (because many things change—rules change, schedules change, etc.) • Identify why people change their mind • Describe how to cope with change: <ol style="list-style-type: none"> 1. be patient, it takes time to get used to change; 2. accept the change; and 3. talk about the change and how one is going to adapt to doing things a different way <p>1.8.3 The student will understand how to express ideas and thoughts to create positive relationships. SOL 1.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe how to be friendly (to be nice, helpful, polite, say hello, or smile at someone) • Define feelings (the way one feels inside) • Identify how to respond if someone hurts one's feelings (talk to the person or write about hurt feelings) • Describe I-messages (a healthful way to say or write about feelings) <p>1.8.4 The student will understand the difference between negative and positive emotions. SOL 1.4d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe positive emotions (happy, safe, loved, etc.) • Explain negative emotions (scared, angry, sad, etc.) • Explain how emotions can be expressed in good ways (say something nice, write a letter of thanks, etc.) • Determine how emotions can be 	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define self-image or self esteem (how one feels about oneself) • Identify one's personal strengths, assets and desirable traits • Determine how a good self-image leads to success (affects many areas of life, including choices one makes, how one gets along with others, how well one does in school, and how one copes with life) <p>2.8.4 The student will understand how the stress of disappointment, loss, grief and separation impacts health. SOL 2.3f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define disappointment, loss, grief, and separation • Identify helpful ways to deal with disappointment, loss, grief, and separation • List harmful ways of dealing with disappointment, loss, grief, and separation • Identify the different stages of grief or feelings of loss: <ol style="list-style-type: none"> 1. shock and fear; 2. emotional release; 3. panic; 4. guilt; 5. hostility/anger; 6. sorrow; 7. inability or resume normal activities; and 8. acceptance <p>2.8.5 The student will understand how to effectively handle verbal and nonverbal aggressive behaviors. SOL 2.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define consideration (thinking about other people and others feelings) • Define verbal (words) • Define non-verbal (body actions)

GRADE K	GRADE 1	GRADE 2
<p>belongings, and valuing things that belong to one's self and one's family)</p> <ul style="list-style-type: none"> • Explain good manners (sharing and taking turns, saying "excuse me" if one bumps into someone, etc.) 	<p>expressed in bad ways (break something, fight, etc.)</p> <p>1.8.5 The student will demonstrate how to accept responsibly and show respect. SOL 1.6a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List acceptable behaviors that enhance the student's ability to work and play with others • Describe cooperative behavior (to work and play together) <p>1.8.6 The student will demonstrate how to follow the rules. SOL 1.6b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain respect for others (everyone is valuable) <p>1.8.7 The student will demonstrate how to get along with others. SOL 1.6c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List school rules (defined by school division's code of conduct) <p>1.8.8 The student will demonstrate acceptance of responsibility. SOL 1.6d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define responsibility (something one is expected to do) <p>1.8.9 The student will show respect for others and identify how to earn respect. SOL 1.6e</p>	<ul style="list-style-type: none"> • Describe aggressive (forceful, physical) • Define impact (the effect on something) • Describe a bully (when a stronger, more powerful person hurts or frightens a smaller or weaker person deliberately and often repeatedly) • Identify how to stop bullying • Determine ways to stay safe from bullies • Identify feelings about aggressive behavior towards one's self and others • List ways to treat other people with consideration and respect <p>2.8.6 The student will understand the steps for making a good decision, and how personal health decisions impact individuals and others. SOL 2.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a decision (deciding to do something) • Describe personal health (having a healthy body, healthy mind, getting along well with others, etc.) • Define peer pressure (people of the same age try to influence how one acts) • Use a Decision-Making Model: <ol style="list-style-type: none"> 1. identify the need to make a decision; 2. state the problem; 3. list some choices that can be made; 4. think about how each choice could come out; 5. decide on one of the choices; and 6. evaluate whether a good decision was made

GRADE K	GRADE 1	GRADE 2
	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain respect for property of others (valuing other people's belongings) • Describe how to earn respect (through integrity, humility, dependability, generosity, having priorities, etc.) <p>1.8.10 The student will identify and describe the role of community health care agencies. SOL 1.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Mental health services--helps with emotional and other mental health needs 	

HEALTH EDUCATION: GRADES 3 – 5 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
3	<ul style="list-style-type: none"> • 3.1.1 Health benefits of regular physical activity and personal fitness • 3.1.2 Goal setting to promote personal health • 3.1.3 Use of print, audiovisuals and internet to access health information 	<ul style="list-style-type: none"> • 3.2.1 Safe and unsafe behaviors 	<ul style="list-style-type: none"> • 3.3.1 Locate and access health services for information • 3.3.2 Dietary customs and their impact on health • 3.3.3 Impact of recreational activities on community health • 3.3.4 Impact of celebrations and traditions on community health 	
4	<ul style="list-style-type: none"> • 4.1.1 Identify and access personal and health information sources • 4.1.2 Discriminate between accurate and inaccurate health information 	<ul style="list-style-type: none"> • 4.2.1 Importance of seeking assistance in uncomfortable situations 	<ul style="list-style-type: none"> • 4.3.1 Benefits of exhibiting healthy practices in school and the community settings • 4.3.2 Benefits of volunteering in school and the community 	<ul style="list-style-type: none"> • 4.4.1 Importance of nutrients on brain function
5	<ul style="list-style-type: none"> • 5.1.1 Benefits of exercise and recreational activity • 5.1.2 Effective health decision making strategies • 5.1.3 Evaluation and interpretation skills consumers use making health product decisions 		<ul style="list-style-type: none"> • 5.3.1 Benefits of working together to support environmental issues • 5.3.2 Examining community health issues • 5.3.3 Benefits of volunteering • 5.3.4 Customs and traditions • 5.3.5 Working cooperatively to promote community health and wellness • 5.3.6 Development of community health projects 	<ul style="list-style-type: none"> • 5.4.1 Effects of diet, exercise, and drug use on cardiovascular health

HEALTH EDUCATION: GRADES 3 – 5 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
3	<ul style="list-style-type: none"> • 3.5.1 Strategies for solving health-related problems • 3.5.2 Advances in science and technology has improved health care 	<ul style="list-style-type: none"> • 3.6.1 Making good food choices to positively impact growth and development 	<ul style="list-style-type: none"> • 3.7.1 Consequences of taking medicines improperly • 3.7.2 Ways to say no to drugs • 3.7.3 Dangers of abusing household inhalants • 3.7.4 Illegal drugs and their effect on behavior and relationships • 3.7.5 Effects of alcohol, tobacco and other drugs on body 	<ul style="list-style-type: none"> • 3.8.1 Benefits of peaceful conflict resolution • 3.8.2 Impact of positive interactions with family, peers and others on social and emotional growth and development
4	<ul style="list-style-type: none"> • 4.5.1 Body defenses which protect against diseases • 4.5.2 Know what viruses, bacteria and fungi are and how to prevent spreading • 4.5.3 Differences between communicable and non-communicable diseases • 4.5.4 Benefits of early detection in disease prevention • 4.5.5 Regular physical activity helps prevent illness 	<ul style="list-style-type: none"> • 4.6.1 Importance of nutrients on brain function • 4.6.2 Food pyramid guide and its enhancement of personal health and academic achievement • 4.6.3 Effects of malnutrition on the mind and body • 4.6.4 Importance of proper nutrition on growth and development • 4.6.5 Importance of fats, carbohydrates and proteins as sources of energy 	<ul style="list-style-type: none"> • 4.7.1 Effects of tobacco, alcohol, inhalants and other drugs on the function of body systems • 4.7.2 Impact of drugs and alcohol on individuals, families and communities • 4.7.3 Physical, financial, emotional and social consequences of drug use • 4.7.4 Connection between drug use and violence • 4.7.5 Commonwealth of Virginia laws affecting alcohol and tobacco use by minors 	<ul style="list-style-type: none"> • 4.8.1 Use of refusal skills in difficult relationships • 4.8.2 Recognize aggressive behavior and ways to cope with difficult situations. • 4.8.3 Coping skills needed to manage stressful situations • 4.8.4 Recognizing abusive behaviors in relationships • 4.8.5 Importance of practicing self-control • 4.8.6 Identify obstacles to good communication and solutions to ineffective communication
5	<ul style="list-style-type: none"> • 5.5.1 Connections between healthy lifestyle and disease prevention 		<ul style="list-style-type: none"> • 5.7.1 Effects of alcohol, inhalants, and drugs on academic performance • 5.7.2 Impact of drug and alcohol use on family, friends and other relationships 	<ul style="list-style-type: none"> • 5.8.1 Recognizing warning signs of stress and managing stressful situations • 5.8.2 Impact of positive self-image of health

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Personal Health

Goals: The student will be able to comprehend and apply concepts related to personal health.

GRADE 3	GRADE 4	GRADE 5
<p>3.1.1 The student will discuss the health benefits of regular physical activity and personal fitness. SOL 3.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define personal fitness (having one’s body in top condition) • Describe the benefits of personal fitness: <ol style="list-style-type: none"> 1. to have good physical health 2. to get good grades in school 3. to have fun and play for long periods of time with one’s friends • Compare how different exercises help different muscles • Define aerobic exercises as exercises that use a lot of oxygen and raise the heart beat which makes the heart muscle strong; (swimming, running, rope jumping, etc.) • Give examples of exercises which develop muscle strength to lift, pull, push, kick and throw; (climbing a rope, pull ups, push ups, curl-ups, biking, etc) • Describe exercises that give muscles endurance to be used for a long time; (walk, run, skate, etc., for a long distance) • List exercises that increase flexibility so the body can bend and move easily (joint flexibility is developed by stretching different muscle groups) • Describe a personal fitness plan to include heart fitness three to five days a week for at least 30 minutes, to work on muscle strength and endurance two to four times a week; and to work on flexibility during every exercise session 	<p>4.1.1 The student will be able to identify and access a variety of sources of information designed to improve personal and family health. SOL 4.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List useful print and media/audiovisual materials designed to improve health • Locate community, state and national health care agencies that work to improve dental, mental, emergency, occupational, etc., health for one’s self and their family • Search for useful health care Web sites • Listen to news reports on radio, television, etc., to become more knowledgeable about local health resources and health promotional events <p>4.1.2 The student will be able to discriminate between accurate and inaccurate health information using methods for detecting reliable and factual information sources. SOL 4.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Discriminate between accurate and inaccurate health information <ol style="list-style-type: none"> 1. Find reputable supporting agencies which endorse the Internet site; 2. Identify whether there are supporting authors or studies; 3. Determine who has written the information and where the information can be checked; 4. Establish the aims of the site are clear; 5. Determine when the site was 	<p>5.1.1 The student will identify the benefits of regular exercise and recreational pursuits. SOL 5.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List examples of exercise and recreational activities • Explain regular exercise (exercising for 30 minutes three to five times a week) • Determine the mental and social benefits of regular physical activity (improves one’s mood, reduces stress, and is a good way to spend time with family and friends) • Explain the physical benefits of regular physical activity (improves muscle strength, bone density, flexibility, energy levels, resistance to colds, reduces risk of heart disease, diabetes, cancer, and blood pressure problems) <p>5.1.2 The student will utilize effective decision-making strategies to validate health information. SOL 5.4</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Evaluate health information sources to determine whether it has reliable content, is accurate, and provides current information • Define health fraud, quackery and false advertising • Explain how corporations use gimmicks and other methods of persuasion to sell products

GRADE 3	GRADE 4	GRADE 5
<p>3.1.2 The student will understand the process of goal setting and how it promotes personal health. SOL 3.2a GUID</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a goal (something one works toward) • Identify why one needs to set goals (to know what one wants, so one can judge progress, and to keep working on becoming a better person) • Define personal health (taking care of one's physical, mental, emotional, family and social health) • Identify physical health goals (exercise, eat well, get enough sleep, keep one's body clean, etc.) • Identify mental and emotional health goals (have self respect, a healthy body, make responsible decisions, have a good attitude, etc.) • Identify family and social health goals (relate well with others, respect others, treat others the way one wants to be treated, have good character, share feelings, follow family rules, etc.) <p>3.1.3 The student will explore the use of a variety of print (newspapers, billboard, and magazine advertisements), audiovisual (video, DVD, etc.) and electronic media (Internet) to access health information. SOL 3.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify Web sites on food product labels • Locate newspaper, magazines, books, audiovisual and electronic media that provides access to health education information (work with one's school's media specialist) 	<p>produced;</p> <ol style="list-style-type: none"> 6. Screen the information for bias or opinion; and 7. Identify whether the site provides other choices available <ul style="list-style-type: none"> • Define quackery (health fraud or quackery is defined in The American Heritage Dictionary as "one who pretends to have medical knowledge" or the FDA defines health fraud as "articles of unproven effectiveness that are promoted to improve health, well being or appearance") • Identify warning signs of inaccurate health information (<i>Tip offs to Rip Offs</i> -- Nov-Dec. 99, Kurtzweil, U.S. Food and Drug Administration). Use caution if: <ol style="list-style-type: none"> 1. one product does it all, 2. has personal testimonials, 3. promises quick fixes, 4. claims to be a newfound cure; and satisfaction is guaranteed. 	<p>5.1.3 The student will acquire problem-solving skills to critically evaluate and interpret advertisements and promotions designed to influence consumer's health products and service decisions. SOL 5.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe effective tools for evaluating health products and services • Explain how effective decision-making and improved consumer education affect the buyer

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Safety/First Aid

- Goal:** 1. The student will gain basic skills and knowledge required for preventing injuries.
 2. The student will be able to apply their knowledge and skills for basic life emergencies and life support.

GRADE 3	GRADE 4	GRADE 5
<p>3.2.1 The student will be able to recognize safe and unsafe behaviors. SOL 3.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Discuss the steps for making decisions • Identify one’s options • Evaluate each choice • Determine the best choice • Identify the benefits of the choices one has selected • Describe safe behaviors (wearing a seatbelt, not playing with matches, wearing a helmet, not talking to strangers, etc.) • Identify unsafe behaviors and how they can harm one’s health 	<p>4.2.1 The student will understand the importance of seeking assistance from an adult in an unsafe or uncomfortable situation. SOL 4.7b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a trusted adult (someone a person trusts) • Describe assistance (getting help) • Identify unsafe/uncomfortable situations (feeling fear) • Identify trusted adults: <ol style="list-style-type: none"> 1. in school; 2. at home; and 3. in public places. • Identify potential unsafe or uncomfortable situations and what to do 	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Community and Environmental Health

- Goals:**
1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.
 2. The student will be able to identify community resources available for maintaining a healthy environment.

GRADE 3	GRADE 4	GRADE 5
<p>3.3.1 The student will be able to locate and access health services and agencies to obtain health information. SOL 3.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe where to locate phone numbers for ambulance services, police departments and animal control agencies • Identify health agencies that are responsible for water quality, transportation safety, drug treatment, hospital care, childcare standards, etc. <p>3.3.2 The student will understand dietary customs and practices that may impact community health decisions. SOL 3.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define customs (a practice followed by people of a particular group from different geographic origins, races and ethnicities) • Define diet (the foods that are usually eaten) • List cultural customs/traditions which affect: <ol style="list-style-type: none"> 1. Dietary practices. (vegetarian, fasting, etc.) 2. Social practices. (women cannot participate in sports; women cannot participate in activities with men, different dress, etc.) 3. Participation in physical or recreational activities. (prohibit participation in dance, contact sports, motorized sports, etc. In addition, some religious customs include fasting, which could limit participation in physical activities.) 	<p>4.3.1 The student will understand the benefits of taking personal responsibility for exhibiting health practices within the school and community setting. SOL 4.6a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define community (the group to which one belongs) • Describe responsibility (a job or a duty) • Identify how to model good health practices within the school and community setting <p>4.3.2 The student will understand the benefits of volunteering within the school and community setting. SOL 4.6b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define volunteer (someone who helps without expecting a reward) • Analyze the benefits of volunteering to help solve community health problems 	<p>5.3.1 The student will explain the benefits of working together to support environmental issues. SOL 5.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define collaborative (working together) • Identify community workers who help protect the environment (park rangers, fire and rescue, trash collectors) <p>5.3.2 The student will examine community health issues. SOL 5.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List some health issues (something that will effect the health of the individual or community) • List types of pollutants • Explain how pollution affects health (environmental pollution damages people's health and harms animals and plants). <p>5.3.3 The student will explain the benefits of volunteering. SOL 5.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define volunteerism (someone who offers a service without being paid) • Identify community needs and volunteer to work on them • Explain how volunteering contributes to the health of individuals and the community

GRADE 3	GRADE 4	GRADE 5
<p>4. Health care. (different cultures and religions have diverse health care beliefs and practices—e.g., western medicine, herbalist, acupuncture, medicine men, etc.)</p> <p>3.3.3 The student will understand recreational activities that may impact community health decisions. SOL 3.5b</p> <p>Essential Knowledge and Skills:</p> <ul style="list-style-type: none"> Describe recreation (leisure activities) <p>3.3.4 The student will understand celebrations and traditions that may impact community health decisions. SOL 3.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe traditions (time-honored practices) Explain celebrations (special occasions) 		<p>5.3.4 The student will explain customs and traditions. SOL 5.5d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify different health customs and traditions in the community <p>5.3.5 The student will explain how people can work cooperatively to promote community health and wellness. SOL 5.5e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify people in the community who promote health and wellness (doctors, nurses, dentist, health teacher, physical education teacher, optometrist, emergency medical technicians, rescue squad personnel, mental health professionals, state and local health departments) <p>5.3.6 The student will explain the development of community health projects. SOL 5.5f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe health projects that promote community health and wellness

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Body Systems

Goal: The student will identify structure, function and major body systems in order to maintain an optimal level of health.

GRADE 3	GRADE 4	GRADE 5
	<p>4.4.1 The student will understand how nutrients are essential for proper brain functioning. SOL 4.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the function of the brain (nerves send and receive messages to and from all parts of the body and the brain stores what one learns) • Describe the function of the left side of the brain (is the memory side of the brain and is used when one reads, spells and does math) • Describe the function of right side of the brain (is used when one draws, sings, writes stories or shows feelings) • Identify nutrients that help the brain function well: <ol style="list-style-type: none"> 1. proteins; (good source of energy that lasts a long time—this is why proteins are needed for breakfast to think clearly at school) 2. carbohydrates; (starches and sugars—starches, such as bread, rice, pasta, and cereal, provide energy for a long time and should be included in one’s breakfast; while sugars provide quick energy that does not last a long time) 3. fats; (fats help make brain cells and other tissues and store vitamins) 4. water; (needed by every cell in the body—the brain will not work well without enough water—if one becomes dehydrated, one may become dizzy and weak) 5. minerals; (they help with chemical processes in the cells and are 	<p>5.4.1 The student will understand the effects of diet, exercise, and drug use on cardiovascular health. SOL 5.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the parts of the cardiovascular system (heart and blood vessels) • Define cardiovascular fitness (a strong heart muscle, and healthy blood vessels) • Explain personal health habits that positively affect the cardiovascular system (exercising, eating a low fat diet with lots of fruits, vegetables, and whole grains, not smoking, managing stress, maintaining a healthful weight, getting regular check ups, etc.) • Describe personal health habits that negatively affect the cardiovascular system (alcohol, smoking, fatty foods, overweight, etc.) • Define heart disease (a disease of the heart or blood vessels) • Explain blood pressure (the force of blood against artery walls) • Describe a heart attack (a sudden lack of oxygen to the heart which causes death to the cells that make up the heart muscle)

GRADE 3	GRADE 4	GRADE 5
	needed for muscles and nerves to work) and vitamins. (they help the body use carbohydrates, proteins and fats--vitamin B is needed for nerve cells and memory to work well)	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Disease Prevention

- Goal:** 1. The student will understand the importance of proper health care and disease prevention.
 2. The student will understand how diseases are spread.

GRADE 3	GRADE 4	GRADE 5
<p>3.5.1 The student will develop strategies for solving health-related problems. SOL 3.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a health problem (one’s body does not work well) • Identify types of health problems (obesity, diabetes, heart disease, asthma, a cold, a broken bone, the flu, etc.) • Describe the three “C’s of effective decision making (clarify, consider and choose) • Determine strategies to solve or prevent health problems (exercise, eat well, get plenty of rest, wash one’s hands, etc.) <p>3.5.2 The student will identify ways in which health care has improved as a result of advances in science and technology. SOL 3.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify dental health care improvements we now have that were not available 100 years ago • Give examples of new technologies that provide safer, quicker and more efficient health care (ultra sound images instead of x-rays, laser surgery instead of glasses, etc.) 	<p>4.5.1 The student will understand how the body has defenses that protect against diseases and germs. SOL 4.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a pathogen (a germ that causes diseases) • Define an antibody (a substance in the blood that helps fight pathogens) • Define immunity (protected from a certain disease) • Define a vaccine (a medicine that has dead or weak pathogens in it) • Identify how the body fights diseases [unbroken skin, cilia (tiny hairs in air passages), mucus (moist coating that lines the nose and throat), tears, stomach acids, white blood cells, and antibodies] • Describe how good health affects the immune system (The healthier the body, the better the immune system will function.) <p>4.5.2 The student will understand what viruses, bacteria and fungi are and how to prevent the spread of these germs. SOL 4.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a pathogen (a germ that causes diseases—there are five different types of pathogens) • List the three most common types of pathogens: <ol style="list-style-type: none"> 1. bacteria; (a one-celled living thing) 2. virus; (a pathogen that makes copies of itself) and 	<p>5.5.1 The student will understand the connection between a healthy lifestyle and disease prevention. SOL 5.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define healthy lifestyle (choosing healthy, safe behaviors that improve mental and physical health) • Determine how regular physical activity, proper diet, proper amounts of sleep, reducing stress and abstaining from the use of alcohol and other drugs affect the body’s ability to prevent diseases • List types of chronic diseases that can be prevented or delayed as a result of a healthy lifestyle (heart, lung, diabetes, liver, etc.)

GRADE 3	GRADE 4	GRADE 5
	<p>3. fungus. (a plant-like living thing)</p> <ul style="list-style-type: none"> • Describe how the spread of these germs can be prevented: <ol style="list-style-type: none"> 1. stay away from someone who has an illness that can be spread; 2. do not touch anything that person has touched; 3. wash the hands thoroughly with soap and water; 4. cover sneezes or coughs; and 5. keep the hands away from the eyes, nose, and mouth. <p>4.5.3 The student will understand the difference between diseases which can be spread by contact (communicable) and those that cannot (non-communicable). SOL 4.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define communicable disease (a disease caused by pathogens that can be spread—cold, flu, strep throat, etc.) • Define non-communicable diseases (a disease that can not be spread from one person to another person--heart disease, cancer, diabetes, etc.) • Identify the primary causes of non-communicable diseases (genetics, diet, etc.) <p>4.5.4 The student will understand that the earlier a disease or health problem is detected, the faster the body can recover. SOL 4.4d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe early detection of health problems (identifying symptoms or changes in one’s behavior or a body function) • Identify how to detect health problems early: 	

GRADE 3	GRADE 4	GRADE 5
	<ol style="list-style-type: none"> 1. get regular medical checkups to monitor growth and development, blood pressure, cholesterol, heart and lung function, etc; 2. tell parents or guardians if shortness of breath, no appetite, any pain, dizziness, swelling of joints, blood in the urine, etc. occurs <ul style="list-style-type: none"> • Identify the stages of a disease: <ol style="list-style-type: none"> 1. incubation period, (time between when a pathogen/germ enters the body until symptoms of the disease occur) 2. acute period, (time when the symptoms of the disease are the greatest) and 3. recovery period, (time in which the visible symptoms of the disease begin to go away—one can relapse back to the acute period if one does not rest and drink plenty of fluids) • Identify why early detection is important (the earlier the disease is identified the easier it is to treat) <p>4.5.5 The student will understand how regular physical activity helps to prevent illness. SOL 4.4e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Makes the heart and muscles strong • Helps one manage weight • Increases bone density and the proper release of growth hormones • Helps one relax and sleep better • Gives one something fun to do with family and friends • Produces feelings of well-being by regulating brain hormones (endorphins, adrenaline, etc.) that reduce anxiety and stress • Helps to improve heart-lung efficiency and blood flow to the brain which improves concentration, memory, etc., so one is 	

GRADE 3	GRADE 4	GRADE 5
	<p>more likely to get good grades</p> <ul style="list-style-type: none">• Helps to coordinate the right and left sides of the brain which is essential to learning how to read, do math, etc.• Helps to prevent heart disease, cancer and diabetes• Helps the body fight off pathogens (germs)	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Nutrition

Goal: The student will understand the importance of food choices on overall health.

GRADE 3	GRADE 4	GRADE 5
<p>3.6.1 The student will understand how making good food choices based on nutritional content will positively impact growth and development. SOL 3.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Exhibit positive health habits that influence personal growth and development • Define nutrients (materials in food that are used by the body) • Define vitamins (nutrients that help the body use proteins, carbohydrates and fats) • Define minerals (nutrients that help with the body’s chemical processes and are needed for muscles and nerves to work – important minerals are calcium, phosphorus and iron) • Identify the importance of water (a nutrient needed by all body fluids and cells, and used for body processes such as digestion) • Define proteins (nutrients needed to build, grow and repair body cells) • Describe foods that we need for proper nutrition (use the food guide pyramid) and • Identify how to make wise food choices (by understanding the food guide pyramid and checking the ingredients and nutritional information on the food labels) 	<p>4.6.1 The student will understand how nutrients are essential for proper brain functioning. SOL 4.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify nutrients that help the brain function well: <ol style="list-style-type: none"> 1. Proteins (good source of energy that lasts a long time—this is why one needs proteins for breakfast to think clearly at school); 2. Carbohydrates (starches and sugars—starches, such as bread, rice, pasta, and cereal, provide energy for a long time and should be included in breakfast; while sugars provide quick energy that does not last a long time); 3. Fats (fats help make brain cells and other tissues and store vitamins) ; 4. Water (needed by every cell in the body--the brain will not work well without enough water—if one becomes dehydrated, dizziness and weakness may result); 5. Minerals (they help with chemical processes in the cells and are needed for muscles and nerves to work); and 6. Vitamins (they help the body use carbohydrates, proteins and fats--vitamin B is needed for nerve cells and memory to work well). <p>4.6.2 The student will identify how following the food guide pyramid will enhance personal health and academic achievement. SOL 4.1b</p>	

GRADE 3	GRADE 4	GRADE 5
	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the food guide pyramid (the base of the pyramid includes foods from grains; the second tier includes fruits and vegetables; the third tier is made up of the dairy group; the fourth tier is the meat, poultry, fish, dry beans, eggs and nut group; and the tip of the pyramid represents fats, oils and sweets) • Identify how many servings one needs from each food group a day to help one stay healthy and do well in school: <ol style="list-style-type: none"> 1. bread, cereal, rice and pasta group—6-11 servings; 2. vegetable group—3-5 servings; 3. fruit group—2-4 serving; 4. milk, yogurt, and cheese group—2-3 servings; 5. meat, poultry, fish, dry beans, eggs and nuts group—2-3 servings; 6. fat, oils and sweets are not considered a food group—consume in small amounts; <p>4.6.3 The student will understand and describe malnutrition and its effect on the mind and body. SOL 4.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define malnutrition (the body does not get the nutrients it needs to grow and for the body systems to function properly) • Describe the effects of malnutrition on the mind and body: <ol style="list-style-type: none"> 1. vitamin deficiencies—unhealthy skin, teeth and bones, difficulty concentrating, irritability, depression and digestive problems 2. protein deficiencies—affects skin color, growth and mental ability 3. mineral deficiency—most common is iron deficiency which causes fatigue and 	

GRADE 3	GRADE 4	GRADE 5
	<p data-bbox="856 115 1188 207">illness; calcium and magnesium deficiency—weakens bones and teeth</p> <p data-bbox="751 240 1293 332">4.6.4 The student will understand how proper nutrition is essential for growth and development. SOL 4.1d</p> <p data-bbox="751 365 1192 397">Essential Knowledge and Skills</p> <ul data-bbox="762 402 1276 462" style="list-style-type: none"> • Develop and adopt personal goals to achieve healthy eating <p data-bbox="751 495 1335 620">4.6.5 The student will understand how fats, carbohydrates and proteins are all sources of energy for the body and affect physical performance. SOL 4.1e</p> <p data-bbox="751 652 1192 685">Essential Knowledge and Skills</p> <ul data-bbox="762 690 1350 1166" style="list-style-type: none"> • Identify foods that are high in fats (meat, dairy products, oil and margarine) • Identify foods that are high in carbohydrates (starches—bread, pasta, potatoes and beans; sugars are found in fruits and sweets) • Identify foods that are high in proteins (meat, fish, eggs, milk, yogurt, cheese and beans) • Explain why carbohydrates and fats are so important for physical activity/performance • Determine why energy is important for physical activity/performance (one needs good food to fuel quick bursts of power, speed, strength and endurance) 	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Drug Abuse and Prevention

- Goal:**
1. The student will understand the positive and negative effects of drug and alcohol use.
 2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 3	GRADE 4	GRADE 5
<p>3.7.1 The student will understand the consequences of taking medicines improperly. SOL 3.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define medicines (prescription--antibiotic, or over-the-counter drugs--aspirin) • Identify the difference between prescription and over-the-counter drugs (prescription drugs are medicines that a doctor must prescribe, while over-the-counter drugs are medicines one can buy without a doctor's prescription) • Describe medicine misuse (unsafe use of a medicine that is not done on purpose) • Describe medicine abuse (taking too much medicine on purpose) • List examples of improper use of over-the-counter and prescription medicines: <ol style="list-style-type: none"> 1. taking too much medicine; 2. taking someone else's medicine; 3. letting someone else take one's medicine; 4. taking medicine from someone other than one's parents or another responsible adult; and 5. taking medicine without parental' permission. • Describe the consequences of improper use of medicines (get sick, have to go to the hospital, develop a drug dependence or addiction, damage the brain or other body systems or death) <p>3.7.2 The student will identify the use of refusal skills to counter negative influences. SOL 3.3b</p>	<p>4.7.1 The student will describe the impact which drug and alcohol use has on individuals, families and communities. SOL 4.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe how drug use affects someone physically, mentally, socially and emotionally (harms the mental and physical health, changes the way one thinks and feels--one may get bad grades, go to jail, feel frightened, confused or angry, etc.) • Identify how drug use effects family relationships and may cause a financial burden on the family (violates family trust, causes financial strain, drug user may steal from other family members, etc.) • Determine the affect drug use has on the community (increases crime, gangs, drunk driving crashes, negatively impacts the economy, etc.) <p>4.7.2 The student will understand the long-term physical, financial, mental/emotional and social consequences of drug use. SOL 4.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the long-term physical consequences of alcohol and drug use (mental and physical diseases, dependence or addiction, etc.) • Describe the long-term financial consequences of alcohol and drug use (loss of job, house, etc.) 	<p>5.7.1 The student will explain the effects of tobacco, alcohol, inhalants, and other drugs have on the integrated functioning of the body systems. SOL 5.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define body systems (a group of organs that work together to perform a function) • Explain how tobacco, marijuana, inhalants effect the integrated functioning of body systems (effects all systems—has a primary effect on the respiratory, circulatory systems, nervous and muscular systems—polluted air enters the respiratory system travels to the blood, and then the nicotine and THC or another toxic chemical is taken to the brain) • Explain how alcohol and other depressant drugs effect the integrated functioning of body systems (enters the digestive system—moves into the circulatory system (BAC), is taken to the brain where it depresses brain function which affects the nervous and muscular systems) • Describe how stimulants affect the integrated functioning of body systems (speeds up all body functions--major effect on the digestive, respiratory, circulatory and nervous systems--faster heart rate, get jittery, cannot sleep, eat, etc.) <p>5.7.2 The student will understand the effects alcohol, inhalants, and other drugs have on academic performance. SOL 5.3b</p>

GRADE 3	GRADE 4	GRADE 5
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define refusal skills (ways of saying NO to behavior that is wrong) Identify why it is important not to use drugs, alcohol, and tobacco products (they can harm one's health) Describe ways to say NO to drugs: <ol style="list-style-type: none"> Say NO in a firm voice; Give reasons why one is saying NO; Stay away from people who use drugs; Tell parents or a trusted adult if someone tries to give you drugs; and help friends say NO to things that may hurt them. <p>3.7.3 The student will understand the dangers of using common household items as inhalants. SOL 3.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define an inhalant (a chemical that is breathed in) Describe how inhalants harm one's health: <ol style="list-style-type: none"> Kill brain cells; Hurts memory and one cannot learn things so grades and future will suffer; Harm the heart, lungs, and nervous system; One may lose control of the muscles or have trouble breathing; One may have nose bleeds, sores around the mouth or severe headaches; One may see things that are not real; One may lose interest in friends, school, sports, and family relationships; and one may find that some brain and lung damage that inhalants cause cannot be undone. <p>3.7.4 The student will understand how using illegal drugs may negatively affect behavior and relationships with others. SOL 3.3e</p>	<ul style="list-style-type: none"> Identify the long-term mental/emotional consequences of alcohol and drug use (memory problems, loss of self respect, confused, etc.) and Describe the long-term social consequences of alcohol and drug use (loss of relationships, trust, breakdown of safe community, etc.) <p>4.7.3 The student will understand the connection between drug use and violence. SOL 4.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify why people under the influence of drugs are more prone to violence (drugs affect the decision-making process, the ability to reason and the ability to know right from wrong.) Describe why people under the influence of drugs are more prone to theft (drug users need a lot of money to support their habit, and are often unable to keep a job) Define a gang (a group of people who are involved in dangerous or illegal actions—they are often involved in drug trafficking and use illegal weapons when they get in fights) <p>4.7.4 The student will understand the Commonwealth of Virginia laws regarding alcohol and tobacco use for minors. SOL 4.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Research Virginia laws regarding alcohol and tobacco use for minors (must be 18 to purchase tobacco: Virginia has a Zero Tolerance Law that makes driving under the influence of any amount of alcohol or drugs a serious criminal offense for drivers under the age of 21) 	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Explain how drugs effect academic performance (effects brain function, desire for success and attendance in school) Describe how drinking alcohol may affect academic performance (harms judgment, memory, and muscle coordination, can cause depression, harm friendships, loss of ambition, increased absenteeism, etc.) Explain how inhalants may affect academic performance (kills brain cells, impairs memory, causes emotional swings, causes depression, etc.) Describe how abusing stimulants may affect academic performance (causes headaches, feel cranky, sad, paranoid, may hallucinate, etc.) Explain how abusing depressants may affect academic performance (may get sleepy, have trouble speaking, weak pulse, low blood pressure, trouble breathing, slowed reaction time, cannot think clearly, feel mixed up, etc.) <p>5.7.3 The student will describe the impact that drug and alcohol use have on family, friends and other relationships. SOL 5.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe the impact of drug and alcohol use: <ol style="list-style-type: none"> Lose interest in friends; Lose interest in sports and other group activities; Lose one's parent's or guardians' trust; Lose trust in others; Lose friends who choose not to do drugs; Lose one's good reputation; and snap angrily at others.

GRADE 3	GRADE 4	GRADE 5
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify negative effects of illegal drugs: <ol style="list-style-type: none"> 1. Become disinterested in doing well in school; 2. Withdraw from friends; 3. Engage in criminal or violent behaviors; 4. Cannot remember things; 5. Do not give attention to detail and do sloppy work; 6. Feel sad and mixed up; 7. Experience changes in personality that damage relationships; 8. Experience changes in interests; 9. Are not as productive as they used to be; 10. See things that are not real; 11. Feel guilty for doing something wrong; and become depressed and isolate themselves from others. <p>3.7.5 The student will identify the effects of tobacco, alcohol and other drugs on the body systems. SOL 3.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define body systems (a group of organs that work together to do a job—the respiratory system takes in oxygen to keep cells alive; the circulatory system moves oxygen and nutrients to different parts of the body, etc) • Identify how tobacco, marijuana, and inhalants effect the body systems (effects all systems—has a significant effect on the respiratory, circulatory, nervous and muscular systems) • Describe how alcohol and other depressants effect the integrated functioning of body systems (enters the digestive system, moves into the circulatory system, and is taken to the brain where it depresses brain function-- this affects the nervous, muscular and the rest of the body systems) • Identify how stimulants affect the integrated functioning of body systems (speeds up all 	<ul style="list-style-type: none"> • Identify the consequences for violating tobacco laws (may be fined up to \$2,500 for purchasing, possessing or attempting to purchase alcoholic beverages, may face up to 12 months in jail, may be required to provide 50 hours of community service, or may have to wait an extra year before being eligible for a driver's license.) 	

GRADE 3	GRADE 4	GRADE 5
body systems, especially the nervous system, to the point that the body systems are unable to function together properly)		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 3 – 5

Strand: Mental Health

- Goals:**
1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.
 2. The student will understand the knowledge and skills to develop and maintain a positive self-image.
 3. The student will understand how to build and maintain a healthy relationship.

GRADE 3	GRADE 4	GRADE 5
<p>3.8.1 The student will understand the benefits of resolving conflicts peacefully. SOL 3.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a conflict (a disagreement) • Describe the wrong way to settle a conflict (a physical or verbal fight) • Identify the right way to settle a conflict: <ol style="list-style-type: none"> 1. use self-control—do not fight; 2. agree to listen to each other and talk things out; 3. try to agree to a solution and then try it; 4. walk away if the other person still wants to fight; and 5. ask an adult for help <p>3.8.2 The student will understand how positive interactions with family, peers, and others contribute to positive social and emotional growth and development. SOL 3.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe characteristics of positive family interactions • Define peers • Describe positive ways to communicate with family and friends (verbal and non-verbal) • Identify why it is important to be a member of a family or group 	<p>4.8.1 The student will be able to use refusal skills when involved in difficult relationships. SOL 4.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe refusal skills: <ol style="list-style-type: none"> 1. say NO in a firm voice; 2. give reasons for saying NO; 3. match one’s actions with one’s words; 4. avoid situations in which someone might try to talk one into making a bad decision; 5. stay away from people who make bad decisions; 6. tell an adult if one is being pressured into a bad decision; 7. help others make responsible decisions <p>4.8.2 The student will identify bullying tactics, characteristics of aggressive behavior and ways to cope with difficult relationships. SOL 4.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain the characteristics of a bully (someone who hurts or frightens others--a bully will usually pick on someone who is weaker, smaller or alone.) • Describe aggressive, bullying behavior (is usually loud, “in your face”, using bad language, pointing fingers, etc.) • Demonstrate what one should do if bullying behavior is observed (encourage the victim to tell a trusted adult and to stay away from the bully) 	<p>5.8.1 The student will recognize the warning signs of stress and effectively manage stressful situations. SOL 5.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define stress (the reaction to any demand on one’s mind or body) • Explain how the body reacts to stress (the body produces adrenaline which is a chemical that prepares the body for quick action—heart beats faster, breathe faster, blood flow to the muscles increases, more sugar goes into the blood, the muscles tense, the palms may get moist) • Describe the dangers of stress (stress that lasts a long time may cause headaches, stomachaches, fatigue, lessen resistance to disease, etc.) • List healthy strategies for managing stress: <ol style="list-style-type: none"> 1. exercise lessens muscle tension, helps one sleep well, and uses up the extra sugar in the bloodstream; 2. talk to one’s parents; 3. plan one’s day; 4. do something enjoyable with a friend or play with a pet; and 5. get plenty of sleep and eat healthful foods. <p>5.8.2 The student will understand the concept of self-image and how a positive self-image affects health. SOL 5.2f</p>

GRADE 3	GRADE 4	GRADE 5
	<p>4.8.3 The student will demonstrate coping skills needed to manage stressful situations. SOL 4.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify stressful situations; (stress is a major part of life and negative stress includes change, test anxiety, troubles with friends, missing the bus, death of a pet, etc.) • Recognize and explain the body’s response to stress • Stress response is called the “fight or flight” response because the body prepares to fight or flee the stressor <ul style="list-style-type: none"> 1. The hormone adrenaline is released into the blood which increases the level of sugar in the blood to give the body extra energy 2. More blood is directed to the muscles and brain 3. The heart beats faster 4. The muscles tighten up so one is ready for action 5. One becomes more alert. • explain why coping skills are necessary describe how to develop coping strategies • Stay healthy—eat nutritional foods and get plenty of sleep • Breathe deeply and think of peaceful situations/places • Think positively • Laugh at the stressful situation • Become/stay physically active and • Talk about the situation with a trusted adult <p>4.8.4 The student will recognize abusive behaviors and relationships. SOL 4.2d</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define self-image (how one regards one’s self and the mental picture of how one believes they appear to others) • Describe what is involved in creating a self- image (developed by how one assesses physical appearance, body shape, academic accomplishments, athletic achievements, social skills, value system, relationships, etc.) • Explain why a positive self-image is important (sets the stage for our actions and behaviors. People who have a positive self-image are more likely to be positive in all aspects of life, including healthy behaviors.)

GRADE 3	GRADE 4	GRADE 5
	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define abuse (physical, emotional or mental mistreatment of another person and it is always harmful) • Explain why abuse happens (a person does not know how to handle a problem in a healthful way) • Recognize harmful relationships (relationship that harms self-respect and include harmful behaviors and abuse) • Identify abusive behaviors and relationships • Physical abuse (results in physical injury to the person--such as bruises, scratches, or broken bones) • Emotional abuse (use of words or gestures to make another person feel worthless--such as insults, repeated threats, constant teasing, harsh criticism, etc.) and • Neglect (failure to provide proper care, guidance, food, shelter, health care, and emotional support) • Name people they can turn to for help (trusted adult, counselor, teacher, school nurse, school resource officer, religious clergy, etc.) <p>4.8.5 The student will understand the importance of practicing self-control. SOL 4.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define self-control (stopping before one does something one should not do—such as fighting, yelling, etc.) • Explain the importance of self-control • Keeps one from doing things he/she might regret (do not yell or shove someone if they do something displeasing) • Keeps one from doing too much of something (eating the whole bag of chips, 	

GRADE 3	GRADE 4	GRADE 5
	<p>watching television all night, etc.)</p> <ul style="list-style-type: none"> • Helps individuals manage their emotions (allows one to stop and think before one blows up at someone) • Define and explain anger (feeling mad or upset—everyone gets angry at times and it is OK to be angry—however, it is not OK if one is angry and harms someone, destroys property, etc.) • Demonstrate how to can control angry feelings: <ol style="list-style-type: none"> 1. Take time out and do not respond right away; (count to 10 slowly, walk away from the situation, etc.) and 2. Take a deep breath and accept a situation one cannot change. (if something bad happens and one could not have kept it from happening—accept it and try not to feel angry) <p>4.8.6 The student will identify obstacles to good communication and solutions to ineffective communication. SOL 4.7a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define communication (exchanging or sharing feelings, thoughts, or information) • Describe an obstacle (not being polite, not being constructive, being negative, etc.) • Identify potential obstacles to good communication • Describe good communication skills for healthy relationships with peers and family: <ol style="list-style-type: none"> 1. listening without interrupting 2. taking turns talking 3. accepting constructive criticism (the ability to give as well as accept constructive criticism) and using “I” statements. 	

HEALTH EDUCATION: GRADES 6 – 8 SCOPE AND SEQUENCE

Grade	Personal Health	Safety/First Aid	Community and Environmental Health	Body Systems
6	<ul style="list-style-type: none"> • 6.1.1 Environmental influences on personal health • 6.1.2 Personal responsibility • 6.1.3 Interpret personal and family wellness 	<ul style="list-style-type: none"> • 6.2.1 Risky behaviors • 6.2.2 Importance of safety and first aid • 6.2.3 Procedures of first aid • 6.2.4 Use of safety equipment • 6.2.5 Vehicular and public safety practices 	<ul style="list-style-type: none"> • 6.3.1 Self image and behaviors with gangs • 6.3.2 Resistance skills • 6.3.3 Volunteering • 6.3.4 Being a positive role model • 6.3.5 Persuasive tactics that influence consumes of personal and family health products used by the media 	<ul style="list-style-type: none"> • 6.4.1 Maintaining healthy body systems
7	<ul style="list-style-type: none"> • 7.1.1 Recreational and leisure activities • 7.1.2 Benefits of physical activities • 7.1.3 Appropriate health practices • 7.1.4 Expressing opinions on health issues 	<ul style="list-style-type: none"> • 7.2.1 Effects of risky behaviors 	<ul style="list-style-type: none"> • 7.3.1 Alternatives to violence • 7.3.2 Persuasive advertising techniques • 7.3.3 Reliability of health information • 7.3.4 Health customs around the world • 7.3.5 Social and environmental factors • 7.3.6 Community health programs funding • 7.3.7 Community supports • 7.3.8 Community service 	
8	<ul style="list-style-type: none"> • 8.1.1 Short and long term health and fitness goals • 8.1.2 Consequences of sedentary life 	<ul style="list-style-type: none"> • 8.2.1 Health risks for feelings of immortality • 8.2.2 Health risks of dangerous situations 	<ul style="list-style-type: none"> • 8.3.1 Risks of gang activities • 8.3.2 Review health ads • 8.3.3 Influence of media sources • 8.3.4 Consumer rights and issues • 8.3.5 Methods to reduce health risks • 8.3.6 Health risks associated with peer pressure • 8.3.7 Healthy environment practices • 8.3.8 Community service opportunities • 8.3.9 Leadership skills through community projects 	

HEALTH EDUCATION: GRADES 6 – 8 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
6	<ul style="list-style-type: none"> • 6.5.1 Disease prevention-communicable and non-communicable • 6.5.2 Diseases affect function of body 	<ul style="list-style-type: none"> • 6.6.1 Healthy food choices • 6.6.2 Body image and weight management 	<ul style="list-style-type: none"> • 6.7.1 Refusal strategies • 6.7.2 Effects of drugs on body functions • 6.7.3 Recognize contraindications for prescription and OTC drugs 	<ul style="list-style-type: none"> • 6.8.1 Effects of stress • 6.8.2 Respect of individuality • 6.8.3 Peer pressure • 6.8.4 Positive self- image • 6.8.5 Violent behaviors • 6.8.6 Importance of friends and adult mentors • 6.8.7 Understand positive and negative criticism
7		<ul style="list-style-type: none"> • 7.6.1 Dietary habits and affects on daily performance 	<ul style="list-style-type: none"> • 7.7.1 Strategies for avoiding drug use 	<ul style="list-style-type: none"> • 7.8.1 Effectively managing stress • 7.8.2 Coping with disappointment • 7.8.3 Factors effecting success in school • 7.8.4 Relationship between sleep and physical and mental performance • 7.8.5 Effects of difficult family situations • 7.8.6 Meaningful interpersonal relationships
8	<ul style="list-style-type: none"> • 8.5.1 Factors which influence the contracting of diseases • 8.5.2 Preventative health care measures and disease prevention • 8.5.3 Risk factors with communicable and non-communicable diseases 	<ul style="list-style-type: none"> • 8.6.1 Eating disorders 	<ul style="list-style-type: none"> • 8.7.1 Complications associated with alcohol and tobacco abuse 	<ul style="list-style-type: none"> • 8.8.1 Treatment for emotional and mental health illnesses • 8.8.2 Consequences of sedentary lifestyle on mental health • 8.8.3 Positive relationships promote wellness • 8.8.4 Physical health on mental capabilities • 8.8.5 Resistance problem-solving and decision making skills

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Personal Health

Goal: The student will be able to comprehend and apply concepts related to personal health.

GRADE 6	GRADE 7	GRADE 8
<p>6.1.1 The student will understand the effects environmental influences have on personal health. SOL 6.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define environmental influences (the physical, social and cultural conditions affecting the individual’s growth and development) • Identify physical environmental influences (shelter, water, air, land, pollution, food, etc.) • Identify social environmental influences (family, peers, schoolmates, etc.) • Identify cultural environmental influences (traditions, norms, expectations, etc.) • Determine how air, water and noise pollution affects personal health • Describe how family and peers affect personal health • Describe how social norms and cultures affect personal health <p>6.1.2 The student will understand the importance of accepting personal responsibility for their actions. SOL 6.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define responsibility • List individual responsibilities • Discuss examples of situations in which assuming responsibility may be avoided • Define and explain responsible behaviors • Determine importance of accepting responsibility: <ol style="list-style-type: none"> 1. Reinforces respect for self and others 2. Increases accountability 	<p>7.1.1 The student will understand the importance of recreational and leisure activities. SOL 7.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define and give examples of recreational or leisure activities. (play, amusement, and relaxation—activity that provides a positive outlet for physical energy) <p>7.1.2 The student will identify the benefits of regular physical activity and fitness. SOL 7.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the benefits of physical activity and fitness (relieves stress) <p>7.1.3 The student will implement appropriate health practices and behaviors. SOL 7.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe appropriate health practices and behaviors • Explain appropriate methods of expressing opinions on health issues <p>7.1.4 The student will identify appropriate methods for expressing opinions on health issues. SOL 7.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain appropriate methods of expressing opinions on health issues 	<p>8.1.1 The student will understand the importance of developing and implementing short- and long-term health and fitness goals. SOL 8.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the goal-setting process • Identify the goal • Get help and support from others • Evaluate progress along the way • Reward oneself once the goal is achieved • Analyze why goal setting is an critical component of a personal fitness program • Describe and give examples of the difference between short- and long-term goals • List the steps to reach a goal <p>8.1.2 The student will understand the consequences of a sedentary lifestyle. SOL 8.1g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define and give examples of a sedentary lifestyle • Describe the physical health risks associated with a sedentary lifestyle

GRADE 6	GRADE 7	GRADE 8
<p>3. Avoids blaming others for own mistakes 4. Indicates a person of good character</p> <p>6.1.3 The student will understand how to measure and interpret personal and family wellness data. SOL 6.6a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define personal wellness • Define family wellness • Identify and explain the wellness components (Social, physical, emotional, intellectual, environmental, spiritual and career) • Identify methods of assessing personal and family wellness 		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Safety/First Aid

- Goal:**
1. The student will gain basic skills and knowledge required for preventing injuries.
 2. The student will be able to apply their knowledge and skills for basic life emergencies and life support.

GRADE 6	GRADE 7	GRADE 8
<p>6.2.1 The student will identify risky behaviors and understand the consequences of engaging in risky behaviors. SOL 6.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define risky behaviors • Identify examples of risky behaviors: <ol style="list-style-type: none"> 1. Smoking 2. Riding a bike without a helmet 3. Eating large amounts of “junk” food 4. Skating without safety equipment 5. Going into deep water and being unable to swim 6. Not wearing a seatbelt 7. Being physically inactive 8. Using alcohol and other drugs 9. Getting in a physical fight 10. Handling firearms 11. Playing with toxic chemicals <p>6.2.2 The student will understand the importance of safety and first aid. SOL 6.4e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define injury • Define an accident • Define first aid • Explain what to do in an emergency situation: <ol style="list-style-type: none"> 1. CHECK the scene for hazards 2. CALL 9-1-1 or the local emergency number 3. CARE for the victim until help arrives 4. Administer basic first aid • List safety rules for a variety of situations <ol style="list-style-type: none"> 1. Bleeding 2. Burns 3. Choking 	<p>7.2.1 The student will use knowledge of health concepts to recognize the effects of harmful and risky behaviors. SOL 7.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define risky behaviors • List risky behaviors that could cause harm to self or others 	<p>8.2.1 The student will understand the health risks associated with feelings of immortality. SOL 8.1e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define immortality and reasons why young people may feel invincible • List activities which contribute/reinforce feelings of immortality • Identify individuals who choose to participate in extreme sports or other high-risk activities • Discuss the consequences of situations where feelings of immortality override rational thoughts <p>8.2.2 The student will understand the health risks associated with involvement in potentially dangerous situations. SOL 8.2f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify and explain risk-taking behaviors (Behavior that may cause injury or harm to the individual or others—risky behaviors usually have consequences) • Discuss potentially dangerous situations and subsequent consequences associated with these behaviors • Provide information relative to avoiding involvement in high-risk behaviors (Good judgment, attitude, maturity, self-image, self-control, etc.)

GRADE 6	GRADE 7	GRADE 8
<p>4. Poisoning 5. Fractures 6. Respiratory emergencies</p> <p>6.2.3 The student will become familiar with general first aid procedures. SOL 6.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Demonstrate basic first aid treatment for injuries • Describe the importance of first aid skills <p>6.2.4 The student will identify behaviors, such as the use of protective gear, that reduce the risk of accidents or injury. SOL 6.5c-d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List activities that require protective gear • List types of protective gear <p>6.2.5 The student will understand the need for vehicular and public safety practices. SOL 6.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify vehicle safety precautions • List safety precautions to observe while at the park, playground, or on public roadways • Explain safety precautions to take at school and in the community 		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Community and Environmental Health

- Goal: 1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.**
- 2. The student will be able to identify community resources available for maintaining a healthy environment.**

GRADE 6	GRADE 7	GRADE 8
<p>6.3.1 The student will understand the connection between self-image and the behaviors associated with gangs. SOL 6.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define self-image (one sees oneself) • Identify who influences self-image (feedback received from parents, siblings, other relatives, friends, teachers, and anyone else that may have contact with and will influence self-image) • Define gangs (groups of young people who participate in violent or criminal activity) • Identify the connection between self-image and gangs (gang members target people with poor self-images because they are viewed as being weak and easy targets) <p>6.3.2 The student will understand the importance of resistance skills in avoiding violence, gangs, weapons, and drugs. SOL 6.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define negative peer pressure • Demonstrate refusal skills: <ol style="list-style-type: none"> 1. Say no in a firm voice 2. Explain why no was said 3. Offer other options 4. Leave • Explain the importance of avoiding gangs, weapons, and drugs: 	<p>7.3.1 The student will explore alternatives to gang-related behaviors and acts of violence. SOL 7.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe a gang (groups of young people who band together to participate in violent or criminal behaviors) • Identify venues that display images of violence (violence on television, stories about violent crimes, etc.) • Identify the causes of violence (money, anger, hate crimes, easy access to illegal weapons, gang peer pressure, alcohol and other drugs, etc.) • Review and discuss why someone would want to become a gang member.(to be part of a group, to get drugs, feel lonely or bored, peer pressure, racial or ethnic reasons, etc.) • Discuss the dangers of being part of a gang (forced to commit crimes, live in fear, etc.) <p>7.3.2 The student will investigate and analyze persuasive advertising techniques used to influence adolescents' decisions about health care products. SOL 7.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define advertising (designed to influence consumers to buy a product or service) • Explain infomercial advertising for health and wellness products (anti-smoking messages, encouraging milk consumption, etc.) 	<p>8.3.1 The student will understand the risks associated with gang-related activities. SOL 8.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe gang-related behaviors • Discuss risks associated with gang-related activities <p>8.3.2 The student will utilize a personal system of review to authenticate and validate the appropriateness of a variety of health education materials (print-newspapers, magazines, audiovisuals and electronic information), which target adolescents. SOL 8.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Brainstorm a list of sources of health-related information. (Internet, library, product insert, magazine, TV infomercial, etc.) • Determine which sources are more reliable and appropriate than others: <ol style="list-style-type: none"> 1. Is it based on scientific research? 2. Does it provide only one point of view? 3. Is it an attempt to sell something? 4. Does it provide the same information as another reliable source? 5. Is it appropriate? <p>8.3.3 The student will recognize the influence of multiple media sources on adolescent health choices. SOL 8.4b</p>

GRADE 6	GRADE 7	GRADE 8
<p>1. They are likely to lead to serious trouble</p> <p>2. Gangs are often involved in violent and illegal behavior</p> <p>3. Oneself or a family member may get hurt</p> <p>4. Possession of a weapon may result in someone being accidentally hurt</p> <ul style="list-style-type: none"> • Possession of a weapon at school results in expulsion • The use of drugs affects ones' ability to make wise decisions <p>6.3.3 The student will identify how involvement and volunteering with family or community projects is an asset to personal as well as community health. SOL 6.7a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe common identity (having similar interests and goals) • Define volunteerism (to provide a service without getting paid) • Identify reasons that community health is important to personal health <p>6.3.4 The student will evaluate the benefits of becoming a positive role model within the family and the community. SOL 6.7 c-e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Develop peer mediation techniques: <ol style="list-style-type: none"> 1. Define mediation (a process in which a trusted person helps to settle a conflict) 2. Describe a mediator (a person who helps two sides solve a problem reasonably) 3. Explain a conflict (disagreement between 2 or more people) 4. Describe a put-down (a negative 	<ul style="list-style-type: none"> • Identify types of advertising designed to influence adolescents' decisions (groups of teens, beautiful people, good times, status, etc.) • Describe misleading advertising (claims sound too good to be true, blend opinion with fact, exaggerate the good and barely mention the negative aspects of the product, etc.) <p>7.3.3 The student will understand the need to develop a process to validate the reliability of health information derived from different sources. SOL 7.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Brainstorm sources of subjective health information (friends, advertising, etc.). • Brainstorm sources of factual health information: <ol style="list-style-type: none"> 1. Nonfiction books on nutrition, fitness, science, medicine, etc 2. Reliable media sources 3. Internet 4. Community, state and national agencies and non-profit organizations (American Heart Association, Centers for Disease Control, Health Department, etc.) 5. Scientific studies • Determine how to validate the reliability of information on the Internet (contains a logo or reliable source of information such as the American Medical Association) <p>7.3.4 The student will understand how family practices and customs influence health decisions and identify different health practices around the world. SOL 7.3c</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Brainstorm a list of media sources that influence adolescent health choices. • Determine why some media sources are more influential than others. <p>8.3.4 The student will evaluate consumer rights issues related to products and services targeted at adolescent consumers. SOL 8.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define consumer rights • List examples of health quackery • List examples of consumer problems that may occur with health products or services • Identify solutions to health product or service problems • Define consumer advocate <p>8.3.5 The student will investigate and evaluate methods to reduce health hazards and risks. SOL 8.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define quackery (consumer fraud or deception that involves the practice of promoting or selling useless products or services) • Define quack (a person who markets inaccurate health-related information, unreliable health care, or useless products or services) • Describe a fad (something that is very popular for a short period time) • Define peer (a person in the same age group) • Describe peer pressure (the influence people of the same age have on one another) • Define ecology (the study of how living

GRADE 6	GRADE 7	GRADE 8
<p>remark that may make others angry)</p> <ul style="list-style-type: none"> • Demonstrate respect for the opinions and beliefs of other individuals and respect for rules and regulations • Define respect (having a high regard for others) • Explain why there are rule and regulations • Describe mediation techniques: <ol style="list-style-type: none"> 1. Agree on a trusted peer or adult 2. Set ground rules 3. Agree to treat each other with respect 4. Do not blame, name-call, fight, or push 5. Allow both sides to define the conflict 6. List solutions to the conflict 7. Judge each solution. Will the solution result in actions that: <ol style="list-style-type: none"> A. Are helpful? B. Are safe and non-violent? C. Are legal? D. Show respect for oneself and others E. Follow the guidelines of responsible adults F. Demonstrate good character 8. Make a written agreement to try a solution 9. Schedule a follow-up meeting • Identify ways to show respect: <ol style="list-style-type: none"> 1. Listen without interrupting 2. Consider the views of others when a disagreement occurs 3. Consider the feelings of others before acting 4. Follow through on what is agreed to be done 5. Build others up rather than putting them down 6. Treat others as one would want to be treated 	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify food customs that are influenced by family traditions • Explain the effect these dietary practices have on the individual, family and groups • Identify physical activity practices that are influenced by family traditions. • Explain the effect these physical activity practices have on the individual, family and groups • Identify health care decisions that are influenced by family customs • Explain the effect these health care practices have on the individual, family and groups <p>7.3.5 The student will identify how social and environmental factors affect community health. SOL 7.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define social factors that affect community health: <ol style="list-style-type: none"> 1. Violence (actions or words that hurt people or things they care about) 2. Violent behaviors (acting in a way that hurts others) 3. Forms of violence (media, family, random) • Identify environmental factors that affect community health: <ol style="list-style-type: none"> 1. Any negative change in the environment affects the health of all living things 2. Increase in the human population places more demands on the earth's resources 3. Natural events, such as tornados, blizzards, hurricanes, earthquakes, volcanoes, drought and floods can disturb the balance of the environment 4. Pollution; (harmful wastes in the air, land or water) 	<p>things are connected in the environment)</p> <ul style="list-style-type: none"> • Describe a health advocate (someone who chooses actions that protect the environment) • Explain service learning (an educational experience that combines learning with community service without pay). • Describe shadowing (spending time with a mentor as a he/she performs work activities) • Define mentor (spending time with a responsible, trusted person who guides and helps a younger person) <p>8.3.6 The student will understand how health risks are associated with peer pressure. SOL 8.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify three kinds of health-related quackery: <ol style="list-style-type: none"> 1. Weight loss and diet scams 2. Unproven medical treatments 3. Unproven medical products • Investigate health-related products that promote quick fixes or cures <p>8.3.7 The student will understand the similarity among practices associated with healthy environments. SOL 8.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain environmental protection strategies for individuals and communities: <ol style="list-style-type: none"> 1. Stop pollution 2. Choose behavior that prevents harmful changes in the atmosphere 3. Choose behavior that prevents harmful changes in the climate 4. Conserve natural resources

GRADE 6	GRADE 7	GRADE 8
<p>6.3.5 The student will be able to recognize persuasive tactics designed to influence consumers of personal and family health products used by various types of media. SOL 6.6b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Recognize persuasive tactics designed to influence health consumers Provides scientific evidence to authenticate a product or service 	<p>5. Poverty and war</p> <p>7.3.6 The student will understand how community health programs are funded. SOL 7.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify financial resources in the community dedicated to benefiting health programs <p>7.3.7 The student will understand how the community supports health services partnerships and recreational and leisure activities. SOL 7.4c-d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> List the community's support of health services and partnerships Identify the community's support of recreational and leisure activities <p>7.3.8 The student will understand the benefits of community service. SOL 7.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> List the benefits of community service: <ol style="list-style-type: none"> Promotes positive feelings Promotes feelings of confidence Promotes satisfying personal relationships Provides an opportunity for career exploration 	<p>5. Improve living conditions for all</p> <p>6. List ways to be a health advocate for the environment</p> <p>8.3.8 The student will be made aware of the opportunities for community service. SOL 8.5d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe steps to explore volunteer opportunities: <ol style="list-style-type: none"> List one's skills, talents and interests Ask a teacher or guidance counselors about opportunities to participate in service learning Call or visit organizations for which one would like to volunteer <p>8.3.9 The student will understand that participation in family or community projects provides an opportunity to practice and develop leadership skills. SOL 6.7b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define leadership (the ability to combine knowledge of self and others to achieve a common goal--leaders model responsible behavior, take risks, and are tolerant of other's opinions) Describe how to get involved with a project or service activity: <ol style="list-style-type: none"> Consider ways to contribute as a volunteer Get permission and make a plan Evaluate the project when it is complete Identify components of leadership skills: <ol style="list-style-type: none"> Develop a vision (having an idea) Motivate others (getting others involved)

GRADE 6	GRADE 7	GRADE 8
		<ol style="list-style-type: none"> 3. Take initiative (organizing the group) 4. Communicate effectively (ability to explain the project and its goal) 5. Set goals, make decisions (being realistic about what can be accomplished) 6. Manage resources (making use of community or school resources, estimating how long a project will take, etc.) <ul style="list-style-type: none"> • List examples of tasks that can be better accomplished by a group • Identify and develop a work plan for a project that will contribute to his or her family, school, or community

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Body Systems

Goal: The student will identify structure, function and major body systems in order to maintain an optimal level of health.

GRADE 6	GRADE 7	GRADE 8
<p>6.4.1 The student will understand the relationship between, and the importance of maintaining healthy body systems. SOL 6.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Differentiate between the different body cells • Define the function of body tissue • List and describe body organs • Define and explain the function of each body system • Explain how the following body systems work together: <ol style="list-style-type: none"> 1. Skeletal and muscular systems 2. The circulatory and respiratory systems 3. Digestive and excretory systems 4. Nervous and all other body systems 5. Endocrine and all other body systems • Identify behaviors that maintain healthy body systems: <ol style="list-style-type: none"> 1. Stay active 2. Avoid alcohol, tobacco and other drugs 3. Get plenty of rest 4. Drink plenty of water and eat healthy foods 		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Disease Prevention

- Goal:**
1. The student will understand the importance of proper health care and disease prevention.
 2. The student will understand how diseases are spread.

GRADE 6	GRADE 7	GRADE 8
<p>6.5.1 The student will understand the difference between communicable and non-communicable diseases and how to reduce or prevent the risks of contracting a disease. SOL 6.1e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define communicable and non-communicable diseases • Identify ways to prevent the spread of communicable diseases • Identify how to decrease one’s risk of contracting a communicable disease, such as the common cold, influenza, strep throat and Rocky Mountain spotted fever • Describe ways to prevent non-communicable diseases, such as cancer, heart disease, high blood pressure and diabetes <p>6.5.2 The student will understand how diseases affect the function of the body. SOL 6.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define disease and differentiate between communicable and non-communicable diseases • Explain the process of infection and the immune system’s response • Describe how diseases affect the function of body systems 		<p>8.5.1 The student will understand the relationship between pathogenic, genetic, age, cultural, environmental, and behavioral factors which influence the degree of risk for contracting certain diseases. SOL 8.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define pathogen and give examples of pathogenic diseases (a disease-causing organism-- cold, measles, chickenpox, influenza, smallpox, strep throat, tuberculosis, lyme disease, rocky mountain spotted fever, typhus, ringworm, athlete's foot, malaria, dysentery, etc.) • Define genetic disorder and give examples of genetic diseases/disorders (defect in genes or sections of chromosomes--diabetes, heart disease, hemophilia, cancer, multiple sclerosis, cerebral palsy, sickle-cell anemia, lupus, epilepsy, Down syndrome, etc.) • List age related diseases (Arthritis, heart disease, stroke, osteoporosis, diabetes, etc.) • Give examples of diseases common among various cultures (diabetes, growth hormone deficiency, etc.). • Describe diseases caused by environmental factors (skin cancer and other cancers, allergies, malnutrition, lung disease from second-hand smoke, etc.) • Give examples of diseases caused by specific behaviors (lung cancer, heart

GRADE 6	GRADE 7	GRADE 8
		<p>disease, diabetes, liver disease, etc.)</p> <ul style="list-style-type: none"> • List factors that may increase the risk of contracting diseases caused by the above factors <p>8.5.2 The student will understand the relationship between preventative health care measures, immunization, proper treatment and disease prevention. SOL 8.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define preventive health care measures (treating a disease or injury so that it does not get worse, getting proper nutrition, physical activity, rest) • Define immunization (a vaccine of dead or weakened germs that causes the immune system to produce antibodies) • List examples of treatment for several diseases <p>8.5.3 The student will recognize risk factors associated with communicable and non-communicable diseases. SOL 8.1h</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List common non-communicable diseases (cancer, diabetes, heart disease, high blood pressure, arthritis, etc.) • List common communicable diseases [influenza, mononucleosis, head lice, food-borne diseases, (e-coli, salmonella, trichinosis) tick borne diseases, bacterial infections, etc.) • Determine risk factors associated with communicable and non-communicable disease • List preventative measures for various diseases

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Nutrition

Goal: The student will understand the importance of food choices on overall health.

GRADE 6	GRADE 7	GRADE 8
<p>6.6.1 The student will understand the importance of using the dietary guidelines to make healthy food choices. SOL 6.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Understand the rationale for the dietary guidelines • List the seven dietary guidelines: <ol style="list-style-type: none"> 1. Eat a variety of foods 2. Balance the food eaten with physical activity to maintain a healthy weight 3. Limit the amount of fatty foods consumed 4. Eat a variety of grains, vegetables and fruits 5. Limit salt intake 6. Limit amount of processed sugar consumed 7. Do not drink alcoholic beverages • Understand what is meant by a serving size and how it is determined • Recognize factors that influence eating habits <p>6.6.2 The student will explore issues surrounding body image and weight management. SOL 6.3e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Understand the concept of body image. • Identify factors that affect perception of body image • Explore methods of determining a healthy weight • Determine body mass index (BMI): <ol style="list-style-type: none"> 1. Multiply weight in pounds by 703 2. Square height (in inches) 3. Divide answer in step 1 by the answer in 	<p>7.6.1 The student will understand that dietary habits affect daily performance. SOL 7.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain why breakfast is the most important meal of the day • Describe a healthful breakfast. • Identify nutrients that have a positive effect on physical performance (carbohydrates, proteins, fats, vitamins, minerals, and water) • Describe nutritious snacks • Define nutrient dense foods (have a high amount of nutrients relative to the number of calories) 	<p>8.6.1 The student will understand the physical, mental, and emotional causes and the consequences associated with eating disorders. SOL 8.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define obsessive/compulsive disorder (trapped in a pattern of repeated behaviors or thoughts) • Explain eating disorders (damaging eating behaviors that may lead to sickness or even death--anorexia, bulimia, binge or compulsive overeating, fad diets) • List signs and symptoms of common eating disorders (eat very little, eat unusually large amounts of food, tooth decay etc.) • Describe the physical, mental and emotional effects of eating disorders (health problems such as obesity, diabetes or heart disease--guilt, shame, low self esteem, poor body image, etc.) • Explain why individuals develop eating disorders (obsessed with being thin, may have a distorted body image, etc.) • Provide examples of other obsessive/compulsive disorders

GRADE 6	GRADE 7	GRADE 8
<p>step 2. The result determines categories of risk. Health risk based on BMI:</p> <ul style="list-style-type: none"> A. If BMI is under 25, health risk is minimal B. If BMI is 26-27, health risk is low C. If BMI is 28-30, health risk is moderate D. If BMI is 31-34, health risk is high E. If BMI is 40 or higher, health risk is extremely high <ul style="list-style-type: none"> • Identify and explain illnesses related to body image and weight management: <ul style="list-style-type: none"> 1. Obesity 2. Underweight • Identify and explain illnesses related to eating disorders <ul style="list-style-type: none"> 1. Anorexia nervosa 2. Bulimia nervosa • Explain proper weight management 		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Drug Abuse and Prevention

- Goal:** 1. The student will understand the positive and negative effects of drug and alcohol use.
 2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 6	GRADE 7	GRADE 8
<p>6.7.1 The student will understand the benefits of using refusal strategies and assertive behavior when dealing with situations involving alcohol, tobacco and other drugs. SOL 6.1d (Refer to 6.3.2)</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define refusal skills • Identify the benefits of staying tobacco, alcohol and drug-free • Determine ways of saying no • Define assertive behavior • Describe effective assertive behaviors when saying no: <ol style="list-style-type: none"> 1. Have a determined tone of voice 2. Maintain eye contact 3. Have a committed facial expression <p>6.7.2 The student will understand the effects of alcohol, tobacco, inhalants and other drugs have on body functions. SOL 6.2d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe the effects of alcohol and other depressants on body functions • Explain the effects of tobacco on body functions • Describe the effects of inhalants on body functions • Determine the effects of marijuana on body functions • Explain the effects of stimulants on body functions • Describe the effects of narcotics on body functions • Explain the effects of hallucinogens on body functions 	<p>7.7.1 The student will develop strategies for avoiding alcohol, tobacco, inhalant and other drug use. SOL 7.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List the benefits of staying tobacco, alcohol and drug-free • Practice ways of saying no • Define and explain assertive behavior (willing to stand up for oneself in a firm but positive way) • Identify strategies for assertively saying no: <ol style="list-style-type: none"> 1. Increasing loudness and deepen the tone of voice 2. Making eye contact 3. Having a stern facial expression 4. Leaving the situation • Identify strategies for avoiding alcohol, tobacco, inhalants and other drugs: • Participate in healthy alternatives (sports, clubs, recreation, etc.) • Choose friends wisely • Participate in “refuse to use” pledge/activities 	<p>8.7.1 The student will understand the short and long-term physical, mental and social complications associated with alcohol and tobacco abuse. SOL 8.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define alcohol abuse (underage, binge drinking, peer pressure, etc., and the psychological or physical addiction to alcohol) • Give examples of nicotine delivery mechanisms (cigarettes or smokeless tobacco) • Describe the short- and long-term health consequences of alcohol and tobacco abuse (impairs physical and mental growth and development of young people and causes poor judgment, loss of memory, bad breath, gum disease, heart and vascular disease, emphysema, cancer, cirrhosis of the liver, etc.)

GRADE 6	GRADE 7	GRADE 8
<p>6.7.3 The student will be able to recognize contraindications (effects which are undesirable) for prescription drugs and over-the-counter medicines. SOL 6.6c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify signs and symptoms of contraindications for prescription and over-the-counter drugs • Identify the role of the Food and Drug Administration (FDA) • Describe how physical activity, dehydration, food, fatigue and other medications may interact negatively with prescription and over-the-counter medications • Recognize the effects of medications may be immediate or delayed • Identify what potency, expiration, absorption and elimination rate mean in regards to medication use • Understand the importance of drug regulations, precautions and safety for self and others when taking medication (Poison Control Center, Basic First Aid, etc.) 		

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 6 - 8

Strand: Mental Health

- Goal:**
1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.
 2. The student will understand the knowledge and skills to develop and maintain a positive self image.
 3. The student will understand how to build and maintain a healthy relationship.

GRADE 6	GRADE 7	GRADE 8
<p>6.8.1 The student will understand how stress affects adolescents. SOL 6.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define stress • Distinguish between eustress and distress (eustress are the "good" stressors while distress are the "bad" stressors) • Recognize situations that are stressful for sixth graders • List healthy ways to relieve stress: <ol style="list-style-type: none"> 1. Increase physical activity 2. Relax, take deep breaths, listen to soothing music and think positive thoughts 3. Get plenty of sleep 4. Practice time management 5. Set priorities 6. Talk to someone 7. Put things in perspective <p>6.8.2 The student will understand the need to respect the uniqueness and individuality of others. SOL 6.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define respect • List examples of individual differences • Explain the concept of uniqueness 	<p>7.8.1 The student will understand the health benefits of effectively managing stress. SOL 7.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define stress management (identifying sources of stress and applying strategies to cope with the mental and physical changes produced by stress) • Explain stress management techniques • Work off stress • Talk with parents or someone trustworthy • Learn to accept what one cannot change • Get enough sleep • Take time to play and spend time with friends • Accept one assignment or task at a time • Plan ahead • Get medical help if sick • Don't be afraid to say no • Be realistic about perfection • Keep a sense of humor • Care for pets • Recognize the benefits of stress management strategies (protect one's mental or physical health) <p>7.8.2 The student will develop strategies for coping with disappointment. SOL 7.1d</p>	<p>8.8.1 The student will understand the importance of recognizing symptoms of, and getting treatment for emotional and mental health illnesses. SOL 8.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define mental and emotional health (the ability to accept oneself and others, cope with emotions, and deal with change and the many challenges one encounters in life) • Discuss adolescent mental or emotional problems (anxiety, depression, stress, peer pressure, self-image or relationship problems, etc.) • List healthy methods teens can use to cope with emotional health issues • List medical or counseling services for mental and emotional health problems <p>8.8.2 The student will understand the consequences of a sedentary lifestyle. SOL 8.1g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify mental health disorders and academic performance consequences of a sedentary lifestyle

GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none"> • Define personal relationships • Define individuality • Describe a friendly/respectful environment, where people: <ol style="list-style-type: none"> 1. Listen and are able to share ideas 2. Not afraid to ask for help 3. Have self-respect and behave in responsible, caring ways 4. Feel less stressed and more accepted 5. Thank and compliment each other 6. Respect people with disabilities • Demonstrate ways to show respect for individual differences: <ol style="list-style-type: none"> 1. Treat others the way one wishes to be treated 2. Try to understand other people's ways of life • Reach out to people who are different. • Teach others to show respect to people who are different <p>6.8.3 The student will understand the effects of peer pressure on decision-making. SOL 6.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define peer pressure • Explain the difference between positive and negative peer pressure • Identify situations involving negative peer pressure • Explain the difficulty of not yielding to peer pressure • Identify ways to handle peer pressure: <ul style="list-style-type: none"> • Say NO • Explain reasons for saying NO • Encourage friends to make better decisions <p>6.8.4 The student will understand the relationship between a positive self-image and personal success. SOL 6.4a</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Anticipate situations in which disappointment may occur (expect something and it does not happen) • Discuss ways to cope with disappointment (discuss disappointments with parents and friends and practice stress management skills) <p>7.8.3 The student will discuss the factors that contribute to or detract from success in school. SOL 7.1e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify positive and negative factors that affect academic performance (mental and physical health, adequate sleep, home environment, homework habits, proper nutrition, self image and self esteem, school safety, organizational skills, note taking skills, study skills and habits, test taking strategies, motivation, etc.) • Identify factors that affect school success over which one has control • Identify factors that affect school success over which one has no control <p>7.8.4 The student will understand the relationship between sleep and physical and mental performance. SOL 7.2e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Promotes sleep • Provides feeling of well-being • Maintains cardiovascular health • Strengthens bones • Improves brain function • Tones muscles • Helps with weight management. • How sleep effects physical and mental performance (helps one's body rebuild 	<p>8.8.3 The student will understand that developing positive relationships with others will help promote mental and physical wellness. SOL 8.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify how developing positive relationships promotes wellness <p>8.8.4 The student will understand the impact physical health has on mental capabilities. SOL 8.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • List the components of physical health • Describe healthy brain function • Identify how physical fitness impacts cognitive performance <p>8.8.5 The student will understand benefits of using the resistance, problem solving, and decision-making skills to manage personal and family health. SOL 8.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define <ol style="list-style-type: none"> 1. Negative peer pressure 2. Resistance skills 3. Problem solving 4. Decision-making • Discuss how resistance, problem solving, and decision-making skills can lead to healthier decisions

GRADE 6	GRADE 7	GRADE 8
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define self-image • Explain the development of positive or negative self-image • Explain the effects of self-image on mental health • Understand how a positive self-image develops • Maintain a positive attitude toward self and others • Say positive things to others • Do not dwell on hurtful remarks • Accept complimentary remarks and encouragement from others • Develop realistic expectations and understand that no one is perfect • Understand the benefits of a positive self-image: <ol style="list-style-type: none"> 1. Confidence in self, resulting in success in school, sports, relationships, etc. 2. Feelings of security and being loved 3. Caring about self and health 4. Standing up for what is important 5. Not dwelling on disappointments 6. Begin to recognize negative habits that prevent a positive self-image <p>6.8.5 The student will recognize that certain behaviors may result in violence. SOL 6.5e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Provide examples of behaviors/misunderstandings that may lead to violence. 	<p>and reenergizes one’s mind and body)</p> <p>7.8.5 The student will understand how difficult family situations affect individual family members. SOL 7.1f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define family relationship (connection a person has with family members) • Provide examples of difficult family situations (abusive behavior, financial problems, separation or divorce, illness, injury or death, loss of job, family has to move, birth of a baby, remarriage, etc.) • Explain how these difficult family situations may affect individual family members (may feel angry, confused, afraid, sad, insecure, stress etc.) • Explore ways to adjust to these difficult changes: <ol style="list-style-type: none"> 1. Talk to parents or a trusted adult about negative emotions such as sadness, fear or anger 2. Avoid blaming or criticizing 3. Look for opportunities to help with family expenses or with chores 4. Recognize grief is a natural process and may last a long time 5. Record feelings and experiences in a journal <p>7.8.6 The student will understand the importance of developing meaningful interpersonal relationships. SOL 7.1g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define interpersonal relationships (connection a person has with others) • Explain a healthy relationship (a relationship that promotes mutual 	

GRADE 6	GRADE 7	GRADE 8
<p>6.8.6 The student will discuss the importance of having significant friends and adult mentors in their life. SOL 6.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe a significant friend (a special type of relationship between people who enjoy being together) • Identify adult mentors (trusted adults—parents, guardians, other relatives, ministers, youth leaders, etc.) • Determine why one needs significant friends (offer support, encouragement, share similar interests, etc.) • Explain how one benefits from having adult mentors in one’s life (Offer support, encouragement, guidance and comfort when one feels troubled or need advice) <p>6.8.7 The student will understand the difference between positive and negative criticism and the appropriate response to each. SOL 6.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define criticism • Describe why people criticize • Describe negative ways to respond to criticism • Describe positive ways to respond to constructive criticism: • Understand the person’s point of view • Accept making mistakes as a part of a learning process <ol style="list-style-type: none"> 1. Identify what was learned from the mistake and what can be done to avoid making the same mistake 2. Analyze the situation and determine how adjustment or improvements can be made to the situation. 3. Offer thanks when constructive criticism is given 	<p>respect, trust and understanding)</p> <ul style="list-style-type: none"> • Define and give examples of social skills (skills a person needs to communicate effectively and show others respect) • Explain how to develop meaningful interpersonal relationships: <ol style="list-style-type: none"> 1. Show a willingness to listen 2. Show concern for the needs of others 3. Be honest and supportive • Be able to give and take • Make an effort to spend time together • Encourage each other to do well and have good character • Support other friendships • Respect family guidelines and values • Be willing to compromise (to give up something to reach a solution 	

GRADE 6	GRADE 7	GRADE 8
<ul style="list-style-type: none">• Describe positive ways to respond to hurtful/negative criticism:<ol style="list-style-type: none">1. Do not respond in a retaliatory way2. Using I-statements, explain why the statement was hurtful3. Be positive about the results		

HEALTH EDUCATION: GRADES 9 – 10 SCOPE AND SEQUENCE

Grade	Personal Health	Safety and First Aid	Community and Environmental Health	Body Systems
9	<ul style="list-style-type: none"> • 9.1.1 Selecting health care products • 9.1.2 Promoting personal health • 9.1.3 Implementing a fitness plan • 9.1.4 Appropriate/Inappropriate health behaviors • 9.1.5 Proper rest and physical activity • 9.1.6 Connecting personal health goals with State and National health issues • 9.1.7 Sedentary lifestyle health risks • 9.1.8 Examine family health habits and behaviors 		<ul style="list-style-type: none"> • 9.3.1 Understanding health professional relationships • 9.3.2 Identify school and community health programs • 9.3.3 Recognizing community projects and services • 9.3.4 Awareness of health-related social issues • 9.3.5 Involvement of school and community activities • 9.3.6 Effects of family health habits and behaviors • 9.3.7 Health product marketing techniques • 9.3.8 Benefits of volunteering • 9.3.9 Settling disputes • 9.3.10 Positive role models • 9.3.11 Avoid gang-related activities and weapons 	<ul style="list-style-type: none"> • 9.4.1 Improving the cardiovascular system • 9.4.2 Using various sources of information to achieve and maintain long-term health of all systems in the body
10		<ul style="list-style-type: none"> • 10.2.1 Behaviors resulting in unintentional injuries • 10.2.2 Prevention of unintentional injuries • 10.2.3 Simulate emergency care • 10.2.4 Recognize life-threatening situations • 10.2.5 Prevention of injury and premature death • 10.2.6 Situations involving risks • 10.2.7 Situations requiring first aid and CPR 	<ul style="list-style-type: none"> • 10.3.1 Using technology to analyze health products • 10.3.2 Role of local, state, and federal health care • 10.3.3 Global impact of technological improvements on health-care • 10.3.4 Identify health professions • 10.3.5 Outcome of drinking and driving • 10.3.6 Negative influence of teenage drug and alcohol use on younger members of the community • 10.3.7 Addressing community health issues • 10.3.8 Citizen responsibility to promote health goals. 	

HEALTH EDUCATION: GRADES 9 – 10 SCOPE AND SEQUENCE

Grade	Disease Prevention	Nutrition	Drug Abuse and Prevention	Mental Health
9	<ul style="list-style-type: none"> • 9.5.1 Healthy behaviors, disease prevention and control • 9.5.2 Connecting health information sources • 9.5.3 Sources of local, state and national health organizations 	<ul style="list-style-type: none"> • 9.6.1 Use current research and scientific study to interpret dietary principals • 9.6.2 Recognize the value of proper nutrition • 9.6.3 Impact of poor dietary choices • 9.6.4 Use various sources of information to evaluate the benefits of nutrition 	<ul style="list-style-type: none"> • 9.7.1 Develop personal standards regarding the use of alcohol, tobacco, and other controlled substances • 9.7.2 Evaluate the effects of alcohol and other drug use • 9.7.3 Reducing health risks related to the use of alcohol, tobacco and other drugs • 9.7.4 Sources of local, state and national health organizations to identify effects of alcohol and drug use 	<ul style="list-style-type: none"> • 9.8.1 Coping with stress • 9.8.2 Managing deadlines • 9.8.3 Practice conflict resolution • 9.8.4 Consequences of acts of violence using weapons • 9.8.5 Assertiveness • 9.8.6 Exercising self-control • 9.8.7 Developing goal-setting skills • 9.8.8 Impact of emotions on personal decision-making • 9.8.9 Understanding importance of positive role models • 9.8.10 Plan strategies to reduce and prevent violence • 9.8.11 Propose conflict resolution • 9.8.12 Identify the risk factors and warning signs associated with someone who may harm him/herself • 9.8.13 Crisis management strategies
10				

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Personal Health

Goal: The student will be able to comprehend and apply concepts related to personal health.

GRADE 9	GRADE 10
<p>9.1.1 The student will recognize the need to develop a personal decision making process for selecting health care products. SOL 9.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe a health consumer (person who uses health products or services) • Identify several health products (soap, shampoo, toothpaste, sports drinks, etc.) • Determine why having a decision-making process is important for selecting health products (personal safety) • Identify internal and external factors that influence buying decisions • Recognize common advertising techniques (rich and famous, bandwagon, testimonials, rewards, etc.) • Describe consumer rights (right to safety, right to be informed, right to be heard, right to have problems corrected, etc.) • Define fraud and quackery (making false claims—quackery is a type of medical fraud that plays on human emotions and fear) • Identify who is the most common victim of health-care fraud (older people) • Describe what quacks promise (anti-aging and arthritis remedies, cancer cures, etc.) • Identify who can help with consumer problems (the company’s management staff, licensing boards, Consumer Product Safety Commission, Food and Drug Administration, Federal Trade Commission, etc.) <p>9.1.2 The student will recognize how maintenance of health habits promotes personal health. SOL 9.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe health habits that promote personal health (exercise, diet, sleep, etc.) <p>9.1.3 The student will implement a fitness and lifetime physical activity plan. SOL 9.1e</p>	

GRADE 9	GRADE 10
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify components of a personal fitness plan: <ol style="list-style-type: none"> analysis of personal fitness data; incorporating fitness components and principals; establishing short- and long-term goals; and implementing and evaluating the plan. <p>9.1.4 The student will recognize the establishment of personal parameters for appropriate and inappropriate health behaviors. SOL 9.1f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Recognize parameters for appropriate and inappropriate health behaviors (diet and eating disorders, excessive exercising, obsession with fitness, etc.) <p>9.1.5 The student will recognize the value of proper rest and regular physical activity. SOL 9.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Recognize how much sleep teenagers need (8 to 10 hours) Identify adverse health effects of lack of sleep (linked to the rise in obesity; lowers growth hormone which controls the body's proportions of fat and muscle; blood studies show impaired glucose tolerance, or a pre-diabetic state; sleep is when the brain rehearses recently-learned information, so deep sleep improves memory and one's ability to learn; lowers the body's ability to fight infection) Describe the psychological and physiological benefits of physical activity Identify the health benefits of regular physical activity for teenagers and for a lifetime Describe how a healthy cardiovascular system improves personal health <p>9.1.6 The student will identify the connections between personal health goals and state or national health issues (e.g., as found in the Report of the Surgeon General). SOL 9.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify the national health issues outlined in the Report of the Surgeon General (http://www.health.gov/healthypeople) Research community, state, national, and global health issues 	

GRADE 9	GRADE 10
<p>and evaluate their connections to personal health goals</p> <ul style="list-style-type: none"> Identify how personal health practices can affect the health outcomes of individuals and groups [normative behaviors (smoking, poor nutrition, etc.), the spread of communicable diseases, pollution, violence, immunizations, etc.] <p>9.1.7 The student will identify the health risks associated with a sedentary lifestyle. SOL 10.1b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Define sedentary lifestyle Describe health risks associated with a sedentary lifestyle (premature death, disease/illness, mental illness, chronic diseases, unintentional injuries, etc.) Identify the economic impact of a sedentary lifestyle in the U.S (\$79.6 billion in 2000) Describe behaviors that lead to a sedentary lifestyle List strategies for developing an active lifestyle List the physical, mental and emotional benefits of exercise <p>9.1.8 The student will examine family health habits and behaviors as they relate to health promotion. SOL 10.2g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Formulate a list of family health habits (nutrition, exercise, sleep, driving, hygiene, etc.) Identify effects of family health habits on physical activity Analyze effects of family health habits on nutrition 	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Safety and First Aid

- Goal:** 1. The student will gain basic skills and knowledge required for preventing injuries.
 2. The student will be able to apply their knowledge and skills for basic life emergencies and life support.

GRADE 9	GRADE 10
	<p>10.2.1 The student will recognize behaviors that may result in unintentional injury. SOL 10.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Discuss behaviors that may result in unintentional injuries <p>10.2.2 The student will explain how to prevent unintentional injuries. SOL 10.1d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain how to prevent unintentional injuries: <ol style="list-style-type: none"> 1. motor vehicle safety--wear safety belts and observe traffic laws; 2. exercise safety--take precautions to minimize sports injuries; 3. sports safety--wear appropriate protective equipment; 4. water safety--check for depth or obstacles before diving, do not swim alone; 5. prevent poisoning--read medicine labels, avoid toxic vapors; and 6. fire safety—handle chemicals with care, check smoke alarms, etc. <p>10.2.3 The student will simulate the ability to administer emergency care. SOL 10.3c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Demonstrate first aid treatment for someone who: <ol style="list-style-type: none"> 1. is experiencing a respiratory or cardiac emergency; 2. has an open or closed wound; 3. is burned; 4. is suffering from an environmental emergency; 5. has an injury to bones, joints or muscles; 6. faints; 7. has been bitten by an animal; 8. has a head, neck or back injury; 9. is in shock;

GRADE 9	GRADE 10
	<p data-bbox="1094 115 1850 207">10. has symptoms of a stroke; and 11. has been poisoned. (swallowed, absorbed, injected, or inhaled).</p> <p data-bbox="1039 240 1877 302">10.2.4 The student will recognize life-threatening situations. SOL 10.3e</p> <p data-bbox="1039 337 1478 367">Essential Knowledge and Skills</p> <ul data-bbox="1039 370 1934 496" style="list-style-type: none"> • Evaluate life-threatening situations (situations that may cause death, such as poisoning, respiratory obstruction, severe bleeding, elevated body temperature, heart attack, stroke, burns, etc.) <p data-bbox="1039 529 1902 630">10.2.5 The student will analyze, synthesize, and evaluate the relationship between positive health behaviors and the prevention of injury and premature death. SOL 9.3a</p> <p data-bbox="1039 665 1478 695">Essential Knowledge and Skills</p> <ul data-bbox="1039 698 1927 899" style="list-style-type: none"> • Identify risky behaviors that may result in permanent disability for self or others • Describe inappropriate actions that may contribute to injury (not wearing a seatbelt, pranks, dares or challenges and other negative peer pressures, bullying, prejudice, riding with an intoxicated driver, etc.) <p data-bbox="1039 932 1862 993">10.2.6 The student will identify situations involving risks. SOL 9.3c</p> <p data-bbox="1039 1029 1478 1058">Essential Knowledge and Skills</p> <ul data-bbox="1087 1062 1913 1166" style="list-style-type: none"> • Identify situations with inherent risks (driving recklessly, selling or buying drugs, participating in contact sports, using weapons, etc.) <p data-bbox="1039 1198 1850 1266">10.2.7 The student will be able to identify situations that require first aid and CPR. SOL 9.3d</p> <p data-bbox="1039 1302 1478 1331">Essential Knowledge and Skills</p> <ul data-bbox="1039 1334 1944 1490" style="list-style-type: none"> • Define first aid (immediate temporary care given to an injured or ill person) • Identify why learning basic first aid skills are important (knowing what to do and what not to do can prevent further damage) • Define universal precautions (actions taken to prevent the spread

GRADE 9	GRADE 10
	<p>of communicable disease by treating all blood as if it were contaminated)</p> <ul style="list-style-type: none"> • Describe the basic first aid steps for an emergency situation: <ol style="list-style-type: none"> 1. recognize signs of an emergency (victim, smoke, toxic odor, etc.); 2. decide what immediate action is needed (first responsibility is to never put the rescuer's life in danger to help someone else and do not move the victim unless the rescuer needs to protect him or her from further injury); 3. call for help (explain the nature of the emergency, location, etc., and stay on the phone until the operator tells you to hang up); and 4. provide care until help arrives (protect from further injury, maintain body temperature, control bleeding, reassure the victim that help is on the way, etc.). • List common emergencies (sprains, broken bones, cuts insect bites, burns, poisoning, fainting, nosebleed, heat exhaustion, etc.) • Identify life-threatening emergencies (choking, shock, severe bleeding, heart attack, etc.) • Describe first aid for common and life threatening emergencies <p>Describe CPR (combines rescue breathing and chest compressions to restore breathing and circulation)</p>

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Community and Environmental Health

- Goal: 1. The student will be able to identify negative and positive behaviors and their influence on the community and environment.**
- 2. The student will be able to identify community resources available for maintaining a healthy environment.**

GRADE 9	GRADE 10
<p>9.3.1 The student will understand the positive impact of collaborative relationships among health professionals. SOL 9.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify collaborative relationships among health professionals (promoting and protecting public health requires coordinated efforts of state and federal government agencies and private organizations) • Identify health professionals, agencies and organizations that impact community health • Define collaboration; (coordinated efforts between citizens and community agencies) • Give examples of collaboration among health professionals and community projects (Red Cross, etc.) <p>9.3.2 The student will identify school and community health programs for citizens of all ages. SOL 9.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify community projects that promote health for children, adolescents, young adults, and older populations • Define health advocacy (taking responsibility for improving personal, family and community health) <p>9.3.3 The student will recognize the need and promotion of community projects and services. SOL 9.5b,d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the benefits of community service: <ol style="list-style-type: none"> 1. promotes positive feelings; 2. promotes feelings of confidence; 3. helps with coping with stress; 4. promotes satisfying personal relationships; and 	<p>10.3.1 The student will apply technology tools, such as the Internet, to analyze health products and services. SOL 10.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify and describe the functions of technological tools • Discuss the impact technological tools have on health products or services: <ol style="list-style-type: none"> 1. provides a large volume of easily accessible health information; 2. efficient; 3. increases speed of product or service delivery; 4. provides an avenue to research and compare available health products and services; and 5. provide expanded and expedited care to patients through the World Wide Web. <p>10.3.2 The student will understand how health-related issues require local, state and federal cooperation to provide effective health-care delivery, efficient health-care management, and increased safety and security for individuals and communities. SOL 10.4c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain the role of local health agencies in providing accessible health services • Discuss how state health agencies coordinate services between local and regional agencies to provide resources for improved local health care delivery • Explain the role of federal agencies in addressing the health goals and services of the larger national community <p>10.3.3 The student will analyze how technology may expand and improve services, products and health care, its impact on families in their pursuit of efficient, reliable and effective health services, and the global impact of technological improvements on health-care information, delivery and services. SOL 10.4d</p>

GRADE 9	GRADE 10
<p>5. provides potential career opportunities.</p> <p>9.3.4 The student will become aware of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse. SOL 9.5e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Identify examples of community projects that address health-related social issues Describe examples of organizations/agencies that address health-related social issues <p>9.3.5 The student will evaluate the impact of involvement in school and community activities. SOL 10.2b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Explain the benefits of relationships (meets the need to be loved, feel safe, secure, valued and recognized) Analyze communication skills (speaking, listening and body language) Describe friendships (involve caring, consideration and trust). Compare and contrast types of friendships Explain community health partnerships (citizens work together for safety and to provide healthful environment that meets the needs of all community members) List examples of school-community activities (school-to-work transition programs, mentoring, community service, project-based learning, family-school connections, etc.) Infer how involvement in school activities promotes mental and physical health (self-esteem, self-concept, team membership, etc.) Recommend types of community activities that help to develop a sense of belonging and increase one's mental and physical health Create a profile of a good citizen <p>9.3.6 The student will analyze the effects of family health habits and behaviors as they relate to health promotion. SOL 10.2f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Rank environmental health risks (air quality, high crime rate, unclean or contaminated water or land, health hazards, etc.) 	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Recognize how technology impacts health care, biomedical knowledge and research, and clinical information Discuss how technology provides statistical data and expanded access to improved health care services Explain how patient services have improved through increased ability to store and retrieve information quickly Analyze the impact of medical technology on future health care costs <p>10.3.4 The student will identify health professions and allied health career opportunities that require expertise in specific medical or clinical fields. SOL 10.4e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Explore available health care professions Investigate higher education training opportunities or licensing programs in health care fields Identify local and state health career opportunities <p>10.3.5 The student will examine the outcome of drinking and driving. SOL 10.5b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe how a community might react after a drinking and driving incident Identify organizations/agencies that try to combat drinking and driving <p>10.3.6 The student will evaluate the negative influence of teenage drug and alcohol use on younger members of the community. SOL 10.5g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> Describe the impact of teenage drug and alcohol use on the family and community Identify how the use of drug and alcohol might affect younger members of the family and community <p>10.3.7 The student will measure the need for organized efforts to address community health issues. SOL 10.5d</p>

GRADE 9	GRADE 10
<ul style="list-style-type: none"> • Explain how the environment affects health • Evaluate positive and negative factors in the environment • Recommend ways to improve the environment <p>9.3.7 The student will evaluate health products and related marketing techniques to make good choices that promote health. SOL 10.4a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify marketing and advertising techniques • Define social marketing • Explain how advertisers use direct and indirect methods to influence the public • Summarize how decoding false advertising methods provides individuals with a sense of control and enhances personal safety • Identify federal agencies responsible for monitoring false advertising about drug and health products (Food and Drug Administration, Federal Trade Commission, and the United States Postal Service) • Develop a system for screening certain products without yielding to marketing and advertising techniques • Identify organizations or agencies that use marketing techniques to promote health <p>9.3.8 The student will evaluate the benefits of volunteerism. SOL 10.5a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Discuss what the community would be like without the services of volunteers <p>9.3.9 The student will investigate the effects of using acts of violence to settle disputes. SOL 10.5c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe how a community might react to the use of violence to settle a dispute • Identify organizations/agencies that are responsible for reducing violence <p>9.3.10 The student will distinguish the value of positive role models. SOL 10.5f</p>	<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify other community health issues that can be addressed through collaboration of various organizations or agencies <p>10.3.8 The student will identify the responsibilities of citizens to promote health goals of the community. SOL 10.5e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe why is it important for citizens to promote community health goals (so each member of a community can enjoy a healthy, productive life)

GRADE 9	GRADE 10
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define a role model (someone whose behavior is copied, someone young people look up to, etc.) • Identify characteristics of positive role models (admired person, good character, someone who gives unselfishly, etc.) <p>9.3.11 The student will identify methods of avoiding gang related activities and the use of weapons to commit violent acts of aggression. SOL 10.3g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify gang-related behaviors • Recognize and explain risks associated with gang-related activities • Select methods to avoid violence (choose friends wisely, if a situation feels unsafe it probably is, etc.) • Explain the effects of negative peer pressure • Explain and employ resistance skills (strategies that helps one say NO) • Explain how anger contributes to weapons and violent behaviors (heart beats faster, blood rushes to the face, muscles tense up, etc., so the body is ready to defend itself – without the brain channeling this energy into something positive, the situation can easily escalate into a serious conflict) • Show the relationship between alcohol and other drug use and injury and violent crimes (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, engage in drunk driving or fall, etc.) 	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Body Systems

Goal: Students will identify structure, function and major body systems in order to maintain an optimal level of health.

GRADE 9	GRADE 10
<p>9.4.1 The student will analyze and evaluate how participation in activities can improve the cardiovascular system. SOL 9.2a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none">• Describe the psychological and physiological benefits of physical activity• Identify the health benefits of regular physical activity for teenagers and for a lifetime• Provide examples of cardiovascular activities• Describe how a healthy cardiovascular system improves personal health <p>9.4.2 The student will use various sources of information to achieve and maintain long-term health of all systems in the body. SOL 9.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none">• Examine the body systems using information provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA) The National Institutes of Health (NIH) the World Health Organization (WHO), and the centers for disease control and Prevention (CDC)	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Disease Prevention

- Goal: 1. The student will understand the importance of proper health care and disease prevention.**
2. The student will understand how diseases are spread.

GRADE 9	GRADE 10
<p>9.5.1 The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control. SOL 9.2</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Develop a personal plan for remaining free of communicable diseases • Define communicable diseases (an illness caused by a pathogen/germ) • Describe typhoid fever, Lyme disease, hepatitis A, B and C virus, salmonella, dengue fever, West Nile virus, malaria, listeriosis, Chicken Pox, colds, E. Coli, flu, cholera, leprosy, measles, viral meningitis, mumps, rabies, rubella, smallpox, tetanus, tuberculosis, whooping cough, yellow fever, conjunctivitis, impetigo, mononucleosis, polio, rocky mountain spotted fever, strep throat, scarlet fever, shingles, etc. • Identify precautions to prevent communicable diseases: <ol style="list-style-type: none"> 1. maintain good health—proper nutrition, sufficient rest and sleep, adequate physical activity, and regular medical check-ups; 2. proper hygiene to minimize germ exposure; 3. vaccinations (immunizations); and 4. use caution around people with communicable diseases (cold, flu, strep throat, etc.). • Identify the health consequences associated with physical inactivity (major risk factor for developing coronary heart disease, increased risk of stroke, high blood pressure, diabetes, low HDL, self esteem, psychological well-being, etc.) • Describe how the immune system works <p>9.5.2 The student will use various sources of information to evaluate the connections between personal health goals and state or national health issues; (e.g., as found in the Report of the Surgeon General). SOL 9.4a</p>	

GRADE 9	GRADE 10
<p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify the national health issues outlined in the Report of the Surgeon General. (http://www.health.gov/healthypeople) • Research community, state, national, and global health issues and evaluate their connections to personal health goals • Identify how personal health practices can affect the health outcomes of individuals and groups [normative behaviors (smoking, poor nutrition, etc.), the spread of communicable diseases, pollution, violence, immunizations, etc.] • Analyze health behaviors and practices that are common to groups of people (cultural or religious practices, gangs, underinsured, drug addicts, alcoholics, etc.) • Analyze the impact of unhealthy community and global practices on individuals and groups • Assess the value of health indicators and their impact on societal health (obesity, communicable disease infection rates, infant mortality statistics, etc.) <p>9.5.3 The student will gather information provided by recognized sources such as state and local health departments, the Food and Drug Administration (FDA) The National Institutes of Health (NIH) the World Health Organization (WHO), and the centers for disease control and Prevention (CDC) in order to evaluate global health issues. SOL 9.4b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Research the FDA, NIH, WHO and CDC and identify their public health responsibilities • Determine how individuals and communities access information from these organizations • Analyze the health conditions of 10 nations • Identify members of these health organizations • Determine these health organizations' scope of influence or the methods used to affect health practices (e.g., FDA restricted use of a product based on the product's clinical results) 	

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Nutrition

Goal: The student will understand the importance of food choices on overall health.

GRADE 9	GRADE 10
<p>9.6.1 The student will be able to use health knowledge and skills to apply the use of current research and scientific study to interpret dietary principles. SOL 9.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify recommended dietary allowances (RDA); (the amount of nutrients that will prevent deficiencies and excesses) • Describe food guide pyramid (recommended servings from the five food groups) • Interpret nutritional facts on food labels <p>9.6.2 The student will be able to recognize the value of proper nutrition. SOL 9.2c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify how eating habits affect personal health. <p>9.6.3 The student will assess the impact of poor dietary choices. SOL 10.1a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define weight management, underweight, overweight and obesity • Explain the health risks associated with underweight, overweight and obesity • Determine body mass index (BMI) • Explore weight management strategies for weight loss or weight gain • Investigate common fad diets and their impact on mental and physical health • Define eating disorders • Define sports nutrition • Identify types of vegetarianism • Identify types of nutrient supplements • List and explain types of food borne illnesses and how to minimize risks of food borne illnesses: <ol style="list-style-type: none"> 1. do not buy food with damaged packaging; 2. refrigerate or freeze meats and other perishable products; 	

3. avoid cross-contamination;
 4. thaw meats and seafood in the refrigerator; and
 5. cook food thoroughly; refrigerate and reheat if necessary.
- Explain food allergies or intolerance
 - Identify dietary changes to improve mental and physical health. (reduce consumption of caffeine, refined sugars, common allergens or problem foods, etc.)

9.6.4 The student will use various sources of information to evaluate the benefits of nutrition. SOL 9.4b

Essential Knowledge and Skills

- Examines the benefits of information provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA), the National Institutes of Health (NIH), the World Health Organization (WHO), and the Centers for Disease Control and Prevention (CDC)

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Drug Abuse and Prevention

- Goal:**
1. The student will understand the positive and negative effects of drug and alcohol use.
 2. The student will be able to make informed decisions based on acquired knowledge.

GRADE 9	GRADE 10
<p>9.7.1 The student will apply health knowledge and skills to develop personal standards regarding the use of alcohol, tobacco, and other controlled substances. SOL 9.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Analyze peer pressure and alcohol and other drug use (can be intense during the teen years--especially if alcohol and other drug use is considered the “norm”) • Define personal standards (set clear goals and values) • Describe a plan of action to make a commitment to be drug-free: <ol style="list-style-type: none"> 1. make a commitment not to use drugs before they are offered; 2. steer clear of people who use drugs; 3. know that remaining drug-free is a positive mature decision; and 4. deal with life’s ups and downs in a healthful way. <p>9.7.2 The student will analyze, synthesize, and evaluate the effects of alcohol and other drug use. SOL 9.3e</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify how alcohol and other drug use may contribute to injury and violent crimes (lose ability to control anger, make poor judgments and decisions, susceptible to negative group pressures, drive under the influence, etc.). <p>9.7.3 The student will examine behaviors that reduce health risks related to the use of alcohol, tobacco, and other drugs. SOL 10.1c</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define substance abuse • Explain why people misuse drugs or other chemicals: <ol style="list-style-type: none"> 1. see others using drugs; 2. are pressure by friends or siblings to use drugs; 	

GRADE 9**GRADE 10**

3. want to fit in;
 4. thrill seeking or experimenting;
 5. see drugs glamorized on television, movies, or in song lyrics; and
 6. are bored or trying to escape from problems.
- Describe side effects and the synergistic effects of drugs
 - Describe symptoms of drug overdose
 - Differentiate between physical and psychological dependence and addiction
 - Identify the cost of substance abuse
 - Identify harmful substances and health problems associated with tobacco use
 - Describe the long-term physical, mental and social effects of alcohol abuse
 - Explain the physical, mental and social effects of inhalant abuse
 - List illegal drugs used by adolescents
 - Describe strategies for preventing substance abuse

9.7.4 The student will investigate the effects of alcohol and drug use provided by the recognized sources such as state and local health departments, the Food and Drug Administration (FDA) The National Institutes of Health (NIH) the World Health Organization (WHO), and the centers for disease control and Prevention (CDC). SOL 9.4b

Essential Knowledge and Skills

- Research the FDA, NIH, WHO and CDC and identify their public health responsibilities (recall of medication, federal laws, etc.)
- Determine how individuals and communities access information from these organizations (support groups, rehabilitation centers, literature, etc.)
- Determine these health organizations' scope of influence or the methods used to affect health practices. (e.g., FDA restricted use of a product based on the product's clinical results)

PRINCE WILLIAM COUNTY HEALTH CURRICULUM: GRADES 9 - 10

Strand: Mental Health

- Goal:**
1. The student will be able to demonstrate strategies to manage stress and conflict in a healthy way.
 2. The student will understand the knowledge and skills to develop and maintain a positive self-image.
 3. The student will understand how to build and maintain a healthy relationship.

GRADE 9	GRADE 10
<p>9.8.1 The student will develop a personal system for coping with distress and stress. SOL 9.1g</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Identify stressful situations (relationships, deadlines, grades, etc.) • Recognize ways to avoid situations that may cause stress • Describe some ways to cope with stress <p>9.8.2 The student will describe how to manage deadlines. SOL 9.1h</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Describe some ways of managing stress: <ol style="list-style-type: none"> 1. eat nutritious foods; 2. get adequate sleep; 3. manage time--list tasks and how much time it will take to complete each task; 4. maintain a positive outlook; 5. be physically active; 6. learn how to relax; and 7. seek advice from others for solutions to problems. <p>9.8.3 The student will apply health knowledge and skills to practice peaceful resolution of conflicts. SOL 9.1i</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Analyze ways to resolve conflicts peacefully (negotiation, mediation, arbitration--all forms of resolution deal with agreement) <p>9.8.4 The student will measure the consequences of using weapons in acts of violence. SOL 9.3b</p>	

GRADE 9**GRADE 10****Essential Knowledge and Skills**

- Recognize how anger contributes to fights, using weapons and other violent behaviors (anger causes the heart to beat faster, blood rushes to the face, muscles tense up, etc., so the body is ready to defend itself—without the brain channeling this energy into something positive, the situation can escalate into a serious conflict)

9.8.5 The student will examine the power of assertiveness.**SOL 10.2a****Essential Knowledge and Skills**

- Compare and contrast assertive and aggressive behavior (assertive behavior is bold and confident behavior—speaks with conviction, leaving no doubt of feelings or intentions, while aggressive behavior attacks the situation in an overly forceful, hostile, bullying way)
- Explain the power of assertiveness (the ability to express thoughts, feelings, and beliefs in a direct, honest, and appropriate way--often the best way to deal with negative peer influence)
- Compose a scenario providing exemplars of assertive and aggressive behavior
- Recommend ways to be assertive in a variety of situations

9.8.6 The student will interpret the value of exercising self-control. SOL 10.2c**Essential Knowledge and Skills**

- Define self-control and explain how it is a protective factor (the person's ability to choose responsible behavior rather than eliciting an impulsive emotional response)

9.8.7 The student will develop goal-setting skills. SOL 10.2d**Essential Knowledge and Skills**

- Establish a health goal:
 1. select a measurable, realistic health goal to work on—make sure the selected goal will not harm one's health (Note: Be very careful that the chosen goal does not offend parents, guardians, etc. The teacher may want to have parents sign the "goal sheet".);

GRADE 9

2. list what is needed to do to reach the goal;
3. identify sources of support;
4. set a reasonable time frame to reach one's goals;
5. evaluate progress; and
6. rewards for reaching the goal.

9.8.8 The student will analyze the impact that emotions and peer approval have on personal decision-making. SOL 10.2e

Essential Knowledge and Skills

- Classify types of emotions
- Evaluate the impact peer approval has on teenagers
- Describe how to make choices based on a decision-making model:
 1. examine the situation;
 2. list possible options;
 3. weigh possible outcomes;
 4. factor in personal, family and community values;
 5. make a decision and take action; and
 6. evaluate decisions.
- Explain how emotions impact decisions (emotions often magnify a problem and one needs to have strong decision-making skills to make responsible choices)
- Evaluate the effects peer pressure has on teen decision making (usually has a strong influence that can positively or negatively impact teen decision making)
- Explain manipulation:
 1. teasing someone;
 2. making threats;
 3. using blackmail;
 4. bribing or promising something;
 5. using guilt; or
 6. using flattery.

9.8.9 The student will understand the importance of support and encouragement from positive role models. SOL 10.2h

Essential Knowledge and Skills

- Compare and contrast characteristics of positive and negative role models (someone who inspires one to choose healthful or harmful behaviors)
- Explain how positive role models encourage/support healthy behaviors

GRADE 10

GRADE 9	GRADE 10
<p>9.8.10 The student will plan strategies to reduce and prevent violence. SOL 10.3a</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define personal violence (use of physical force to injure or abuse self or others) • Develop strategies to reduce or prevent teen violence (avoid guns and other weapons, alcohol and other drug use, build self esteem, etc.) • Explain how violence affects personal, family and community health (fear, stress, injury, financial loss, etc.) <p>9.8.11 The student will propose peaceful conflict resolutions. SOL 10.3b</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Select methods for peaceful conflict resolution (cooperating, problem solving, showing respect for differences, etc.) • Infer the mental and physical benefits of resolving conflicts peacefully (reduces emotional distress, prevents injuries, etc.) • Compare and contrast conflicts experienced by middle school students, high school students, and adults <p>9.8.12 The student will identify the risk factors and warning signs associated with someone who may harm him/herself. SOL 10.3d</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Define mental disorders (an emotional, psychological, physical, or biochemical disorder that interferes with the demands of daily life) • Describe an organic mental disorder (a physical illness or injury that affects the brain) • Describe a functional mental disorder (results from stress, trauma, poor coping skills, emotional conflict, etc.) • Describe depression (feelings of hopelessness, helplessness, and sadness) • Explain warning signs that indicate someone may cause harm to themselves: <ol style="list-style-type: none"> 1. seems depressed, lacks energy and enthusiasm; 2. withdraws from family and friends; 3. shows no interest in doing well at school; 4. gives away possessions; 	

GRADE 9	GRADE 10
<p>5. neglects personal hygiene and has an unkempt appearance;</p> <p>6. becomes extremely sensitivity to what others say and do;</p> <p>7. makes comments or writes songs or poetry about not wanting to live any more;</p> <p>8. increases risk-taking behaviors—drives recklessly, behaves violently; and</p> <p>9. shows self-destructive behaviors such as abusing drugs and alcohol.</p> <ul style="list-style-type: none"> • Decide what actions can be taken when friends shows tendencies toward self-harm: <ol style="list-style-type: none"> 1. listen, show concern, talk directly to them and make sure they know someone care; 2. stress to them that this is temporary and there are people who can help them; 3. make sure they understand that harming themselves is not the best solution; and 4. have them talk to a trusted adult. • Recognize options for professional help (school counselor, psychiatrist, neurologist, school psychologist, psychiatric social worker, etc.) <p>9.8.13 The student will discuss crisis management strategies. SOL 10.3f</p> <p>Essential Knowledge and Skills</p> <ul style="list-style-type: none"> • Explain crisis management (remain calm, calm others, quick evaluation and action, etc.) 	