

## Introduction

Health Education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. Effective health education programs help every child in Virginia become health literate, creative problem solvers, self-directed learners, effective communicators, and ultimately responsible and productive citizens who live healthy productive lives. The knowledge and skills described in the *2020 Health Education Standards of Learning Curriculum Framework* are the culmination of work led by dedicated writing committees composed of Virginia educators, subject matter experts, and other stakeholders who shared the overarching goal of building a supportive foundation for teaching and learning relevant content, rigorous instruction, and academic excellence.

The *2020 Health Education Standards of Learning Curriculum Framework* aligns with Priorities 1 and 3 of the Virginia Board of Education’s (Board) Comprehensive Plan: 2018-2023, and supports the Profile of a Virginia Graduate through the development and use of communication, collaboration, critical thinking, and civic responsibility skills necessary to adopt and maintain health-enhancing behaviors, manage feelings, build healthy relationships, successfully navigate social environments, make safe life choices, advocate for personal health and the health of others. It includes actionable indicators, and provides meaningful enriching classroom experiences for students to apply health education skills to real-life, challenging situations throughout their lives.

## Goals and Strands

The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. These skills align with core competencies (i.e., self-awareness, self-management, social awareness, relationship building, responsible decision making) identified in the CASEL framework for social and emotional learning (<https://casel.org/core-competencies/>). As a result of health education instruction, students will be able to:

- Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others’ health, well-being, and safety across their lifespan;
- Critically analyze health information from a variety of sources (e.g., credible scientific and institutional sources, health brochures, media messages, websites) to make appropriate health decisions and access services needed to prevent or treat illness; and
- Develop and use personal, behavioral, social, and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.

The 2020 *Health Education Standards of Learning Curriculum Framework* is organized into strands to provide clarity for learning expectations and guide learning progressions.

1. *Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others. (Essential Health Concepts)*

The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and non-communicable disease prevention, dental health, nutrition, sleep, mental wellness and social and emotional skills, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, self-awareness and social awareness, and an enhanced ability to engage in lifelong health behaviors.

2. *Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Healthy Decisions)*

The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis and responsible decision-making skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms, and accept responsibility for personal health practices and engage in healthy decision making.

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. (Advocacy and Health Promotion)*

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and

communities. Students will develop awareness of social and media influences that affect their decision making and develop skills to effectively navigate and resist negative influences while building positive, healthy rewarding relationships with diverse individuals and groups. Students will develop healthy habits for managing emotions including stress, anger, and impulse control, and learn how to effectively advocate for themselves and their communities, which also supports equity. Specifically, upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

The three strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Embedded at each grade level are indicators that align with the three content strands and address four dimensions of health (i.e., physical, emotional, social, environmental), as well as health careers. The indicators are sequenced to progress in complexity from grade level to grade level, across several topic areas (i.e., Body Systems, Nutrition, Physical Health, Disease Prevention/Health Promotion, Substance Abuse Prevention, Safety/Injury Prevention, Mental Wellness/Social and Emotional Skills, Violence Prevention, Community/Environmental Health).

The *2020 Health Education Standards of Learning Curriculum Framework*, a companion document to the proposed *2020 Health Education Standards of Learning*, amplifies and supports the *Health Education Standards of Learning* and delineates in greater specificity the minimum content that all teachers should teach and all students should learn. The standards and curriculum framework are not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards and curriculum framework into a broader, locally designed or selected curriculum.

The format of the *2020 Health Education Standards of Learning Curriculum Framework* aligns with each topic in the *2020 Health Education Standards of Learning* and facilitates teacher planning by identifying the key concepts, knowledge, and skills for each standard. It is divided into two columns: *Essential Understandings* and *Essential Knowledge and Skills*. The purpose of each column is explained below.

#### *Essential Understandings*

This section includes content and key concepts that assist teachers in planning instruction. The statements may provide definitions, explanations, examples, and information regarding connections within and between grade level(s)/course(s).

#### *Essential Knowledge and Skills*

This section provides an expansion of the knowledge and skills that each student should know and be able to demonstrate. This is not meant to be an exhaustive list of student expectations.

In addition, the standards for each grade level are grouped into three content strands—*Essential Health Concepts*, *Healthy Decisions*, and *Advocacy and Health Promotion*—that align with the overarching learning goals of the *2020 Health Education Standards of Learning*.

**Strand: Body Systems**

**Standards:**

- 4.1.a Identify the major structures and functions of the immune system.
- 4.2.a Describe how the immune system defends against germs.
- 4.3.a Describe the effects of nutrition, personal hygiene, and sleep on the immune system.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>The immune system is responsible for protecting the body from germs, viruses, and other foreign substances.</p> <ul style="list-style-type: none"> <li>• The immune system is made of tissues and organs that produce, store, and carry white blood cells that fight infections and other diseases. White blood cells are a type of blood cell that is made in bone marrow and found in the blood and tonsils, spleen, bone marrow, lymph nodes, and lymphatic vessels. They help the body fight infection. (<a href="#">NIH National Cancer Institute</a>) (1.a)</li> <li>• When germs, such as bacteria or viruses, invade the body, they attack and multiply. This invasion, called an infection, is what causes illness. The immune system uses white, or immune cells, for fighting infection.             <ul style="list-style-type: none"> <li>o The largest type of white blood cells swallows up and digest germs, plus dead or dying cells. White blood cells leave behind parts of the invading germs called antigens. The body identifies antigens as dangerous and stimulates antibodies to attack them.</li> <li>o There are also defensive white blood cells. They produce antibodies that attack the antigens left behind.</li> <li>o Another type of defensive white blood cell attacks cells in the body that have already been infected. (<a href="#">CDC</a>) (2.a)</li> </ul> </li> <li>• To strengthen the immune system, it is important to maintain healthy lifestyle. (3.a)             <ul style="list-style-type: none"> <li>o Eat a diet high in fruits, vegetables, and whole grains, and low in saturated fat.</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• label/list structures where white blood cells are found (1.a);</li> <li>• describe how the immune system protects the body from germs (bacteria, viruses) and other harmful substances (2.a);</li> <li>• explain the concept of infection (2.a);</li> <li>• list strategies for building immunity against disease (3.a).</li> </ul> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"><li>o Exercise regularly.</li><li>o Get adequate sleep.</li><li>o Take steps to avoid infection, such as washing your hands frequently.</li><li>o Get regular medical checkups, which may include vaccines/shots.</li><li>o Avoid alcohol and substance use/misuse.</li></ul>	

**Strand: Nutrition**

**Standards:**

- 4.1.b Identify foods that contain saturated and trans fat.
- 4.2.b Describe the effects of saturated and trans fat on overall health.
- 4.3.b Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes.
  
- 4.1.c Describe the importance of protein for growth and development.
- 4.2.c Identify a variety of animal and plant-based protein foods.
- 4.3.c Design snack options that include protein, vegetables, and fruit.
  
- 4.1.d Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.
- 4.2.d Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages.
- 4.3.d Explain how serving sizes, additives, preservatives, and added sugar affect one’s health over time (e.g., increased vulnerability to disease and obesity).

Essential Understandings	Essential Knowledge and Skills
<p>Fat is an important part of a healthy diet. Some kinds of fat are better than others and are actually good for your health. Eating more unsaturated fat than saturated and trans fat can reduce your risk of heart disease and improve “good” (HDL) cholesterol levels. Fat from foods gives you energy. Fat fuels the body, helps absorb some vitamins, and insulates the body. Some foods, including most fruits and vegetables, have almost no fat. Foods that have fat include nuts, oils, butter, milk and meats like beef. (1.b)</p> <ul style="list-style-type: none"> <li>• Major types of fat. (1.b) <ul style="list-style-type: none"> <li>o <b>Saturated fat:</b> Saturated fat is found in beef, pork, and chicken. Leaner animal products, chicken breast, or pork loin often have less saturated fat. Saturated fat can be found in desserts and baked goods, cheeses and foods containing cheese, hot dogs, ice cream, fried potatoes (if fried in saturated</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• analyze a variety of food labels for saturated fat, trans fat, additives, preservatives, sodium, sugar, and serving sizes (3.b, 2.d);</li> <li>• compare and contrast two food labels and/or two beverage labels (one healthier than the other), such as two cereals, and explain which would be the healthier choice and why (1.b, 2.b, 2.d, 3.d);</li> <li>• analyze snack options using USDA’s</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>fat), whole milk, and full-fat dairy foods.</p> <ul style="list-style-type: none"> <li>o <b>Trans fat:</b> Trans fat is naturally found in small amounts in some animal products, such as meat, whole milk, and milk products. Trans fat can be found in cakes, cookies, doughnuts, crackers, icings, margarines, and microwave popcorn. Trans fat is listed on the food label.</li> <li>o <b>Unsaturated fat:</b> Unsaturated fat is found in plant foods and fish. These fats are good for heart health, especially when they are used in place of saturated and trans fats. Unsaturated fats are found in salmon, avocados, olives, and walnuts, and vegetable oils like soybean, corn, canola, and olive oil.</li> </ul> <ul style="list-style-type: none"> <li>• Saturated fat and trans fat can raise cholesterol and increase the chance of getting heart disease and/or diabetes. (2.b)</li> <li>• Choose the right amount of fat and the right kind of fat—lean meats, fish, and heart-healthy oils. Reduce the amount of processed foods, fast foods, and fried foods. (3.b)</li> </ul> <p>Protein is one of the five MyPlate food groups and is important for building, maintaining, and replacing tissues in the body.</p> <ul style="list-style-type: none"> <li>• Protein builds, maintains, and replaces the tissues in the body. Muscles, organs, skin, and the immune system are made up mostly of protein. (1.c)</li> <li>• Protein is in foods like eggs, meat, poultry (chicken), seafood, milk, and plant-based proteins. (2.c)</li> <li>• Plant-based proteins include nuts (peanuts and almonds), beans, soybeans (soy products, tofu, and edamame), quinoa, lentils, chickpeas, beans with rice, and dark leafy greens and vegetables. (2.c)</li> </ul> <p>Eating a variety of healthy foods every day contributes to good overall health. Food</p>	<p>MyPlate recommendations (3.c);</p> <ul style="list-style-type: none"> <li>• explain the importance of protein for body function and list examples of foods with protein (1.c);</li> <li>• create a snack that includes lean protein, fruit, and/or vegetables (3.c);</li> <li>• compare and contrast a variety of food labels for serving size and sugar content (2.d);</li> <li>• explain the effects of saturated fat and trans fat on overall health and how to use serving size to moderate intake (1.b, 3.b).</li> </ul> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>



Essential Understandings	Essential Knowledge and Skills
<p>labels should be evaluated to make nutritional decisions.</p> <ul style="list-style-type: none"> <li>• Additives and preservatives: Used to add nutrients, enhance flavor, enhance the appearance or texture of a product, or used to extend a product’s shelf life. Some of these substances have been associated with adverse health effects and should be avoided, while others are safe and can be consumed with minimal risk. (1.d, 2.d)               <ul style="list-style-type: none"> <li>o Artificial food coloring: More research is needed to evaluate the safety and potential health effects of artificial food coloring for humans.</li> <li>o Sodium nitrite is found in bacon, sausage, hot dogs, and ham. A higher intake of nitrites may be linked to higher risk of several types of cancer.</li> <li>o High-fructose corn syrup is found in soda, juice, candy, breakfast cereals, and snack foods. High-fructose corn syrup is associated with weight gain and diabetes.</li> <li>o Artificial sweeteners (e.g., Aspartame, Sucralose, Acesulfame K., Saccharine) are used to enhance sweetness while reducing caloric content. Certain types may cause mild side effects like headaches but are generally considered safe in moderation.</li> <li>o Natural sugars (e.g., stevia, monk fruit).</li> <li>o Artificial flavors are chemicals that mimic the taste of other ingredients. Some animal studies have found that artificial flavoring may be toxic to bone marrow cells. More research is needed to evaluate the effect in humans.</li> </ul> </li> <li>• Sodium: Most people get the amount of sodium they need. Packaged, canned, and processed foods available in the supermarket, in restaurant foods, and in fast foods tend to have larger amounts of sodium. Too much sodium can increase the risk for high blood pressure. The American Heart Association recommends about 1500 milligrams of sodium per day (less than one-quarter teaspoon). (1.d, 2.d)</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>• Added sugar: Sweeteners and syrups that are added when foods or beverages are processed or prepared (e.g., candy, soft drinks, baked goods, processed foods); add calories but no nutrients. Eating too much added sugar is linked to weight gain and disease like obesity, diabetes, and heart disease. The American Heart Association recommends a maximum of 150 calories (37.5 grams or 9 teaspoons) for men and 100 calories (25 grams or 6 teaspoons) for women of added sugar a day. One 12-oz can of cola contains about 140 calories from sugar and a regular-sized Snickers bar contains 120 calories from sugar.</li> <li>• Serving sizes: Nutrition Facts labels list a serving size, which is an amount of food, such as one cup of cereal or two cookies. Nutrients listed are based on one serving size (which may not be the whole package/container). (1.d, 2.d, 3.d)             <ul style="list-style-type: none"> <li>o If there are 30 cookies in a box and 15 servings in a box of cookies, then the nutrients listed are for two cookies, not all 30 cookies.</li> <li>o Serving sizes help people understand how much they are eating. If you ate four cookies, that would be two servings. That would mean twice the nutrients listed but also twice the calories and twice the sugar, additives, preservatives, and sodium listed in the food or beverage.</li> </ul> </li> </ul>	

**Strand: Physical Health**

**Standards:**

- 4.1.e Describe the benefits of rest, sleep, and a physically active lifestyle.
- 4.2.e Explain how physical activity, rest, and sleep affect physical and mental health.
- 4.3.e Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.

Essential Understandings	Essential Knowledge and Skills
<p>A balanced healthy lifestyle includes sufficient physical activity, healthy food choices, and sleep.</p> <ul style="list-style-type: none"> <li>• Physical activity is movement that makes the heart beat faster. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity. Physical activity also helps people feel better. (1.e, 2.e)</li> <li>• <a href="#">Recommendations for physical activity</a>: 60 minutes daily of moderate to vigorous physical activity (activity that increases heart rate). (3.e)</li> <li>• Sleep helps your brain, mood, and dealing with stress. Lack of sleep can affect mood, energy, attention, and academic performance. (1.e, 2.e)</li> <li>• Elementary students between the ages of 6-12 need 9-12 hours of sleep a night to maintain health (<a href="#">How Much Sleep Do I Need</a>). (3.e)</li> <li>• In order to get enough sleep, go to bed at the same time every night, avoid screen time right before bedtime, be calm and quiet before going to bed, don't eat much before bedtime, and don't drink (especially caffeine) before bedtime. (3.e)</li> <li>• Rest is a state of being calm but still alert to surroundings. Rest can include stopping activity and relaxing, sitting or lying down, eyes open or shut, and being quiet. Rest does not involve napping or sleeping, but resting can lead to sleeping. There is not a recommendation for rest; however, the body usually gives signs that rest is needed, such as feeling tired. (1.e, 2.e)</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• create a physical activity plan for 60 minutes a day, including inside and outside of school activities (1.e, 2.e, 3.e)             <ul style="list-style-type: none"> <li>o track activities for three days to one week and reflect on meeting the goal of 60 minutes per day.</li> <li>o reflection should include why physical activity is important and if they noticed a difference in how they felt when getting enough physical activity;</li> </ul> </li> <li>• create a sleep and rest plan (1.e, 2.e, 3.e)             <ul style="list-style-type: none"> <li>o track rest and sleep for three days to one week and reflect on meeting sleep goal of 9-12 hours each night</li> <li>o reflection should include why rest and sleep are important and whether they noticed a difference in how they felt when getting enough sleep.</li> </ul> </li> </ul>

Essential Understandings	Essential Knowledge and Skills
	Additional resources: <a href="#">Health Smart Virginia</a> <a href="#">EVERFI</a>

**Strand: Disease Prevention/Health Promotion**

**Standards:**

- 4.1.f Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread).
- 4.2.f Analyze strategies for preventing communicable diseases.
- 4.3.f Develop a plan to prevent the spread of communicable disease.
  
- 4.1.g Describe the types and causes of noncommunicable/chronic diseases.
- 4.2.g Explain the role of heredity in some chronic diseases.
- 4.3.g Explore methods to reduce risks associated with noncommunicable/chronic disease.

Essential Understandings	Essential Knowledge and Skills
<p>Note: Teachers may want to instruct this content with the Body Systems topic.</p> <p>Communicable disease (cold, flu, some viruses) is spread from one person to another and can be spread by germs getting on hands and then hands touching the face or touching others spreading the disease.</p> <ul style="list-style-type: none"> <li>• Diseases that spread from one person to another are communicable diseases. (1.f)</li> <li>• Communicable disease may be caused by (1.f)                             <ul style="list-style-type: none"> <li>o Bacteria: Bacteria, such as strep throat, can be spread by an infected person’s coughing or sneezing, or sharing forks, spoons, or straws (to eat or drink). Communicable diseases caused by bacteria are usually treated with antibiotics.</li> <li>o Viruses: Viruses, such as cold and flu, can be passed to others by coughing or sneezing when tiny drops come out of the mouth and nose. These drops can be full of a virus if the person is infected. Others can breathe in the drops or get the drops on their hands. People may not know they have a virus and can spread it without knowing. That is why it is always important to your cover mouth/nose when sneezing or coughing</li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• identify communicable disease causes and how they are spread (1.f);</li> <li>• create strategies/plans for school and home to reduce risk of spreading communicable disease (2.f, 3.f);</li> <li>• list types of noncommunicable/chronic diseases and causes (1.g);</li> <li>• create a diagram to explain how lifestyle choices can cause/affect chronic disease and how heredity may affect chronic disease (1.g, 2.g, 3.g);</li> <li>• identify ways to reduce the risk of noncommunicable/chronic disease. (3.g).</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>and wash hands often. Antiviral drugs (not antibiotics) can ease symptoms and shorten length of illness.</p> <ul style="list-style-type: none"> <li>o Parasites: Parasites, such as head lice, are small insects. Parasites are usually spread through contact with an already infected person from direct contact (head-to-head with lice) and can be spread by sharing clothing (i.e., hats, scarves, coats, sport uniforms), articles (i.e., hair ribbons, combs, brushes, towels, or stuffed animals), or lying on a bed, couch, or pillow that has recently been in contact with an infected person. Dogs, cats, and other pets do not play a role in the spread of head lice.</li> <li>o Fungi: They are everywhere, and sometimes they are too small to see with the naked eye. Molds, yeasts, and mushrooms are all types of fungi. Only a few hundred of the millions of fungal species can make people sick. Fungi can cause different types of illnesses, including             <ul style="list-style-type: none"> <li>▪ Asthma or allergies.</li> <li>▪ Rashes or infections on the skin (ringworm) and nails (finger and toenails).</li> <li>▪ Lung infections (pneumonia).</li> <li>▪ Bloodstream infections.</li> <li>▪ Meningitis.</li> </ul> </li> <li>• To keep germs—bacteria, viruses, parasites, and fungi—from spreading (2.f)             <ul style="list-style-type: none"> <li>o Wash your hands often, for at least 20 seconds with soap and water, especially before eating and after coughing, sneezing, or blowing your nose, and after touching pets.</li> <li>o Use a tissue or elbow for sneezes and coughs instead of your hands.</li> <li>o Keep your hands out of your eyes, mouth, and nose.</li> <li>o Do not share clothing (i.e., shirts, pants, hats, scarves, coats, sport uniforms), personal items (i.e., combs, brushes, towels), or forks, spoons, or beverage containers.</li> </ul> </li> </ul>	<p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

Essential Understandings	Essential Knowledge and Skills
<p>Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life.</p> <ul style="list-style-type: none"> <li>• Noncommunicable diseases are not spread from one person to another. They are mainly the result of long-term lifestyle choices or may be related to genetics (inherited from parents) and often create a need for long-term treatment and care. (1.g)</li> <li>• Common noncommunicable diseases include cardiovascular disease, diabetes, cancers, and chronic respiratory/lung diseases. (1.g)</li> <li>• Noncommunicable/chronic diseases may also be related to a person’s genes or genetics. Genetics is the study of how certain traits are passed on from parents to their children, or what is inherited from a parent. For example, genes control your eye color, height, and facial features. Certain genes can be passed from parent to child that may increase risk of chronic/noncommunicable diseases. This increased risk may be referred to as hereditary disease (passed from one generation to another—grandparent to parent to child). (2.g)</li> <li>• Chronic diseases related to genetics/heredity may not be preventable, but risk can be reduced by reducing/eliminating common risk factors, such as tobacco use, alcohol use, physical inactivity, and unhealthy eating habits. (3.g)</li> <li>• For any disease or illness, identifying it early allows for treatments to begin—from monitoring, to medications, to medical procedures, if needed—and lifestyle changes to begin or change (e.g., not smoking, avoiding alcohol, increasing physical activity, making healthy food and beverage choices). (3.g)</li> </ul>	

**Strand: Substance Use/Misuse Prevention**

**Standards:**

- 4.1.h Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.2.h Examine factors that can influence an individual’s decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.3.h Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.
- 4.1.i Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.2.i Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.
- 4.3.i Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.

Essential Understandings	Essential Knowledge and Skills
<p>All drugs (medicines and medications) will affect the body and how it functions. The brain continues developing until roughly 25 years of age. Alcohol, drugs, cannabis, insufficient physical activity, and poor nutrition affect brain development. Drugs that are misused or abused have negative and sometimes lasting effects on body systems.</p> <ul style="list-style-type: none"> <li>• Alcohol is a depressant. It slows down or depresses the brain; changes a person’s ability to think, speak, and see things as they really are. A person might lose their balance and have trouble walking properly; might feel relaxed and happy and later start crying or get in an argument. Drinking too much alcohol can lead to alcohol poisoning, which can cause death. Long-term use of alcohol will cause liver failure, cancer, and affect motor (movement) functions. (1.h)</li> <li>• Tobacco: Tobacco in any form is unsafe. Nicotine is found in tobacco and tobacco products. It affects brain function and leads to addiction. Nicotine is</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• create a chart with body organs/systems listed and identify harmful substances and how they affect the organ/system (1.h);</li> <li>• describe how alcohol, tobacco, inhalants, and marijuana/cannabis affect the body and mind (1.h);</li> <li>• describe reasons why students may start using drugs, include a description of peer pressure (2.h, 2.i);</li> <li>• list reasons why students avoid using drugs (3.h);</li> <li>• create a positive message about refusing</li> </ul>



Essential Understandings	Essential Knowledge and Skills
<p>quickly absorbed into the bloodstream. Within ten seconds of entering the body, nicotine reaches the brain. It causes the brain to release adrenaline, creating a buzz of pleasure and energy. The buzz fades quickly and leaves the person feeling tired, a little down, and wanting the buzz again. This feeling is what makes a person light up the next cigarette. A person will need to smoke more cigarettes to get the nicotine’s pleasurable effects and prevent withdrawal symptoms. This cycle repeats again and again, leading to addiction. Addiction keeps people smoking even when they want to quit. Smoking harms nearly every organ of the body causing many diseases, including cancer, heart disease, and respiratory (lung) diseases. (<a href="#">CDC</a>)(1.h)</p> <ul style="list-style-type: none"> <li>• Nicotine products: Nicotine products, including e-cigarettes, vape pens, vape pods, and hookahs (water pipes) are filled with tobacco, nicotine, and other harmful chemicals. The use of e-cigarettes is unsafe for all ages. E-cigarettes are advertised as “less harmful” and have flavors to attract kids. Most e-cigarettes contain nicotine. Nicotine is highly addictive and can harm adolescent brain development, which continues into the early to mid-20s. Young people who use e-cigarettes may be more likely to smoke cigarettes in the future. Health experts report serious lung illnesses in some people who vape, including some deaths. There is still much that is not known about the short- and long-term effects of these devices. (<a href="#">NIDA/CDC</a>) (1.h)</li> <li>• Marijuana (NIDA): the dried leaves and flowers of the <i>Cannabis</i> plant. Of the more than 500 chemicals in marijuana, THC (<i>delta-9-tetrahydrocannabinol</i>) is responsible for the drug’s mind-altering effects. THC is the ingredient that makes a person high. THC distorts how the mind perceives the world. Marijuana/cannabis is used by smoking, inhaling smoke, inhaling vapor through devices and can be in tea and foods. (1.h)             <ul style="list-style-type: none"> <li>o Using marijuana/cannabis can cause breathing problems, increased heart rate, and intense nausea and vomiting.</li> </ul> </li> </ul>	<p>drugs or alcohol; include a slogan or catchphrase that can empower others and write a brief summary about the picture (3.i);</p> <ul style="list-style-type: none"> <li>• apply and justify use of refusal/resistance skills to a variety of situations (1.i, 2.i, 3.i).</li> </ul> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>o Short-term effects on the brain: When a person smokes marijuana/cannabis, THC quickly passes from the lungs into the bloodstream. The blood carries the chemical to the brain and other organs throughout the body. Effects include:                             <ul style="list-style-type: none"> <li>▪ Altered senses (for example, seeing brighter colors).</li> <li>▪ Altered sense of time.</li> <li>▪ Changes in mood.</li> <li>▪ Impaired body movement.</li> <li>▪ Difficulty with thinking and problem-solving.</li> <li>▪ Impaired memory.</li> <li>▪ Hallucinations, delusions, and psychosis possible when taken in high doses.</li> </ul> </li> <li>o Long-term effects on the brain: Marijuana/cannabis affects brain development. It may impair thinking, memory, motivation, and learning functions and affect how the brain builds connections between the areas necessary for these functions. Researchers are still studying how long marijuana’s effects last and whether some changes may be permanent. (1.h)</li> <li>• Inhalants: Inhalants are various products—such as nail polish remover, paint thinner, spray paints, markers, glues, butane lighters, and cleaning fluids—found in the home or workplace. They contain dangerous substances that have <i>psychoactive</i> (mind-altering) properties when inhaled. These products are not intended for getting high, but some people use them for that purpose. When these substances are used for getting high, they are called inhalants. Inhalants are the only substance used more by younger than by older teens. (1.h)</li> <li>o Short-term effects may include dizziness, disorientation, emotional volatility, loss of coordination, distortion of perception, cognitive impairment (thinking is impaired), hallucinations, tremors, lightheadedness, diminished sensitivity to pain, and slurred speech.</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>o Long-term effects of inhalant use may include liver and kidney damage, hearing loss, bone marrow damage, loss of coordination and limb spasms (from nerve damage), delayed behavioral development (from brain problems), and brain damage (from cut-off oxygen flow to the brain). It is possible to overdose on inhalants, can cause seizures and coma, and can even be fatal. Many solvents and aerosol sprays contain a large amount of chemicals. Sniffing these products can cause the heart to stop within minutes. Known as <i>sudden sniffing death</i>, this can happen to otherwise healthy young people the first time they use an inhalant. Using inhalants with a paper or plastic bag or in a closed area may cause death from suffocation (being unable to breathe).</p> <p>Note: other drugs that are a concern in the community may be included.</p> <ul style="list-style-type: none"> <li>• No one should smell, sniff, taste or eat unknown substances, including/especially white powder, as these substances may be harmful.</li> <li>• Always ask a parent or adult about the composition of an unknown substance before smelling, touching, or picking it up—Stop! Ask First.</li> </ul> <p>The adage that “everyone is doing it” is incorrect. It is important to be able to say no and create a safe and drug-free environment. (2.h)</p> <ul style="list-style-type: none"> <li>• Reason’s people use: Curiosity, peer pressure, a desire to fit in with friends, a desire to be liked, appear older, avoid conflict, experiment, see others doing it, have easy access to it, are influenced by social media, use to control weight, and look cool.</li> <li>• Pressure is the feeling that you are being pushed toward making a certain choice—good or bad.</li> <li>• A peer is someone in your own age group.</li> <li>• Peer pressure is the feeling that someone your own age is pushing you toward making a certain choice, good or bad. (2.i)</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>Research shows using refusal skills is one of the best ways to prevent substance abuse. (3.h)</p> <ul style="list-style-type: none"> <li>• Reasons people avoid: They get involved in activities, talk to trusted adults, practice how to say no, set goals to achieve, understand the consequences, and make a conscious choice not to start.</li> <li>• Refusal Skills (1.i)                     <ul style="list-style-type: none"> <li>Verbal                             <ul style="list-style-type: none"> <li>o Say “no.” There is no substitute for the word “no.” It makes any refusal stronger.</li> <li>o Repeat the refusal.</li> <li>o Suggest an alternative (suggest something to do instead).</li> <li>o Build the friendship. Say something to let the person know you are their friend and want to spend time with them. This is especially important because a major reason for ineffective refusals is not wanting to hurt the other person’s feelings or make them mad.</li> <li>o Use a firm tone of voice: Be strong and business-like.</li> </ul> </li> <li>Nonverbal                             <ul style="list-style-type: none"> <li>o Direct eye contact (look the person in the face).</li> <li>o Serious expression (use your best “I mean it” face).</li> <li>o Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.</li> <li>o Leave (get out of the situation).</li> <li>o Avoid situations where there may be pressure.</li> </ul> </li> </ul> </li> </ul>	

**Strand: Safety/Injury Prevention**

**Standards:**

- 4.1.j Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.
- 4.2.j Explain the health consequences of not following safety practices for recreational activities.
- 4.3.j Promote safe participation in recreational activities.
  
- 4.1.k Describe safe and unsafe use of the Internet, including online gaming.
- 4.2.k Explain the consequences of unsafe Internet use.
- 4.3.k Develop strategies for safe Internet and online gaming use.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Safety measures are put in place to help prevent accidents and tragic events from happening.</p> <ul style="list-style-type: none"> <li>• Biking: Wear a helmet; wear bright color clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk bike across road; and look for cars before crossing the road. (1.j)</li> <li>• Recreational equipment (scooter, skateboard, inline skates/rollerblading): Wear a helmet, elbow and knee pads, wrist guards, and sneakers; be aware of others when using a skate park; only ride in appropriate areas; and be aware of others on sidewalks. (1.j)</li> <li>• Water: Learn how to float, and take swim lessons; wear a personal floatation device (lifejacket) when swimming if not comfortable in the water or when boating; do not swim alone; follow a lifeguard’s directions, walk around the pool, and don’t push or jump on others. Know the laws for wearing a personal floatation device when swimming or boating. (1.j)</li> <li>• Falling can happen when biking, skateboarding, or using other recreational activities. Protective equipment helps prevent or lessen the severity of brain</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• create a poster illustrating someone handling a situation safely versus unsafely (i.e., riding bike with helmet or without a helmet) (1.j);</li> <li>• create and perform a skit to convince friends to wear safety gear and include the hazards of not following safety practices (2.j, 3.j);</li> <li>• list/identify safe and unsafe uses of Internet/online gaming; explain what to do if someone asks for personal information or wants to meet (1.k, 2.k);</li> <li>• create a personal safety plan for being online (internet use/online gaming) (3.k);</li> <li>• identify locations where swim lessons are</li> </ul>

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>and body injuries that may result from falling. Safety is not just about the person doing the activity like biking; bikers need to be aware of the movements of others (e.g., cars, pedestrians, other bikers). (2.j)</p> <p>The Internet is an amazing place to learn new things; but there are things to be aware of to stay safe. People are not always who they say they are online.</p> <ul style="list-style-type: none"> <li>• Internet: Only visit sites approved by a parent/guardian, teacher, or other trusted adult. Do not provide personal information on websites; don't give your name, age, where you live, what school you go to, or a phone number. Ask a parent/guardian before providing information on a website, and tell an adult if something makes you feel uncomfortable (1.k)</li> <li>• Social media sites help people stay in touch, share pictures, and play games online. Meeting new people online is something to be aware of. People are not always who they say they are, and this could be dangerous. Do not talk to people you meet online without a parent present, and do not agree to meet the person, send any pictures, or tell them personal information. Kids and adults have been tricked by online strangers. If you feel uncomfortable or do not know a person trying to contact you, tell a parent. (1.k, 2.k)</li> <li>• Online safety rules (3.k)             <ul style="list-style-type: none"> <li>o Tell my parents or other adult if something online makes me uncomfortable or if a stranger/someone I do not know wants to talk with me, meet me, or wants pictures.</li> <li>o Tell my parents before sharing any personal information (i.e., name, address, phone number, school).</li> <li>o I will not meet someone in person that I have only met online.</li> <li>o I will not be mean or rude online.</li> </ul> </li> </ul>	<p>provided in your community.</p> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

**Strand: Mental Wellness/Social and Emotional Skills**

**Standards:**

- 4.1.1 Identify feelings and emotions associated with loss and grief and their impact on one’s health.
- 4.2.1 Describe healthy coping skills for handling the emotions of loss and grief.
- 4.3.1 Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.
  
- 4.1.m Describe self-concept and how it can be influenced by internal and external factors.
- 4.2.m Describe how developing a healthy self-concept is an ongoing and essential life skill.
- 4.3.m Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.
  
- 4.1.n Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).
- 4.2.n Explain how bullying affect individuals and one’s health.
- 4.3.n Practice initiating, sustaining, and ending conversations.
  
- 4.1.o Recognize that every person is different and has different needs.
- 4.2.o Analyze positive strategies for resolving conflict.
- 4.3.o Describe ways to show compassion for others.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Note: Teachers may want to invite the school counselor, social worker, or psychologist to co-teach this content.</p> <p>Emotions are part of human nature. Everyone experiences different emotions. Some emotions are comfortable, and some may be uncomfortable. It is important to express emotions in a healthy way.</p> <ul style="list-style-type: none"> <li>• The death of a loved one is a big change and may be difficult to understand. People cope and grieve in different ways. Coping and grieving are two words that describe the way people adjust to or deal with a difficult change</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• describe the feelings/emotions associated with loss and grief (1.1);</li> <li>• list healthy coping skills for handling loss and grief (2.1);</li> <li>• write a letter to a friend to help them with loss and grief, including coping skills and adults who can help at home and in school</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>or loss in their lives. (1.1)</p> <ul style="list-style-type: none"> <li>• Loss and grief may cause sadness, anger, fear, stomachaches, headaches, and difficulty sleeping. These emotions and responses may affect a person’s ability to concentrate and learn in school. (1.1)</li> <li>• Being aware of emotions, noticing them, and naming them as they are felt can help people manage their emotions. (2.1)</li> <li>• Naming emotions, noticing how long emotions last, and talking about them with others are ways to manage emotions. (2.1, 3.1)               <ul style="list-style-type: none"> <li>o Talk to a parent or other trusted adult (i.e., school counselor, social worker, or psychologist) or a friend.                   <ul style="list-style-type: none"> <li>▪ School counselors can help students cope with change, develop positive feelings, develop self-knowledge, make effective decisions, develop relationship skills, make healthy choices, and resolve conflicts.</li> <li>▪ School social workers help students cope with crisis situations and conflict and help students and families access community resources.</li> <li>▪ School psychologists help students with academic, mental health and behavioral needs.</li> </ul> </li> <li>o Think positively. Think about one or two good things about yourself or the situation.</li> <li>o Play a game or sport, ride a bike, dance, run, take a walk, make art or music, read, write about the feelings, or spend time with someone you like.</li> </ul> </li> </ul> <p>A healthy self-concept can positively affect life choices and relationships. Self-concept refers to how you see yourself in relation to your environment, relationships with others, and cultural beliefs.</p> <ul style="list-style-type: none"> <li>• Self-concept is the mental image one has of oneself; individual perceptions</li> </ul>	<p>(3.1);</p> <ul style="list-style-type: none"> <li>• create a picture of healthy self-concept (Who am I?), including strengths, weaknesses, attributes, traits, and relationships (individuals and groups) (1.m);</li> <li>• explain how facing challenges and solving problems can help build a healthy self-concept (3.m);</li> <li>• list effective communication skills and use them to practice role-plays of different situations (1.n, 2.n, 3.n);</li> <li>• use a Venn diagram to compare and discuss attributes, traits, strengths, and weaknesses for two different people (1.o);</li> <li>• develop posters or other media that can be shared in the school to show classmates how to report bullying, stand up to bullying, and how to show compassion for anyone being bullied (2.o, 3.o).</li> </ul> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>



Essential Understandings	Essential Knowledge and Skills
<p>of our behavior, abilities, and unique characteristics; and answers, “Who am I?” (1.m)</p> <ul style="list-style-type: none"> <li>• Self-concept includes perceived personal attributes, personality traits, strengths, weaknesses, relationships with others, and membership in social groups. (1.m)</li> <li>• Self-concept is influenced by internal and external factors. Influences can be positive and negative. (1.m)                             <ul style="list-style-type: none"> <li>o Internal factors include what you think about yourself and/or others, what you pay attention to, how you interpret the events and circumstances of your life, and how you reframe both failure and success.</li> <li>o External sources include the environment you spend time in and interactions with others.</li> <li>o Successes, challenges, and failures all contribute to development of self-concept. Learning from successes, challenges, and failures can positively affect a healthy self-concept. (3.m)</li> </ul> </li> <li>• Self-concept begins at birth and continues to develop throughout life. <b>Self-concept effectively determines what a person will do or choose not to do at any given moment in time. (2.m)</b></li> </ul> <p>Communication is an important part of any relationship. Positive relationships require communication, compromise, and understanding.</p> <ul style="list-style-type: none"> <li>• Positive and respectful ways to communicate include talking at an appropriate tone, waiting for a turn to speak, allowing others to provide feedback, and body language (eye contact, gestures). (1.n)</li> <li>• Effective communication gives the best chance of successfully delivering a message. (1.n)</li> <li>• Verbal communication: The use of words and sounds to send an oral or written message (e.g., conversation, text messages, phone calls, social media</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>posts). This is generally used to describe oral communication. Verbal communication skills may include (1.n)</p> <ul style="list-style-type: none"> <li>o Think before you speak/write.</li> <li>o Be clear.</li> <li>o Focus on your body language (nonverbal communication).</li> <li>o Be an active listener.                             <ul style="list-style-type: none"> <li>▪ Active listening: Focus on what the other person is saying, make sure you understand what they are saying (ask questions), and show respect.</li> </ul> </li> </ul> <p>• Nonverbal communication includes facial expressions, body language, gestures, and tone and voice volume. Nonverbal communication skills may include (1.n)</p> <ul style="list-style-type: none"> <li>o Eye contact.</li> <li>o Facial expressions (smile, frown).</li> <li>o Gestures (nodding).</li> <li>o Posture (facing the person with whom you are speaking).</li> <li>o Tone of voice.</li> <li>o Volume of voice.</li> </ul> <p>Everyone is unique and should be respected for their different strengths and characteristics. Showing respect for others includes being kind, considerate, and cooperative.</p> <ul style="list-style-type: none"> <li>• Everyone has different strengths that make them special, unique and different from others. Personal strengths are the things a person is good at and likes to do. Understanding that everyone has different strengths that make each of us unique helps us to understand one another. (1.o)</li> <li>• Bullying is a serious problem, and often, the person being bullied does not know how to safely seek help. (<a href="http://StopBullying.gov">StopBullying.gov</a>)</li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>o Bullying is an intentional way to hurt someone’s feelings. It is usually targeted at the same person over time. Bullying can be done in person or online (cyberbullying). Bullying can be verbal (teasing, name-calling, threatening to cause harm), physical (hitting/kicking/pinching, spitting, tripping/pushing, or taking or breaking someone’s things), or social (“cancelling” a person—leaving someone out on purpose, telling other children not to be friends with someone, blocking someone on social media or public shaming, spreading rumors about someone, or embarrassing someone in public). (2.o)</li> <li>o Kids who are bullied can feel different, powerless, unpopular, and/or alone. They can also feel sad, lonely, or nervous; feel sick; have problems at school; or may bully other kids. (2.o)</li> <li>• Showing compassion can include actively listening to others to understand what they are experiencing or feeling, treating others as you would want to be treated, and what you can say and do to support them. (3.o)</li> </ul> <p>Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the <a href="http://doe.virginia.gov">Virginia Department of Education</a>.</p>	

**Strand: Violence Prevention**

**Standards:**

- 4.1.p Explain the difference between teasing and taunting and when teasing and taunting can be considered bullying.
- 4.2.p Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.
- 4.3.p Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others.

- 4.1.q Describe steps to resolve a conflict.
- 4.2.q Demonstrate effective communication skills.
- 4.3.q Demonstrate strategies to resolve conflict in a variety of situations.

- 4.1.r Recognize harmful or abusive relationships.
- 4.2.r Explain why bullying or teasing someone who may have different needs or abilities is inappropriate.
- 4.3.r Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations.

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<p>Everyone does not enjoy teasing, and people do not like being taunted. These situations can make people feel bad and may be considered bullying. Bullying is never the right thing to do.</p> <ul style="list-style-type: none"> <li>• Teasing is a way to joke with friends that is not intended to be harmful and is stopped when someone is uncomfortable. However, teasing can hurt. Unwanted teasing should be addressed. Teasing may be considered a form of verbal bullying if it becomes harmful and is not stopped. Tell the person teasing how it makes you feel if you feel safe. Get help from an adult if the teasing does not stop or the teasing makes you feel unsafe. (1.p)</li> <li>• Taunting is intended to hurt someone’s feelings and can be seen as a form of verbal bullying. Taunting may include mocking, insulting, hassling, or ridiculing (making an object of laughter, belittling). (1.p)</li> <li>• It is never acceptable to bully anyone for any reason. Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an</li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• explain the differences and similarities between teasing, taunting, and bullying (1.p);</li> <li>• explain why people with different needs or abilities are at higher risk to be bullied and how to help someone who is being bullied (2.p);</li> <li>• role-play scenarios dealing with reporting and/or coping with bullying situations (3.p);</li> <li>• list conflict resolution skills and</li> </ul>

Essential Understandings	Essential Knowledge and Skills
<p>increased risk of being bullied. Any number of factors— physical vulnerability, social skill challenges, or intolerant environments—may increase the risk. Kids with special health needs, such as epilepsy or food allergies, also may be at higher risk of being bullied. Bullying can include making fun of kids because of their allergies or exposing them to the things that can cause an allergic reaction. In these cases, bullying is not just serious, it can mean life or death. One reason children and young adults with special health care needs might be at higher risk for bullying is a lack of peer support. Having friends who are respected by peers can prevent and protect against bullying. (<a href="#">Bullying and Youth with Disabilities and Special Health Needs</a>) (2.p)</p> <ul style="list-style-type: none"> <li>• There are ways to deal with and report bullying and unwanted teasing and taunting. What can kids do? (<a href="#">stopbullying.gov</a>) (3.p)               <ul style="list-style-type: none"> <li>○ Nobody should be mean to others.</li> <li>○ Treat everyone with respect.</li> <li>○ Stand up for others.</li> </ul> </li> <li>• Not saying anything could make it worse for everyone. The kid who is bullying will think it is OK to keep treating others that way. How to advocate for self appropriately if bullied: (3.p)               <ul style="list-style-type: none"> <li>○ Ask the person who is bullying to stop in a calm, clear voice.</li> <li>○ If speaking up seems too hard or not safe, walk away and stay away. Do not fight back. Find an adult to stop the bullying on the spot.</li> <li>○ Talk to an adult you trust. Do not keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.</li> <li>○ Stay away from places where bullying happens.</li> <li>○ Stay near adults and other kids. Most bullying happens when adults are not around.</li> </ul> </li> <li>• Avoid bullies and tell a trusted adult if you feel threatened. (3.p)</li> <li>• Review class- and school-specific reporting protocols for bullying. (3.p)               <ul style="list-style-type: none"> <li>○ Example: PBIS Bully Prevention’s Stop Walk and Talk Strategy—(1) Indicating through words and gesture to stop, (2) walking away if the problem continues, and</li> </ul> </li> </ul>	<p>apply to a variety of conflict situations (1.q, 2.q, 3.q);</p> <ul style="list-style-type: none"> <li>• create a story about someone who was able to recognize and get out of an abusive friendship (1.r, 2.r);</li> <li>• identify five trusted adults by tracing around the hand on a piece of paper and on the drawing of each finger write down a grownup that can be trusted; on the palm area, students can describe a trusted adult or identify why seeking help from a trusted adult is important (2.r, 3.r).</li> </ul> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

Essential Understandings	Essential Knowledge and Skills
<p>finally (3) talking to an adult if the issue is still not resolved.</p> <ul style="list-style-type: none"> <li>• When you see bullying, there are safe things you can do to make it stop. (3.p)               <ul style="list-style-type: none"> <li>◦ Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.</li> </ul> </li> <li>• Be kind to the kid being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they are not alone. (3.p)</li> </ul> <p>Resolving arguments/disagreements/conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help if the conflict cannot be resolved.</p> <ul style="list-style-type: none"> <li>• Conflict can occur when people want different things (play kickball vs. play basketball), think different things, or may be related to being able to express emotions (feelings of frustration).</li> <li>• Skills to address conflict (1.q)               <ul style="list-style-type: none"> <li>◦ Be able to reduce your own stress quickly (calm down before addressing the conflict).</li> <li>◦ Be aware of how you and the other person are feeling.</li> <li>◦ State what the conflict is about.</li> <li>◦ Use clear communication skills (2.q):                   <ul style="list-style-type: none"> <li>▪ Listen carefully to others.</li> <li>▪ Speak directly to each other.</li> <li>▪ Speak honestly and with kindness.</li> </ul> </li> <li>◦ Propose solutions or compromises.</li> <li>◦ Agree on solution or a compromise to try.</li> </ul> </li> <li>• When using the steps to resolve a conflict, use “I” messages to tell how you feel; listen to each other and consider the other person’s point of view; negotiate how to resolve the problem; and compromise on the resolution of the conflict. (3.q)               <ul style="list-style-type: none"> <li>◦ Compromise happens when all participants agree on a solution even if it is not</li> </ul> </li> </ul>	

Essential Understandings	Essential Knowledge and Skills
<p>everyone’s first choice.</p> <p>A relationship where one does not feel physically safe, mentally safe, or both, is harmful.</p> <ul style="list-style-type: none"> <li>• Harmful or abusive relationships (child abuse) can affect anyone, any child. Any time a child feels unsafe or uncomfortable (physically safe, mentally safe, or both) they should tell a trusted adult and keep telling until they get help. A child can experience abuse from a friend/peer, sibling, parent, other family member, babysitter, coach, or anyone. (1.r)</li> <li>• Note: It is at the discretion of the school division to determine the extent of inclusion of different types of abuse.</li> <li>• It is important to have a trusted adult to talk with when faced with an uncomfortable situation. Children/students could talk to (3.r):               <ul style="list-style-type: none"> <li>o parent or caregiver.</li> <li>o another family member.</li> <li>o friend’s parent.</li> <li>o teacher.</li> <li>o doctor.</li> <li>o school nurse.</li> <li>o counselor, social worker, psychologist.</li> <li>o neighbor.</li> <li>o sports coach.</li> <li>o religious leader.</li> </ul> </li> </ul>	

**Strand: Community/Environmental Health**

**Standards:**

- 4.1.s Describe the effects of water pollution on health.
- 4.2.s Explain the health consequences associated with water pollution.
- 4.3.s Develop strategies to reduce water pollution.
  
- 4.1.t Identify community health issues.
- 4.2.t Discuss the benefits of volunteering and identify local volunteer opportunities.
- 4.3.t Identify possible solutions for a community health issue and volunteer opportunities to address the issue.

Essential Understandings	Essential Knowledge and Skills
<p><b>The Earth has a limited amount of water that always gets recycled. It is in a closed system. Because we do not lose or gain water from other sources, it is important to protect the water we have. (<a href="#">NIH National Institute of Environmental Health Sciences</a>)</b></p> <ul style="list-style-type: none"> <li>• <b>Water plays a big role in supporting our communities. Firefighting, municipal parks, and public swimming pools all need water. Pipes, canals, and pumping stations managed by public water systems are needed to bring a reliable supply of water to taps each day. Water is used to grow food, manufacture goods, keep businesses running smoothly, and used to meet some of the nation’s energy needs.</b></li> <li>• <b>Water pollution: Caused by rainfall or snowmelt moving over and through the ground. As the runoff moves, it picks up and carries away natural and human-made pollutants, finally depositing them into lakes, rivers, wetlands, coastal waters, and ground waters. These pollutants have harmful effects on drinking water supplies, recreation, fisheries, and wildlife. Water pollution can include (<a href="#">EPA</a>) (1.s, 2.s):</b> <ul style="list-style-type: none"> <li>○ <b>Heavy metals and chemicals from construction sites and factories.</b></li> <li>○ <b>Oil, grease, and chemicals from our vehicles.</b></li> </ul> </li> </ul>	<p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> <li>• describe water pollution and its effects on health and reasons to conserve water and reduce water pollution (1.s, 2.s);</li> <li>• create and share strategies for conserving water and reducing water pollution at home, school, and in the community (3.s);</li> <li>• list community health issues (1.t);</li> <li>• research opportunities to address one or more community health issues (1.t);</li> <li>• identify three upcoming community volunteer events that raise awareness about health issues (2.t);</li> <li>• introduce students to various community service options (e.g., scouts, health walks, neighborhood clean ups) (3.t);</li> <li>• have students create a plan to protect their</li> </ul>



Essential Understandings	Essential Knowledge and Skills
<ul style="list-style-type: none"> <li>o <b>Pesticides and fertilizers from our lawns and gardens.</b></li> <li>o <b>Sewage and food processing waste.</b></li> <li>• Less than one percent of all the water on Earth can be used by people. The rest is salt water or is permanently frozen. As the population size increases, the amount of consumable water decreases. Therefore, it is important to use water wisely, only use what is necessary, and protect water from pollutants. Contaminated water can spread disease and cause illness. (1.s, 2.s) Conserving/reducing water use can be done by practices, such as turning the water off while brushing teeth or running washing machines only when they are full. Water pollution can be reduced by recycling plastics, throwing garbage away in proper containers and not litter (Litter can be washed into lakes, rivers, streams, oceans, and water systems.). Only flush toilet paper in toilets (no paper towels, tissues, plastics, or medications). (3.s)</li> </ul> <p>Community health issues may affect families, schools, neighborhoods, cities, counties, and the nation.</p> <ul style="list-style-type: none"> <li>• The Virginia Department of Health provides local health districts with data on community health issues. Community health issues may include pollution, prevention of chronic disease, drug use prevention, homelessness, access to healthy foods, lack of exercise, and mental health issues. (1.t)</li> <li>• Ways to get involved in the community to address health issues include volunteering at local races, homeless shelters, sporting events, and school projects. (2.t)</li> <li>• A benefit people get from volunteering is the satisfaction of incorporating service into their lives and making a difference in their community and country. Other benefits include pride, satisfaction, and accomplishment. In addition, when we share our time and talents we can (2.t):             <ul style="list-style-type: none"> <li>o Solve problems.</li> </ul> </li> </ul>	<p>community and environment (3.t).</p> <p>Additional resources:  <a href="#">Health Smart Virginia</a>  <a href="#">EVERFI</a></p>

<b>Essential Understandings</b>	<b>Essential Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>o Strengthen communities.</li> <li>o Improve lives.</li> <li>o Connect to others.</li> <li>o Transform our own lives.</li> </ul>	