

# Health Essential Learnings

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- I. Structure and Functions of the Body
  - A. Kindergarten
    - 1. Students will identify the five senses
    - 2. Students will tell why people have bones and muscles
    - 3. Students will show the location of the heart
  - B. Grade 1
    - 1. Students will illustrate the functions of the five senses
    - 2. Students will predict what happens to the heart rate during physical activity
  - C. Grade 2
    - 1. Students will identify and describe the components of the 4 major bodily systems
  - D. Grade 3
    - 1. Students will classify the five sense organs and their parts, explain how the five senses are used in personal and social environments
    - 2. Students will recognize major muscles
    - 3. Students will identify the cause and effect of lifestyle choices
  - E. Grade 4
    - 1. Students will describe how muscles effect overall health
    - 2. Students will identify different types of bones
  - F. Grade 5
    - 1. Students will explain ways in which the muscular and other bodily systems work together
    - 2. Students will explain ways the cardio-respiratory system interacts with other systems
    - 3. Students will recognize the importance of self and regular checkups for skin abnormalities
  - G. Grade 6
    - 1. Students will classify the three types of muscle tissue
    - 2. Students will know the different types of joints in the skeletal system
    - 3. Students will understand the reproductive system
  - H. Grade 7
    - 1. Students will explain how muscles work
    - 2. Students will explain how the skeletal system works
    - 3. Students will describe how healthy lifestyle choices affect the body

I. Grade 8

1. Students will analyze how learning is influenced by the brain's short-term and long-term memory
2. Students will explain how to maintain a healthy reproductive system

J. Grades 9-12

1. Students will investigate disorders, their treatment and prevention techniques to maintain healthy bodily systems

- II. Social, Emotional, and Mental Health
  - A. Kindergarten
    - 1. Students will recognize similarities and differences of families.
    - 2. Students will identify emotions and appropriate methods of expression
  - B. Grade 1
    - 1. Students will identify responsibilities within a family, school, community, and etc.
    - 2. Students will identify situations that require adult assistance.
  - C. Grade 2
    - 1. Students will recognize the influence of peers
    - 2. Students will identify cause and effect of one's actions on others
  - D. Grade 3
    - 1. Students will evaluate the importance of effective listening skills in building and maintaining relationships.
  - E. Grade 4
    - 1. Students will relate the effects of human actions towards people of diverse backgrounds
  - F. Grade 5
    - 1. Students will identify how family, friends, and culture influences personal health decisions.
    - 2. Students will identify defense mechanisms as a means for handling emotions.
  - G. Grade 6
    - 1. Students will differentiate between positive and negative peer pressure.
    - 2. Students will describe how to constructively manage feelings caused by disappointment, stress, separation, or loss.
  - H. Grade 7
    - 1. Students will formulate scenarios that will illustrate potential problems or difficult situations
  - I. Grade 8
    - 1. Students will analyze ways individuals can respond to the various needs and characteristics of diverse people.

J. Grades 9-12

1. Students will describe patterns of physical, social and mental health that promote healthy long-term relationships.
2. Students will differentiate between constructive and destructive defense mechanisms.

### III. Personal and Family Health

#### A. Kindergarten

1. Students will identify behaviors that keep a person healthy.

#### B. Grade 1

1. Students will show the cause and effect of healthy behaviors.
2. Students will identify preventative healthcare.
3. Students will recognize that physical activity raises heart and respiratory rate.

#### C. Grade 2

1. Students will identify and show good oral hygiene.
2. Students will describe how physical activity makes a person's body stronger.

#### D. Grade 3

1. Students will identify components of health related fitness.
2. Students will describe how personal health is enhanced by behaviors.

#### E. Grade 4

1. Students will identify behaviors, which if performed regularly, can contribute to a healthy lifestyle.

#### F. Grade 5

1. Students will recognize the rapid changes in adolescent development.
2. Students will distinguish individual strengths and weaknesses in health related fitness.

#### G. Grade 6

1. Students will identify body changes during puberty and proper hygiene practices.
2. Students will compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt.

#### H. Grade 7

1. Students will know the benefit of refraining from the use of tobacco and alcohol.
2. Students will distinguish the difference between health and skill related fitness.

#### I. Grade 8

1. Students will analyze how social, emotional, physical, and mental health affects wellness.
2. Students will assess personal health needs.

J. Grades 9-12

1. Students will discuss concepts of preventive care.
2. Students will analyze factors and benefits of regular physical activity.

#### IV. Nutrition

##### A. Kindergarten

1. Students will recognize we need a variety of foods each day.
2. Students will recognize how germs are spread and apply practices to reduce germs in our community.

##### B. Grade 1

1. Students will recognize that foods come from plant and animal sources and provide the body with fuel.
2. Students will recognize that food fits into different groups and that different amounts are needed from each group for healthy eating.
3. Students will illustrate proper food safety procedures.

##### C. Grade 2

1. Students will identify healthy food choices in each of the five foods groups.
2. Students will recognize that eating healthy and being active will help maintain a healthy body composition.

##### D. Grade 3

1. Students will identify the six essential nutrients, their functions, and how they affect the body.
2. Students will explain the importance of nutrition facts on food labels in making healthy selections.

##### E. Grade 4

1. Students will identify and locate the six essential nutrients on food labels and recognize that this information helps one make healthy food choices.
2. Students will describe proper food guidelines and storage.

##### F. Grade 5

1. Students will use the MyPyramid.gov website to construct a balanced menu.
2. Students will examine food labels to determine calories, and nutrients in a product.
3. Students will summarize the relationship between food intake and physical activity.

##### G. Grade 6

1. Students will learn the benefits from fats, carbohydrates, vitamins, minerals, and water.
2. Students will identify allergy information on food labels.

H. Grade 7

1. Students will evaluate factors that influence food choices.
2. Students will recognize the symptoms of various eating disorders.
3. Students will analyze food labeling information to determine calories and nutrients.
4. Students will apply the four basic rules of food handling.

I. Grade 8

1. Students will identify food sources that supply essential nutrients.
2. Students will create a meal plan using “My Pyramid”.

J. Grades 9-12

1. Students will assess key nutrients and their specific functions.
2. Students will analyze food choices and their effect on a proper diet.

- V. Consumer Health and Safety
  - A. Kindergarten
    - 1. Students will identify community helpers and health professionals.
  - B. Grade 1
    - 1. Students will describe the responsibilities of various community helpers.
  - C. Grade 2
    - 1. Students will identify advertising techniques that target children.
  - D. Grade 3
    - 1.
  - E. Grade 4
    - 1. Students will collect and display examples of how the media can influence health related consumer decisions.
    - 2. Students will compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems.
  - F. Grade 5
    - 1. Students will list five rights that consumers have to protect themselves from false health claims.
  - G. Grade 6
    - 1. Students will recognize that fad, quackery, and advertising can influence health, behaviors, and practices.
    - 2. Students will identify health related careers.
  - H. Grade 7
    - 1. Students will examine the different types of health care systems.
  - I. Grade 8
    - 1. Students will analyze marketing and advertising techniques that influence consumer decisions.
    - 2. Students will identify and analyze consumer health issues and products to make wise decisions.
  - J. Grades 9-12
    - 1. Students will analyze the health claims that the media makes and their impact.
    - 2. Students will analyze the reliability of health care information, services, and products that could affect consumer decision making.

## VI. Life Management Skills

### A. Kindergarten

1. Students will recognize that people have disagreements and choices on how to resolve them.
2. Students will recognize and practice saying “NO!” to unhealthy actions and behaviors toward them.
3. Students will define “private parts” and distinguish between safe and unsafe touch.

### B. Grade 1

1. Students will demonstrate how goal setting can help a person make a difference in their personal health.
2. Students will identify a trusted adult.
3. Students will identify acceptable and unacceptable behavior.

### C. Grade 2

1. Students will identify positive ways to solve or prevent problems.
2. Students will identify healthy activities that can relieve uncomfortable feelings and emotions.

### D. Grade 3

1. Students will identify the five steps of the decision making process.
2. Students will define refusal skills and assertive skills.
3. Students will define bullying and harassment and list acts of each.
4. Students will define violence and identify the causes.

### E. Grade 4

1. Students will identify steps of conflict resolution.
2. Students will describe strategies to prevent bullying and violence.

### F. Grade 5

1. Students will apply strategies to solve or prevent problems.
2. Students will establish short and long-term goals for a specific health issue.
3. Students will devise a plan to reduce the risk of becoming a victim of violence.

### G. Grade 6

1. Students will recognize that life management skills can be applied to personal situations.
2. Students will apply and assess conflict mediation strategies to a variety of conflict situations.

3. Students will describe positive stress management skills to reduce stress related problems.

#### H. Grade 7

1. Students will analyze and evaluate how the decision-making process can help an individual in life situations.
2. Students will examine the impact that peer pressure refusal skills have on self-perception and the perception of others.
3. Students will analyze various techniques designed to enhance coping abilities and manage stress.

#### I. Grade 8

1. Students will distinguish between problems that can be solved independently, and with help.

#### J. Grades 9-12

1. Students will apply practices that preserve and enhance the safety of others.
2. Students will develop a list of intervention skills and describe when and how to use these skills.

## VII. Disease Prevention and Safety

### A. Kindergarten

1. Students will recognize that germs cause illness.
2. Students will model proper hand washing and hygiene.
3. Students will identify bodily fluids and how gloves protect us from them.

### B. Grade 1

1. Students will define germs, where they are found, and what harm they cause to the body.
2. Students will identify behaviors that prevent and reduce chance of illness.
3. Students will recognize that body fluids can carry harmful diseases.

### C. Grade 2

1. Students will identify how germs are spread.
2. Students will identify safe practices for reducing a person's risk for disease.

### D. Grade 3

1. Students will classify communicable and non-communicable diseases into the appropriate category.
2. Students will define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids.

### E. Grade 4

1. Students will explain how healthy behaviors enhance the body's basic lines of defense.
2. Students will describe how HIV affects the immune system.

### F. Grade 5

1. Students will list behaviors that could enhance HIV transmission and strategies to prevent infection.

### G. Grade 6

1. Students will identify the stages of disease progression.
2. Students will analyze information about the transmission and prevention of communicable disease.
3. Students will explain and discuss the relationship between HIV and AIDS.

### H. Grade 7

1. Students will name and discuss common STDs.
2. Students will compare and contrast signs and symptoms of HIV/AIDS.

3. Students will describe how to protect themselves from STDs.

I. Grade 8

1. Students will describe the body's lines of defense and the stages of disease progression.
2. Students will explain the patterns of transmission, treatment, and prevention of HIV/AIDS.
3. Students will recognize the different symptoms of STDs.

J. Grades 9-12

1. Students will describe the effect of positive lifestyle behaviors on the occurrence of disease.
2. Students will evaluate how teen pregnancy and parenting can impact personal, family, and societal perspectives.

## VIII. Injury Prevention and Safety

### A. Kindergarten

1. Students will recognize warning labels that identify harmful items and substances
2. Students will explain how to make emergency phone calls.
3. Students will recognize the importance of safety rules in and around water.
4. Students will identify specific safe practices in and around water.

### B. Grade 1

1. Students will identify ways to stay safe in bad weather, around strangers, on the Internet, and around the home.
2. Students will identify proper safety equipment and individuals that can assist with first aid.
3. Students will demonstrate safe practices and procedures in and around water.

### C. Grade 2

1. Students will describe common safety rules and laws.
2. Students will explain the use and purpose of safety equipment.

### D. Grade 3

1. Students will construct a plan of what to do when home alone.
2. Students will create a plan that recognizes an emergency or non-emergency situation and how to respond.
3. Student will apply safe practices and procedures in and around water.

### E. Grade 4

1. Students will predict the outcome when safety equipment is used/not used in physical activity.
2. Students will explain the cause and effect of following water safety rules.

### F. Grade 5

1. Students will explain how basic aid techniques can help to save lives.

### G. Grade 6

1. Students will recognize basic aid techniques that help save lives.
2. Students will apply concepts about weather safety.

### H. Grade 7

1. Students will access home and school environment for potential unsafe situations and recommend corrective action.

2. Students will demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing, CPR, poisoning, burns, bleeding and RICE
3. Students will make informed decisions to reduce the risk of injuries during exercise, sports and other activities.

I. Grade 8

1. Students will recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risk of harm to self and others.
2. Students will prioritize and demonstrate the steps involved in assessing an emergency situation.

J. Grades 9-12

1. Students will identify situations that are life-threatening and perform basic life saving procedures.
2. Students will recognize activity and weather related emergencies and perform appropriate first aid.

IX. Substance Education

A. Kindergarten

1. Students will recognize there are safe and unsafe substances that can be taken into the body.
2. Students will recognize medicine is used to prevent or treat certain health problems under adult supervision.
3. Students will recognize that TAOD can have dangerous effects on the body.

B. Grade 1

1. Students will identify alcohol, tobacco, and medicines as drugs.
2. Students will distinguish between over-the-counter and prescription drugs.

C. Grade 2

1. Students will identify various types of drugs such as nicotine, alcohol, street drugs.
2. Students will recognize importance of storing medicine in its proper place.
3. Students will describe the effect so TAOD on the lungs, brain, and liver.

D. Grade 3

1. Students will recognize the role of medication in treating an illness.
2. Students will identify healthy alternatives to using and abusing substances.

E. Grade 4

1. Students will classify substances in the home according to proper and improper use.
2. Students will identify the purposes of prescriptions and over-the-counter drugs and how they can be used safely.
3. Students will analyze the effects of choosing healthy alternatives rather than using or abusing substances.

F. Grade 5

1. Students will explain the guidelines and precautions needed when using over-the-counter and prescription dugs
2. Students will discuss the issues relative to a smoke-free environment.

G. Grade 6

1. Students will describe the short-and long-term effects of performance enhancing drugs.

2. Students will differentiate between over-the-counter and prescription drugs.
3. Students will classify drugs based on their effects on the body.

H. Grade 7

1. Students will compare peer pressure to peer support and evaluate how each influences the other.

I. Grade 8

1. Students will determine a cause and effect relationship regarding body system functions.
2. Students will determine the cause and effect relationship between the use of alcohol, tobacco and other substances.

J. Grades 9-12

1. Students will evaluate the short and long term effects of substances on the body
2. Students will assess the risk of chemical dependency and locate available help when substance use becomes a problem

- X. Environmental Health
  - A. Kindergarten
    - 1. Students will recognize how the environment affects a person's health.
    - 2. Students will identify ways to protect the body from the environment.
  - B. Grade 1
    - 1. Students will recognize the effects of noise pollution on the body.
  - C. Grade 2
    - 1. Students will recognize the harmful effects of poor air quality or extreme temperature to the body.
  - D. Grade 3
    - 1. Students will recognize different types of pollution and how they affect one's health.
    - 2. Students will describe what an individual can do to help preserve the environment and promote environmental health.
  - E. Grade 4
    - 1. Students will compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of secondhand smoke.
    - 2. Students will identify actual or potential risk factors and reduction methods within the environment that can affect one's health.
  - F. Grade 5
    - 1. Students will develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health.
  - G. Grade 6
  - H. Grade 7
  - I. Grade 8
    - 1. Students will describe ways in which the environment and ecosystems can be damaged.
    - 2. Students will examine existing and potential environmental health problems.

J. Grades 9-12

1. Students will compare present environmental health problems to past environmental health problems and develop strategies to address these for the future
2. Students will compare ways that individuals, communities, state and federal governments can cooperate to promote environmental health