Responsible Healthy Lifestyles
Health Education
Level 3

Course Description (Levels K-6)
Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

Key
Phrases in bold lettering: Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

Phrases in italicized lettering: Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

Phrases in bold and italics: Refers to those skills that are also content.

(Abbreviations in Parentheses): Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:
(FA) Fine Arts
(LA) Language Arts
(LM) Library Media
(PE) Physical Education
(SC) Science
(SS) Social Studies

***Abbreviations with an *asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).
***MP Maturation Program**
***NU Nutrition**
***PD Prevention Dimensions**

Core Standards of the Course

Healthy Self

Standard 1: The students will learn ways to improve mental health and manage stress.

Objective 1: Demonstrate **responsibility for self and actions.**

a. Identify personal responsibilities.
b. Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people.
c. Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause, less stress.
d. Determine how good decision making can help complete responsibilities.

Objective 2: Recognize why **acceptance of self and others** is important for the development of *positive attitudes.* ***PD**

a. Determine the benefits of accepting self and others.
b. Determine the benefits of having positive attitudes.
c. Describe the relation between acceptance and attitude.

Substance Abuse Prevention

Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Recognize the **health implications of alcohol and tobacco use. *PD**

a. Identify both the short- and long-term effects of alcohol and tobacco use.
b. Describe the effects of passive smoke.
c. Determine the financial impact of alcohol and tobacco use.

Objective 2: Determine how building relationships with **helpful people** can be beneficial. **(SS)**

a. List and classify helpful people; e.g., within family, neighborhood, community.
b. Identify the benefits of building relationships with caring adults.

Human Development and Relationships

Standard 3: The students will understand and respect self and others related to human development and relationships.

Objective 1: Summarize the functions of the skeletal and muscular systems.

a. Name the **major body systems** and their basic functions.
b. Describe the **skeletal and muscular** systems.
c. Demonstrate ways to strengthen the skeletal and muscular systems. **(PE)**

Objective 2: Model behaviors that foster **healthy interpersonal relationships. (SS) *PD**

a. Examine the benefits of healthy relationships among peers, family, and community members.
b. Recognize ways in which peers, families, and communities may change over time.
c. Model ways to contribute to healthy relationships among peers, family, and community members.

Objective 3: Model strategies for **preventing abuse.**

a. Maintain personal boundaries.
b. *Identify* situations that may put one at risk for abuse.
c. Demonstrate ways to *avoid, manage, or escape risk*.

Disease Prevention and HIV/AIDS Education

Standard 4: The students will understand concepts related to health promotion and disease prevention.

Objective 1: Tell why **HIV** is difficult to contract and usually does not affect children.

a. List ways that people cannot contract HIV.
b. Identify ways people can avoid coming in contact with blood.

Objective 2: Demonstrate ***decision-making and Refusal Skills®*** for HIV prevention. ***PD**

a. List reasons to avoid contact with blood.
b. *Identify, avoid, manage, or escape* situations involving blood-to-blood contact.

Objective 3: Demonstrate **proper personal hygiene and universal precautions.**

a. Demonstrate proper hand washing.
b. Recognize importance of never touching another person's blood and other body fluids.
c. Describe procedure to follow in the event of a blood spill.

Safety and Injury/Violence Prevention

Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Objective 1: Match **safety procedures to potential hazards. (SC)**

a. Describe **procedures to follow in case of fire, flood, earthquakes, and electrical shock.**
b. Predict problems of using and being around **machines.**
c. Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.
d. List reasons for treating **animals** with respect and kindness.

Nutrition and Fitness

Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 1: Compare **personal eating habits** with a balanced diet. ***NU**

a. Record daily food intake.
b. Determine a balanced diet based on the Food Guide Pyramid.

Objective 2: Identify **nutrient groups and the key functions of each. *NU**

a. Identify nutrient groups; i.e., proteins, fats, water, carbohydrates, vitamins, minerals.
b. Name foods rich in key nutrients.
c. Define the functions of basic nutrient groups.

Objective 3: Examine the **dangers of dysfunctional eating.**

a. Identify common reasons for dieting; e.g., health, peer pressure, unhappy with looks and/or size, weight loss.
b. Predict the effect fad diets may have on health.

Objective 4: **Assess personal fitness level. (PE)**

a. Measure heart rate.
b. Record the results of participation in aerobic, strength, endurance, and flexibility testing.

Consumer and Community Health

Standard 7: The students will understand the value of service and effective consumer practices.

Objective 1: Participate in **service learning that assists the community. (SS)**

a. *Identify the needs* of a community.
b. Examine situations when people or groups assist communities.
c. *Plan, implement, and report* on community service.

Objective 2: Describe the **influence of *media* on making healthy choices. (LA) (LM)**

a. Find health-related messages in media.
b. Determine the reliability of health messages in the media, including Internet.
c. Report the effect of media on decision-making.

Objective 3: Summarize the role of **health services** in the community.

a. List various health services.
b. Define the role of each service.
c. Identify situations in which the health services can or should be accessed.