

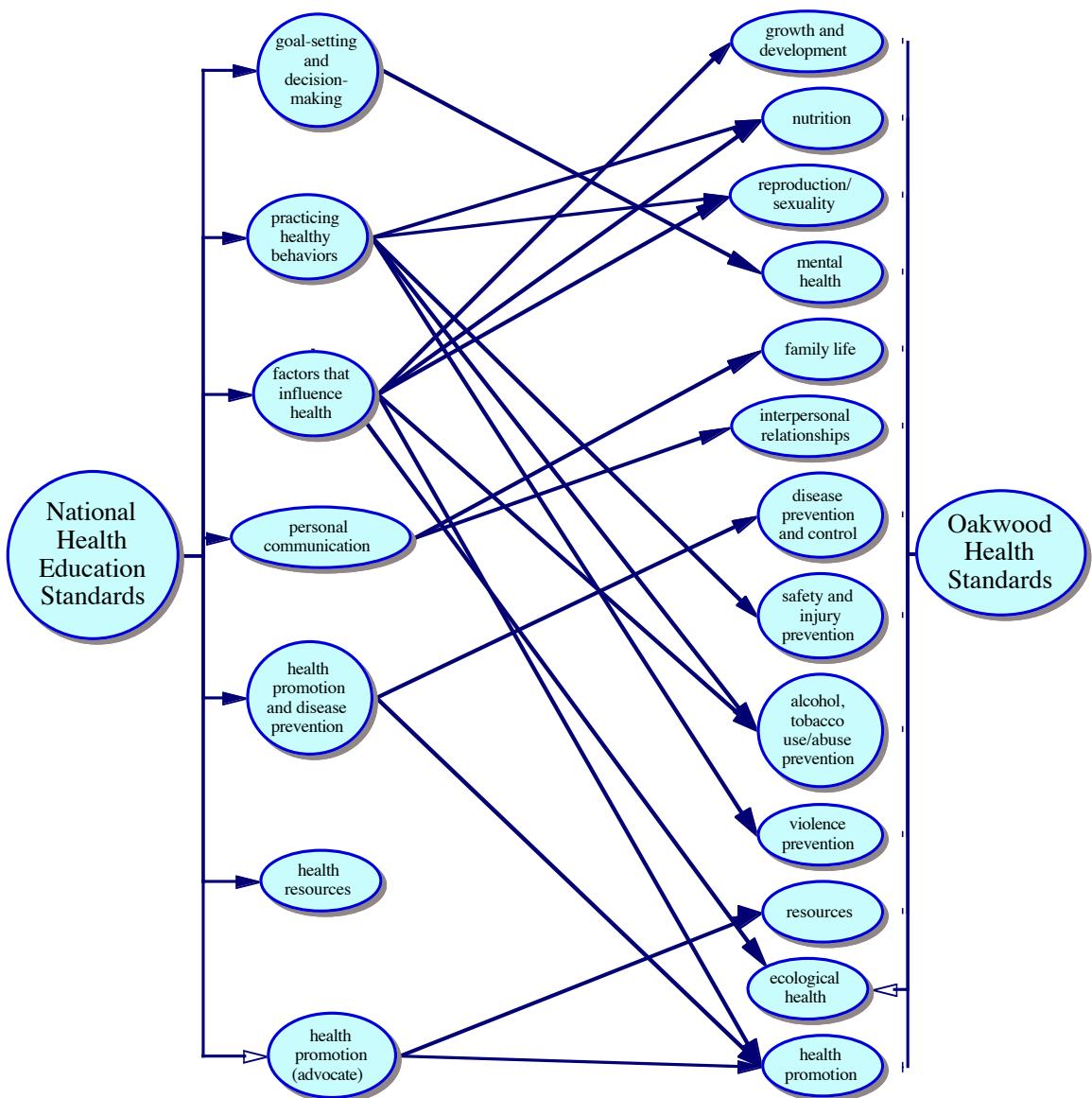
K-6 Health Standards Introduction

In developing the K-6 Health Standards, our Heath Team aligned Oakwood's health curriculum to the *National Health Education Standards*, which were developed by the Joint Committee on National Health Education Standards and were published in 2003. The Joint Committee is comprised of the Association for the Advancement of Health Education, the American School Health Association, the American Public Health Association, and the Society of the State Directors of Health, Physical Education, and Recreation.

In order to make Oakwood's health curriculum user-friendly for educators, our Health Team chose to organize our standards into 13 instructional topics (we borrowed this organizational approach from the *Massachusetts Comprehensive Health Curriculum Framework*): growth and development, nutrition, reproduction/sexuality, mental health, family life, interpersonal relationships, disease prevention and control, safety and injury prevention, violence prevention, resources, ecological health, health promotion, and alcohol, tobacco use/abuse prevention.

The chart on the next page shows the relationship between the organization of the National Health Education Standards and the organization of the Oakwood Health Standards.

OAKWOOD HEALTH: ELEMENTARY



OAKWOOD HEALTH: ELEMENTARY

GROWTH AND DEVELOPMENT

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

KINDERGARTEN

- Body Systems* 1. Identify appropriate accommodations and aids for people with physical disabilities.

FIRST GRADE

- Body Systems* 1. Identify appropriate accommodations and aids for people with physical disabilities.

- Life Cycle* 2. Distinguish the characteristics of living and nonliving organisms.

SECOND GRADE

- Body Systems* 1. Identify appropriate accommodations and aids for people with physical disabilities.

- Life Cycle* 2. Distinguish the characteristics of living and nonliving organisms.

THIRD GRADE

- Body Systems* 1. Identify appropriate accommodations and aids for people with physical disabilities.

- Life Cycle* 2. List the stages in the basic growth process of living organisms (fertilization, birth, growth, reproduction, death).

FOURTH GRADE

- Body Systems* 1. Identify appropriate accommodations and aids for people with physical disabilities.

2. Name the external and internal parts of the body and the body systems (e.g. nervous, muscular, skeletal, circulatory, respiratory, endocrine, excretory, digestive).

OAKWOOD HEALTH: ELEMENTARY

FIFTH GRADE

Body Systems

1. Identify appropriate accommodations and aids for people with physical disabilities.
2. Identify behaviors and environmental factors that influence functioning of body systems.

SIXTH GRADE

Body Systems

1. Identify appropriate accommodations and aids for people with physical disabilities.
2. Identify the stages of the human life cycle (from prenatal through late adulthood).
3. Identify ways to increase immediate peak functioning of body systems (including evaluating personal needs for exercise, nutritious foods, and adequate rest).

Life Cycle

4. Define genes and the concept of heredity.

OAKWOOD HEALTH: ELEMENTARY

NUTRITION

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

KINDERGARTEN

Improving Nutrition

1. Sort foods into appropriate food groups.

FIRST GRADE

Improving Nutrition

1. Introduce the concept of an appropriate serving size for various foods.
2. Distinguish between a healthy and an unhealthy snack.

SECOND GRADE

Improving Nutrition

1. Introduce the nutrition label and compare the nutrition labels of various foods.

THIRD GRADE

Improving Nutrition

1. Identify the key nutrients in food that support healthy bodies, and recognize that the amount of food needed changes as the body grows.
2. Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
3. Recognize hunger and satiety cues and how to make food decisions based upon these cues.
4. Identify heredity, diet, and physical activity as key factors in body shape and size.

Safe and Adequate Food Supply

5. Identify the connection between food served in the home with regional food production.

6. Describe personal hygiene and safety measures used in preparing foods.

Social Influences

7. Describe how food choices are influenced by availability, individual and family preferences, media, culture and background, and identify healthy foods traditional to various cultural groups.

OAKWOOD HEALTH: ELEMENTARY

FOURTH GRADE

Improving Nutrition

1. Describe what constitutes a healthy diet and adequate physical activity during the adolescent growth spurt.

FIFTH GRADE

Improving Nutrition

1. Describe what constitutes a healthy diet and adequate physical activity during the adolescent growth spurt.

SIXTH GRADE

Improving Nutrition

1. Describe what constitutes a healthy diet and adequate physical activity during the adolescent growth spurt.
2. List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.
3. Explain factors associated with a safe food supply (food handling, production, food storage and preparation techniques).
4. Identify associated behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.

Safe and Adequate Food Supply

Social Influences

OAKWOOD HEALTH: ELEMENTARY

REPRODUCTION/SEXUALITY

Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual and reproductive health.

No indicators for Grades K-3.

FOURTH GRADE

- | | |
|---------------------------|---|
| <i>Body Changes</i> | 1. Identify how their physical bodies change during puberty.
2. Recognize that maturation can occur at varying stages.
3. Recognize that emotional changes are to be expected during puberty. |
| <i>Human Reproduction</i> | 4. Use correct terminology for body parts and body functions. (See Appendix A)
5. Describe the development of the reproductive system, and identify the differences between males and females. |
| <i>Human Sexuality</i> | 6. Recognize that human sexuality is a normal part of life throughout the entire life span.
7. Identify the role of media in forming perceptions of sexuality.
8. Identify support people with whom students can communicate about sexuality. |

FIFTH GRADE

- | | |
|---------------------------|---|
| <i>Body Changes</i> | 1. Identify how their physical bodies change during puberty.
2. Recognize that maturation can occur at varying stages.
3. Recognize that emotional changes are to be expected during puberty. |
| <i>Human Reproduction</i> | 4. Use correct terminology for body parts and body functions. (See Appendix B).
5. Describe the development of the reproductive system and identify the differences between males and females.
6. Identify feminine hygiene products. |
| <i>Human Sexuality</i> | 7. Identify the role of media in forming perceptions of sexuality.
8. Identify inappropriate touching and sexual abuse.
9. Identify support people with whom students can communicate about sexuality. |

OAKWOOD HEALTH: ELEMENTARY

10. Be aware of social pressure and the right to say “no”.
11. Recognize the differences in sexual behavior, including heterosexuality, homosexuality, celibacy and marriage.

SIXTH GRADE

Body Changes

1. Identify how their physical bodies change during puberty.
2. Recognize that maturation can occur at varying stages.
3. Recognize that emotional changes are to be expected during puberty.

Human Reproduction

4. Use correct terminology for body parts and body functions. (See Appendix C).
5. Describe the development of the reproductive system and the differences between males and females.

Human Sexuality

6. Recognize the impact of media presentations that encourage sexual involvement.
7. Identify the differences in sexual behavior among the terms heterosexuality, homosexuality, celibacy and marriage.
8. Identify support people with whom students can communicate about sexuality.
9. Be aware of social pressure and the right to say “no”.
10. Discuss interpersonal relations including dating, sexual behavior, and sexual abuse.
11. Recognize the causes and cures of sexually transmitted diseases (STDs).
12. Define abstinence as the only way to ensure prevention of STDs and pregnancy.
13. Identify sexual discrimination and harassment.

OAKWOOD HEALTH: ELEMENTARY

MENTAL HEALTH

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness. Students will learn skills to promote self-acceptance, make decisions, and cope with stress.

KINDERGARTEN

- | | |
|------------------------------|---|
| <i>Feelings and Emotions</i> | 1. Identify the various feelings that most people experience. |
| <i>Identity</i> | 2. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride. |
| <i>Decision Making</i> | 3. Work together in a team or group.
4. Set a realistic personal goal.
5. Identify and use coping skills, such as counting to ten, deep breathing, walking away, talking about it, etc. |

FIRST GRADE

- | | |
|------------------------------|--|
| <i>Feelings and Emotions</i> | 1. Express in words your feelings, and identify what causes each of them. |
| <i>Identity</i> | 2. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride.
3. Identify ways to be a leader in the classroom. |
| <i>Decision Making</i> | 4. Set a realistic personal goal. Determine the extent to which the goal was achieved.
5. Evaluate decisions based on consequences. |

SECOND GRADE

- | | |
|------------------------------|--|
| <i>Feelings and Emotions</i> | 1. Identify the various feelings that most people experience, and describe the physical and emotional reactions of the body to intense positive and negative feelings, including helping people deal with grief. |
| <i>Identity</i> | 2. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, |

OAKWOOD HEALTH: ELEMENTARY

focus and pride.

Decision Making

3. Identify advantages and disadvantages to help with decision making.
4. Set a personal health goal and track progress toward its achievement.
5. Identify situations that are in your control and situations that are beyond your control.

THIRD GRADE

Feelings and Emotions

1. Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.

Identity

2. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride.

Decision Making

3. Identify your personal support system.
4. Set a personal health goal and track progress toward its achievement.

FOURTH GRADE

Identity

1. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride.

2. Identify the characteristics of a good leader.

Decision Making

3. Reframe a stressful situation, and turn it into a positive situation.

4. Set a personal health goal and track progress toward its achievement.

FIFTH GRADE

Identity

1. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride.

2. Describe the effects of leadership skills on the promotion of teamwork.

Decision Making

3. Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

4. Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept.

OAKWOOD HEALTH: ELEMENTARY

5. Apply strategies and skills needed to attain personal health goals.
6. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.

SIXTH GRADE

Identity

1. Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, kindness, forgiveness, compromise, compassion, cooperation, friendship, perseverance, responsibility, determination, focus and pride.
2. Describe the relationships among physical appearance, changes in the body, and self-concept and esteem.

Feelings and Emotions

3. Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.
4. Identify the causes and effects of depression and how to seek help.

Decision Making

5. Describe the contribution of a personal support system to good mental health.
6. Apply strategies and skills needed to attain personal health goals.
7. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
8. Develop a plan that addresses personal strengths, needs, and helath risks.

OAKWOOD HEALTH: ELEMENTARY

FAMILY LIFE

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

KINDERGARTEN

Functions and Purpose

1. Identify the members of your family.

Supports

2. Identify whom to talk with about family problems and successes.

FIRST GRADE

Functions and Purpose

1. Identify different types of families and functions of families.

Supports

2. Identify whom to talk with about family problems and successes.

SECOND GRADE

Parenting

1. Identify what parents do to provide a safe, healthy environment for their children.

Supports

2. Identify whom to talk with about family problems and successes.

THIRD GRADE

Feelings and Emotions

1. Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being.

Supports

2. Identify whom to talk with about family problems and successes.

FOURTH GRADE

Functions and Purpose

1. Describe factors, such as character traits of individuals and life events, that can strengthen families.

Supports

2. Identify whom to talk with about family problems and successes.

OAKWOOD HEALTH: ELEMENTARY

FIFTH GRADE

Supports 1. Identify whom to talk with about family problems and successes.

SIXTH GRADE

Functions and Purpose 1. Describe how the functions, purposes, and responsibilities of family members change with life events.

2. Explain the family life cycle and recognize that raising a child is one of the most important functions of a family.

Supports 3. Identify whom to talk with about family problems and successes.

4. Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.

Parenting 5. Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences.

OAKWOOD HEALTH: ELEMENTARY

INTERPERSONAL RELATIONSHIPS

Students will learn that relationships with others are an integral part of the human life experience and will identify the factors that contribute to healthy interpersonal relationships. Students will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

KINDERGARTEN

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Practice using assertiveness skills to enhance positive interpersonal communication.

FIRST GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Practice using attentive listening skills to enhance positive interpersonal communication.

SECOND GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Practice using feedback ("I" messages, and "I feel____when you...") to enhance positive interpersonal communication.

OAKWOOD HEALTH: ELEMENTARY

THIRD GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

Peer Relationships

4. Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character and interacting with others.

FOURTH GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

FIFTH GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family member, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.
3. Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

SIXTH GRADE

Communication

1. Identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.
2. Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.

OAKWOOD HEALTH: ELEMENTARY

- 3. Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

Peer Relationships

- 4. Describe the concepts of prejudice and discrimination.
- 5. Explain how peer pressure influences choices, and apply strategies for managing negative peer pressure and encouraging positive peer pressure.

OAKWOOD HEALTH: ELEMENTARY

DISEASE PREVENTION AND CONTROL

Students will learn the signs, symptoms, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

KINDERGARTEN

Signs, Causes and Treatment

1. Identify the common symptoms of illness, and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness.
2. Discuss how to demonstrate safe care and concern toward ill persons in the family, school, and community.
3. Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy snacks, brushing, flossing).
4. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
5. Discuss how cleanliness and good grooming show consideration for self and others.

FIRST GRADE

Signs, Causes and Treatment

1. Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness.
2. Discuss how to demonstrate safe care and concern toward ill persons in the family, school, and community.
3. Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy snacks, brushing, flossing).
4. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
5. Discuss how cleanliness and good grooming show consideration for self and others.

OAKWOOD HEALTH: ELEMENTARY

SECOND GRADE

- Signs, Causes and Treatment*
1. Discuss how to demonstrate safe care and concern toward ill persons in the family, school, and community.
- Health Maintenance*
2. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
 3. Discuss how cleanliness and good grooming show consideration for self and others.

THIRD GRADE

- Signs, Causes and Treatment*
1. Discuss how to demonstrate safe care and concern toward ill persons in the family, school, and community.
- Health Maintenance*
2. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
 3. Discuss how cleanliness and good grooming show consideration for self and others.

FOURTH GRADE

- Prevention*
1. Describe how the body fights germs and disease naturally and with medicine and immunization.
- Signs, Causes and Treatment*
2. Describe how to demonstrate safe care and concern toward ill persons in the family, school, and community.
- Health Maintenance*
3. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
 4. Discuss how cleanliness and good grooming show consideration for self and others.

FIFTH GRADE

- Prevention*
1. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
- Signs, Causes and Treatment*
2. Describe how to demonstrate safe care and concern toward ill persons in the family, school, and community.

OAKWOOD HEALTH: ELEMENTARY

Health Maintenance

3. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
4. Discuss how cleanliness and good grooming show consideration for self and others.

SIXTH GRADE

Prevention

1. Identify ways individuals can reduce risk factors related to communicable and chronic diseases.
2. Describe the importance of early detection in preventing the progression of disease.

Signs, Causes and Treatment

3. Describe how to demonstrate safe care and concern toward ill persons in the family, school, and community.
4. Explain the need to follow prescribed health care procedures given by parents and health care providers.

Health Maintenance

5. Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and wearing clean clothes).
6. Discuss how cleanliness and good grooming show consideration for self and others.
7. Describe the relationship between overexposure to the sun and skin cancer.

OAKWOOD HEALTH: ELEMENTARY

SAFETY AND INJURY PREVENTION

Students will gain the knowledge and skills to administer basic first aid and carry out emergency procedures, will avoid, recognize and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including fire safety and weapon safety.

KINDERGARTEN

Hazard Prevention

1. List rules for fire safety, weapon safety, bus safety and seat belt use at home, school, community, and play, and explain why the rules are important. Also, list the rules for recreational activities, including the use of helmets, pads, and the proper use of equipment.
2. Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention, and describe the appropriate procedures for contacting health care personnel in an emergency.

Self Protection

3. Distinguish among safe, unsafe, and inappropriate touch.
4. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.

Emergency Intervention

5. Follow universal precautions for all first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).
6. Apply appropriate first aid for cuts and bruises, including observing universal precautions.

FIRST GRADE

Hazard Prevention

1. List rules for fire safety, weapon safety, bus safety and seat belt use at home, school, community, and play, and explain why the rules are important. Also, list the rules for recreational activities, including the use of helmets, pads, and the proper use of equipment.
2. Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention, and describe the appropriate procedures for contacting health care personnel in an emergency.

Self Protection

3. Distinguish among safe, unsafe, and inappropriate touch.
4. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.

OAKWOOD HEALTH: ELEMENTARY

Emergency Intervention

5. Follow universal precautions for all first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).
6. Apply appropriate first aid for cuts and bruises, including observing universal precautions.

SECOND GRADE

Hazard Prevention

1. List rules for fire safety, weapon safety, bus safety and seat belt use at home, school, community, and play, and explain why the rules are important. Also, list the rules for recreational activities, including the use of helmets, pads, and the proper use of equipment.
2. Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention, and describe the appropriate procedures for contacting health care personnel in an emergency.

Self Protection

3. Distinguish among safe, unsafe, and inappropriate touch.
4. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.

Emergency Intervention

5. Follow universal precautions for all first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).

THIRD GRADE

Self Protection

1. Distinguish among safe, unsafe, and inappropriate touch.
2. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.

Emergency Intervention

3. Follow universal precautions for first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).

OAKWOOD HEALTH: ELEMENTARY

FOURTH GRADE

- Self Protection* 1. Recognize sexual abuse and child abuse and how to report and get help.
- Emergency Intervention* 2. Follow universal precautions for all first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).

FIFTH GRADE

- Self Protection* 1. Recognize sexual abuse and child abuse and how to report and get help.
- Hazard Prevention* 2. Describe personal responsibility for reducing hazards and avoiding accidents.
- Emergency Intervention* 3. Follow universal precautions for all first aid involving any blood and other body fluids (clean own wounds, don't touch other people's blood or body fluids).

SIXTH GRADE

- Self Protection* 1. Recognize sexual abuse and child abuse and how to report and get help.
- Hazard Prevention* 2. Describe actions and behaviors to protect oneself when alone at home.
3. Describe personal responsibility for reducing hazards and avoiding accidents.

OAKWOOD HEALTH: ELEMENTARY

TOBACCO, ALCOHOL, & OTHER SUBSTANCE USE/ABUSE PREVENTION

Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of harmful substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.

KINDERGARTEN

Effects on the Body

1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.

Healthy Decisions

2. Recognize that medicine should only be taken under the direct supervisoin of an adult.

FIRST GRADE

Effects on the Body

1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.

Healthy Decisions

2. Recognize that medicine should only be taken under the direct supervisoin of an adult.

SECOND GRADE

Effects on the Body

1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.

Healthy Decisions

2. Recognize that medicine should only be taken under the direct supervisoin of an adult.

THIRD GRADE

Effects on the Body

1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.

Healthy Decisions

2. Recognize that medicine should only be taken under the direct supervisoin of an adult.

FOURTH GRADE

Effects on the Body

1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.

OAKWOOD HEALTH: ELEMENTARY

- Healthy Decisions*
2. Describe how tobacco and prolonged exposure to cigarette smoke affect the body.
 3. Recognize that medicine should only be taken under the direct supervision of an adult.

FIFTH GRADE

- Effects on the Body*
1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.
 2. Describe the purpose of medicine (prescription and over-the-counter) and how medicine can be used or misused in the treatment of common medical problems.
 3. Describe how tobacco and prolonged exposure to cigarette smoke affect the body.
 4. Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment (such as drug rehab, A.A., and Alateen), and cessation.
 5. List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.
 6. Identify from whom to seek help for a possible poisoning or overdose.
 7. Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.
 8. Demonstrate ways of refusing and of sharing preventative health information about tobacco, alcohol, and other drugs with peers.

SIXTH GRADE

- Effects on the Body*
1. Identify and distinguish between substances that are safe and unsafe to be taken by mouth.
 2. Describe the purpose of medicine (prescription and over-the-counter) and how medicine can be used or misused in the treatment of common medical problems.
 3. Describe how tobacco and prolonged exposure to cigarette smoke affect the body.
 4. Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment (such as drug rehab, A.A., and Alateen), and cessation.

OAKWOOD HEALTH: ELEMENTARY

- Healthy Decisions*
- 5. List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.
 - 6. Identify from whom to seek help for a possible poisoning or overdose.
 - 7. Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.
 - 8. Demonstrate ways of refusing and of sharing preventative health information about tobacco, alcohol, and other drugs with peers.

OAKWOOD HEALTH: ELEMENTARY

VIOLENCE PREVENTION

Students will learn how their actions affect others, will understand the power that positive character traits can have in prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and will identify constructive alternatives to violence, including how to discourage others from engaging in violence.

KINDERGARTEN

- | | |
|---------------------|---|
| <i>Awareness</i> | 1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another. |
| <i>Alternatives</i> | 2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.

3. Identify helpful resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups. |

FIRST GRADE

- | | |
|---------------------|---|
| <i>Awareness</i> | 1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another. |
| <i>Alternatives</i> | 2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set persoanl boundaries, resolve conflicts, and develop positive relationships.

3. Identify helpful resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups. |

SECOND GRADE

- | | |
|---------------------|---|
| <i>Awareness</i> | 1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another. |
| <i>Alternatives</i> | 2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.

3. Identify helpful resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups. |

OAKWOOD HEALTH: ELEMENTARY

THIRD GRADE

- Awareness*
1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another.
- Alternatives*
2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
 3. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.

FOURTH GRADE

- Awareness*
1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another.
- Alternatives*
2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
 3. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.
 4. Define victims, bullies, and bystanders/witnesses.
 5. Identify appropriate ways to respond to bullying.
 6. Recognize and differentiate between physical, verbal and emotional harassment.

FIFTH GRADE

- Awareness*
1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another.
- Alternatives*
2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
 3. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.
 4. Define victims, bullies, and bystanders/witnesses.
 5. Identify appropriate ways to respond to bullying.
 6. Recognize and differentiate between physical, verbal and emotional

OAKWOOD HEALTH: ELEMENTARY

harassment.

SIXTH GRADE

- | | |
|-----------------------------|--|
| <i>Awareness</i> | 1. Describe some of the ways that children can be intentionally helpful and intentionally hurtful to one another. |
| <i>Alternatives</i> | 2. Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships.
3. Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups. |
| <i>Contributing Factors</i> | 4. Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes.
5. Define intolerance and explain how it can contribute to violence.
6. Define victims, bullies, and bystanders/witnesses.
7. Identify appropriate ways to respond to bullying.
8. Recognize and differentiate between physical, verbal and emotional harassment. |

OAKWOOD HEALTH: ELEMENTARY

RESOURCES

Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well-being for themselves, their family and the community.

KINDERGARTEN

- Health Care* 1. Identify and describe health careers.

FIRST GRADE

- Health Care* 1. Identify and describe health careers.

SECOND GRADE

- Health Care* 1. Identify and describe health careers.

THIRD GRADE

- Health Care* 1. Identify and describe health careers.
2. Demonstrate the ability to influence and support others in making positive health choices.
3. Express information and opinions about health issues.

FOURTH GRADE

- Health Care* 1. Identify and describe health careers.
Resource Management Practices 2. Identify advertising techniques used to promote health-related products.
3. Identify resources used by individuals to manage their daily lives (such as time and money).
4. Name and weigh criteria for selecting a consumer product, and evaluate the product's safety and health aspects.
5. Describe a variety of methods to convey accurate health information and ideas.

OAKWOOD HEALTH: ELEMENTARY

6. Demonstrate the ability to influence and support others in making positive health choices.
7. Express information and opinions about health issues.
8. Identify community agencies that advocate for healthy individuals, families, and communities.

OAKWOOD HEALTH: ELEMENTARY

FIFTH GRADE

Health Care

1. Identify and describe health careers.

Resource Management Practices

2. Identify advertising techniques used to promote health-related products.
3. Identify resources used by individuals to manage their daily lives (such as time and money).
4. Name and weigh criteria for selecting a consumer product, and evaluate the product's safety and health aspects.
5. Express information and opinions about health issues.
6. Demonstrate the ability to influence and support others in making positive health choices.

SIXTH GRADE

Health Care

1. Identify and describe health careers.

Resource Management Practices

2. Name and weigh criteria for selecting a consumer product, and evaluate the product's safety and health aspects.
3. Express information and opinions about health issues.
4. Demonstrate the ability to influence and support others in making positive health choices.

OAKWOOD HEALTH: ELEMENTARY

ECOLOGICAL HEALTH

Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.

No indicators for Grades K-3.

FOURTH GRADE

Interdependence

1. Describe types of natural resources and their connection with health.
2. Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
3. Identify ways the physical environment is related to individual and community health.

FIFTH GRADE

Interdependence

1. Describe types of natural resources and their connection with health.
2. Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
3. Identify ways the physical environment is related to individual and community health.

SIXTH GRADE

Interdependence

1. Describe types of natural resources and their connection with health.
2. Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.
3. Identify ways the physical environment is related to individual and community health.

OAKWOOD HEALTH: ELEMENTARY

HEALTH PROMOTION

Students will learn the influence of social factors on health and the contribution of public services on health. Students will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

KINDERGARTEN

- | | |
|-------------------------------------|--|
| <i>School and Community Efforts</i> | 1. List the jobs carried out by people at school and in the community that support health and success in school. |
| <i>Public Health</i> | 2. List practices and products that make living safer. |

FIRST GRADE

- | | |
|-------------------------------------|--|
| <i>School and Community Efforts</i> | 1. List the jobs carried out by people at school and in the community that support health and success in school. |
| <i>Public Health</i> | 2. List practices and products that make living safer. |

SECOND GRADE

- | | |
|-------------------------------------|--|
| <i>School and Community Efforts</i> | 1. List the jobs carried out by people at school and in the community that support health and success in school. |
| <i>Public Health</i> | 2. List practices and products that make living safer. |

THIRD GRADE

- | | |
|----------------------|--|
| <i>Public Health</i> | 1. List practices and products that make living safer. |
|----------------------|--|

FOURTH GRADE

- | | |
|----------------------|--|
| <i>Public Health</i> | 1. List practices and products that make living safer. |
|----------------------|--|

FIFTH GRADE

- | | |
|-----------------------|--|
| <i>Social Factors</i> | 1. Identify ways the physical environment is related to individual and community health. |
|-----------------------|--|

OAKWOOD HEALTH: ELEMENTARY

*School and
Community Efforts*

Public Health

2. Identify how individuals can be knowledgeable and active in the school and community to promote health.
3. List practices and products that make living safer.

SIXTH GRADE

Public Health

*School and
Community Efforts*

1. List practices and products that make living safer.
2. Identify how individuals can be knowledgeable and active in the school and community to promote health.