Proposed 2020 Health Education Standards of Learning Curriculum Framework

For First Review: January 27, 2022

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.

The 2020 *Health Education Standards of Learning Curriculum Framework* is organized into strands to provide clarity for learning expectations and guide learning progressions.
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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. 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, are embedded at each grade level. 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: *Understanding the Standard* 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.

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*.

Topic: Body Systems

Standards:

5.1.a   Identify the major structures and functions of the integumentary (skin, hair, and nails) system.

5.1.b   Identify the major structures and functions of the eyes and ears.

5.2.a   Describe the importance of maintaining a healthy integumentary system.

5.2.b   Identify behaviors and environments that can lead to vision and hearing loss.

5.3.a   Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety).

5.3.b   Describe ways to prevent vision and hearing loss and the associated health care professionals (e.g., optometrist, ophthalmologist, audiologist).

Essential Understandings	Essential Knowledge and Skills

Note: Teachers may want to instruct this content with Disease Prevention/Health Promotion content.
 The integumentary system protects the body's internal organs and tissues.
 • Integumentary system: The organ system that protects the body's internal organs and tissues, protects against infectious organisms, dehydration, changes in temperature, and helps dispose waste materials (sweat). (2.a)
 • Major parts of the integumentary system are skin, hair, and nails.
     o   Skin has three layers: epidermis (the layer on the surface of the body; new skin cells form; contains melanin for protection against sun and gives the skin color [the more melanin, the darker the skin]); dermis (contains blood vessels, nerves, sweat and oil glands; sense of touch); and subcutaneous fat (cushions and protects bones and organs, keep the body warm, contains hair follicles). (1.a, 2.a)
        ▪   Skin care: Keep clean with water and mild soap. Cover scrapes and cuts with a bandage to keep out dirt and prevent infection. Wear sunblock.
	In order to meet these standards, it is expected that students will
	 • label the integumentary system and describe its main functions (1.a, 2.a);
	 • list ways to care for skin, hair, and nails (3.a);
	 • label the structures of the eyes and ears and describe the main functions (1.b);
	 • list ways to protect vision and hearing (2.b);
	 • select one professional for eye or ear health and describe the role of the professional (3.b);

Sunblock is the skin's defense against ultraviolet (UV) radiation exposure from the sun, which can cause skin cancer, sunspots, and premature aging (no matter how much melanin a person has). (3.a)
o Hair: Located on almost every part of the body. Hair keeps the body warm, protects from dirt and dust (such as eyebrows and eyelashes), and contains melanin which gives the hair color (1.a, 2.a)
    ▪ Care: Keep clean. Some wash their hair daily, but others only once or twice per week (depends on activities such as exercising or swimming). Eat a nutritious diet. (3.a)
o Nails: Protect the tips of the fingers and toes. Nails are used to scratch an itch or pick up small things (1.a, 2.a)
    ▪ Care: Keep clean and trimmed. (3.a)
 	
Eyes (vision) and ears (hearing) are used to navigate the world by helping to process sights and sounds.
• Eyes: Take in visual information and send the information to the brain to process.
o Parts of the eye include: (1.b)
    ▪ Eyelid (protects the eye).
    ▪ Tear ducts: glands that produce tears to keep eyes moist and help wash away germs, dust, and other particles.
    ▪ Cornea: The clear dome in front of the colored part of the eye; helps to focus.
    ▪ Sclera: The white outer part of the eye.
    ▪ Iris: The color of the eye; helps to control amount of light.
    ▪ Pupil: The black circle in the center of iris; lets light into the eye.
    ▪ Retina: Takes light and changes it to nerve messages for the brain.
    ▪ Optic nerve: Carries the nerve messages from the retina to the brain.
o Care:
	o interview the school nurse about vision and hearing health and school testing (3.b).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- ▪ Wear eye protection (e.g., goggles, special glasses) during sports, activities, or classes (i.e., science labs) that could injure the eyes.
- ▪ Wear sunglasses: Too much light can damage your eyes and cause vision problems later in life.
- ▪ Limit screen time: Blue light emitted from screens can damage the eyes and may disrupt sleep. (2.b)
  - o Eye care professionals (3.b)
    - ▪ Optometrist (for eye exams, vision tests, eyeglasses and contact lenses).
    - ▪ Ophthalmologist (provide vision services, eye care, medical eye care, surgical eye care).
- • Ears: Take in sounds (auditory) and balance information and send the information to the brain to process (Note: Information about the ears is background knowledge for understanding noise pollution in Community/Environmental Health topic.).
  - o The ear has three main parts (1.b):
    - ▪ Outer ear (includes the ear canal; gathers sounds).
    - ▪ Middle ear (includes ear drum, eustachian tubes, and three small bones; turns sounds into vibrations).
    - ▪ Inner ear: Receives vibrations and hair cells change to electrical impulses for the nerves to take to the brain to interpret for both sound and balance.
      - • Cochlea, vestibule (process sound and send messages to the brain via the auditory nerve).
      - • Semicircular canals (process information about balance and send messages to brain via the vestibular nerve).
  - o Care:
    - ▪ Don't insert things like cotton swabs (Q-tips) and fingernails into the ears. These can scratch the ear canal, push earwax deeper into the ear,

or rupture the eardrum. If earwax bothers you, talk to a parent, who can talk with a doctor.
    ▪ Turn down volume on video games, TV, and phones.
    ▪ Wear hearing protection (like earplugs or protective earmuffs/ headphones) when around loud noises (i.e., music concert, lawn mowers, or other equipment). (2.b)
  o Ear care professionals (3.b):
    ▪ Audiologist (diagnoses and treats hearing and balance problems).
    ▪ Otolaryngologist (ear, nose, and throat specialist [ENT]): Doctors that treat ear conditions—such as hearing loss, infection, and trouble with balance—and perform surgery if needed.	

Topic: Nutrition
Standards:
5.1.c   Define macronutrients and micronutrients and how the body uses each.
5.1.d   Explain RDA and the concepts of eating in moderation and energy balance in relation to healthy weight.
5.1.e   Describe the effects of caffeine on the body.

5.2.c   Explain the Recommended Dietary Allowance (RDA) for macronutrients and micronutrients.
5.2.d   Analyze food labels for a selected meal that meets RDA and energy balance for health.
5.2.e   Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).

5.3.c   Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.
5.3.d   Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.
5.3.e   Promote sale and consumption of healthy beverages.

Essential Understandings	Essential Knowledge and Skills

Eating a variety of healthy foods every day contributes to good overall health and energy balance.
 • Macronutrients: Substances (carbohydrates, fats, and protein) that are essential in larger amounts (compared to micronutrients) for growth and health (1.c, 2.c).
  o Carbohydrates: A major source of energy for the body.
   ▪ Recommended Dietary Allowance (RDA) recommendation: 45-65% of your total daily calories. For 2,000 calories per day, between 900 and 1,300 calories should be from carbohydrates. That translates to between 225 and 325 grams or 8 to 11 ounces of carbohydrates a day.
  o Fats: Provide energy for the body, absorb some vitamins, and insulate the body.
   ▪ RDA recommendation: No more than 5-6% of total daily calories should come from saturated fats, according to the American Heart Association. For
	In order to meet these standards, it is expected that students will
	 • list macro- and micro-nutrients and how they support body function (1.c);
	 • analyze and interpret information on food packaging, including nutrition facts label and ingredient lists (2.c, 3.c);
	 • explain energy balance (1.d);
	 • analyze food labels for a selected meal that meets RDA and energy balance for health (2.d);
	 • list the effects of caffeine on the body (1.e);

2,000 calories per day, saturated fat limit is 16 grams or 140 calories or 1 ounce.	• identify marketing techniques used to promote food and beverages (2.e);
o Protein: Builds, maintains, and replaces tissue. Muscles, organs, skin, and the immune system are made of mostly of protein.	• create marketing slogans and one-page ads for print or social media that promote healthy foods and beverages (non-caffeinated) (3.d, 2.e, 3.e).
▪ RDA recommendation: between 2 and 6½ ounces each day or 56-184 grams.	
• Micronutrients: Chemical elements or substances that are essential in very small amounts for growth and health; vitamins (D for bones, A helps vision health) and minerals (calcium for bones and teeth, iron to help provide oxygen to muscles, potassium for fluid in cells and muscle function); used for energy, immune system health, blood clotting, growth, bone health, and fluid balance. (1.c, 2.c)	Additional resources: www.healthsmartva.org https://everfi.com/ Worksheet: (Energy In vs. Energy Out)
o RDA recommendation:	
▪ Vitamins: The body is able to get the vitamins it needs from the foods eaten; different foods contain different vitamins. You need to eat different foods to get an assortment of vitamins.	
▪ Minerals: The body is able to get the minerals it needs from the foods eaten.	
Eating a variety of healthy foods every day leads to good overall health and energy balance. All foods can fit in a healthy diet, with moderation (sometimes foods).	
• RDA: The amount of nutrient and calorie intake per day considered necessary for the maintenance of good health, as recommended by the Food and Nutrition Board of the National Research Council/National Academy of Medicine (formerly known as Institute of Medicine). (1.d)	
• Moderation in diet generally means avoiding excessive or extreme amounts of empty calories (1.d).	
• Energy is another word for "calories."	
• Energy balance: The balance of calories consumed through eating and drinking (energy in) compared to calories burned (energy out) through physical activity and basal metabolic rate (BMR). Energy in and out does not have to balance every day.	

It's having a balance over time that helps a person stay at a healthy weight for the long term. Energy balance in children happens when the amount of energy in and energy out supports natural growth without promoting excess weight gain. (National Institutes of Health) (1.d)

- Nutrition fact labels: Include serving information, calories, nutrients (macro- and micronutrients) and percent daily value (The percentage of how it meets RDA. Five percent is low for a nutrient, while 20% is high in a nutrient.). Ingredients for all foods must be listed on the food label. The label must also list the FDA-certified color additives by name. Ingredients are listed in descending order by weight (the highest amount of an ingredient is listed first). (2.d)

Caffeine is a chemical naturally occurring in tea leaves, coffee beans, cacao (used to make chocolate) and kola nuts (gives cola soda its flavor).

- Caffeine is found in many common foods and drinks, such as coffee, tea, energy drinks, hot cocoa, soda, chocolate, and some medicines. Caffeine is a **stimulant.** Caffeine is not needed for growth and development. (1.e)
- Caffeine may boost a person's energy and make a person feel hyper, but too much caffeine can make a person feel nervous or jumpy, their make hands shake, it may make it hard to fall asleep, or cause a stomachache, headache, or racing heartbeats. Individuals with heart problems should not drink caffeine. (1.e)
- Food and beverage marketing greatly influence children's diets, from the foods they prefer to how much they eat. Marketing reaches children on TV and in print, via packaging and in-store displays, online and through social media, and through smartphones. Recent research suggests that social media's influence on the marketing of unhealthy foods increased children's immediate food intake of unhealthy foods. Marketing influences extend to caffeinated beverages, showing people who say they have more energy, promoting that everyone drinks it, and not showing potential consequences. (2.e)

Topic: Physical Health
Standards: *Note: this is repeated in Disease Prevention document (both are the same)*
5.1.f   Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
5.1.g   Examine the health risks associated with unprotected sun exposure.
5.1.h   Describe hygiene habits that promote good health.

5.2.f   Review personal health habits that support heart health and the ability to perform various physical activities.
5.2.g   Determine strategies to protect against the harmful effects of the sun.
5.2.h   Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

5.3.f   Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
5.3.g   Identify strategies to protect against the harmful effects of the sun.
5.3.h   Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Essential Understandings	Essential Knowledge and Skills
Heart disease is the leading cause of death in the United States. Personal habits that influence heart health include a healthy diet, enough sleep, and routine physical activity . • Risk factors for heart disease can include high blood pressure, high blood cholesterol, and smoking. (1.f) • High blood pressure and high blood cholesterol may be influenced by family history (genetic/inherited). Both may be prevented and/or managed by eating a healthy diet, keeping a healthy weight, being physically active, not smoking, and getting enough sleep. (1.d) The sun is important for plants to grow, provides light and warmth, and provides Vitamin D for muscle and bone health. Spending time in the sun can be healthful but can be harmful to skin if exposed to the sun for long periods of time.	In order to meet these standards, it is expected that students will • create a diagram that demonstrates understanding of heart health, including risk factors and preventive strategies (1.f); • create an infographic on one prevention strategy/personal health habit, Explain its importance and explain ways to implement the health habit and ways to promote

- Exposure to ultraviolet (UV) rays causes most cases of melanoma, the deadliest kind of skin cancer. To lower your skin cancer risk, protect your skin from the sun and avoid indoor tanning. (1.g)
- Sun safety (2.g)
  - Stay in the shade, especially during late morning through mid-afternoon (10 a.m. and 4 p.m.) when the sun's rays are strongest.
  - Wear a long-sleeved shirt and pants to protect the skin.
  - Wear a hat with a wide brim that shades the face, head, ears, and neck.
  - Wear sunglasses that block UVA and UVB rays.
  - Use/wear sunscreen with SPF 30 or higher with UVA and UVB (broad spectrum) protection. Remember to reapply sunscreen at least every two hours and after swimming, sweating, or toweling off.
    - Two types of UV light are proven to contribute to the risk for skin cancer (Skin Cancer Foundation):
      - Ultraviolet A (UVA) has a longer wavelength and is associated with skin aging and eye damage.
      - Ultraviolet B (UVB) has a shorter wavelength and is associated with skin burning and eye damage.

Good hygiene is important to keep the teeth healthy, the body germ free, and maintain a clean appearance.
- Bathe regularly: Wash the body and hair. The body constantly sheds dead skin cells; regular bathing helps eliminate the dead cells and washes away bacteria and oil. (1.h, 2.h)
- Trim your nails: Keep fingernails and toenails trimmed and clean. Reducing nail issues and athlete's foot infections helps to keep from spreading germs into the mouth (don't bite/chew nails). (1.h, 2.h)
- Brush your teeth with fluoride toothpaste and floss after every meal or at least brush teeth two times a day and floss once a day. Focus on the upper and lower gums and

the healthy habit for peers and family (1.f, 2.f, 3.f);
- create a story of a day in the life of skin in the summer (include possible dangers of sun exposure and ways to protect skin from sun) (1.g, 2.g, 3.g);
- create an action plan that demonstrates good personal hygiene habits and how it can lead to good health; as an option, have students create and track a three- to five-day calendar/checklist (1.h, 2.h);
- list/identify adults and professionals that promote good health and prevent disease (3.h);

Additional resources:
www.healthsmartva.org
https://everfi.com/

even the tongue when brushing. Brushing your teeth minimizes bacteria in the mouth and gum disease, which can lead to heart problems. (1.h, 2.h) • Wash your hands: Use warm water and soap, and scrub both sides of the hands up to the wrist for 20-30 seconds. This helps to prevent the spread of bacteria and viruses. (1.h) • Get enough sleep: Lack of sleep can cause a feeling of being run down, can compromise the body's natural defenses, and can compromise the immune system (immune system instruction occurs in Grade Four health). (1.h, 2.h) • 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 (not smoking, not using alcohol, increasing physical activity, and making healthy food and beverage choices). Talk with parents and health care providers if you have concerns, and maintain regular health checkups with dentists, eye care professionals, and health care providers. (3.h)	

Topic: Disease Prevention/Health Promotion
Standards: *Note: this is repeated in Physical Health document (both are the same)*
5.1.f   Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
5.1.g   Examine the health risks associated with unprotected sun exposure.
5.1.h   Describe hygiene habits that promote good health.

5.2.f   Review personal health habits that support heart health and the ability to perform various physical activities.
5.2.g   Determine strategies to protect against the harmful effects of the sun.
5.2.h   Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

5.3.f   Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
5.3.g   Identify strategies to protect against the harmful effects of the sun.
5.3.h   Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Essential Understandings	Essential Knowledge and Skills
Heart disease is the leading cause of death in the United States. Personal habits that influence heart health include a healthy diet, enough sleep, and routine physical activity. • Risk factors for heart disease can include high blood pressure, high blood cholesterol, and smoking. (1.f) • High blood pressure and high blood cholesterol may be influenced by family history (genetic/inherited). Both may be prevented and/or managed by eating a healthy diet, keeping a healthy weight, being physically active, not smoking, and getting enough sleep. (1.d) The sun is important for plants to grow, provides light and warmth, and provides Vitamin D for muscle and bone health. Spending time in the sun can be healthful but can be harmful to skin if exposed to the sun for long periods of time.	In order to meet these standards, it is expected that students will • create a diagram that demonstrates understanding of heart health, including risk factors and preventive strategies (1.f); • create an infographic on one prevention strategy/personal health habit. Explain its importance and explain ways to implement the health habit and ways to promote the healthy habit for peers and family (1.f, 2.f, 3.f);

- Exposure to ultraviolet (UV) rays causes most cases of melanoma, the deadliest kind of skin cancer. To lower your skin cancer risk, protect your skin from the sun and avoid indoor tanning. (1.g)
- Sun safety (2.g)
  - Stay in the shade, especially during late morning through mid-afternoon (10 a.m. and 4 p.m.) when the sun's rays are strongest.
  - Wear a long-sleeved shirt and pants to protect the skin.
  - Wear a hat with a wide brim that shades the face, head, ears, and neck.
  - Wear sunglasses that block UVA and UVB rays.
  - Use/wear sunscreen with SPF 30 or higher with UVA and UVB (broad spectrum) protection. Remember to reapply sunscreen at least every two hours and after swimming, sweating, or toweling off.
    - Two types of UV light are proven to contribute to the risk for skin cancer: (Skin Cancer Foundation)
      - Ultraviolet A (UVA) has a longer wavelength and is associated with skin aging and eye damage.
      - Ultraviolet B (UVB) has a shorter wavelength and is associated with skin burning and eye damage.

Good hygiene is important to keep the teeth healthy, the body germ free, and maintain a clean appearance.
- Bathe regularly: Wash the body and hair. The body constantly sheds dead skin cells, regular bathing helps eliminate the dead cells and washes away bacteria and oil (1.h, 2.h)
- Trim your nails: Keep fingernails and toenails trimmed and clean. Reducing nail issues and athlete's foot infections and helps to keep from spreading germs into the mouth (don't bite/chew nails) (1.h, 2.h)
- Brush your teeth with toothpaste containing fluoride and floss after every meal or at least brush teeth two times a day and floss once a day. Focus on the upper and lower

- create a story of a day in the life of skin in the summer (include possible dangers of sun exposure and ways to protect skin from sun) (1.g, 2.g, 3.g);
- create an action plan that demonstrates good personal hygiene habits and how it can lead to good health; as an option, have students create and track a three- to five-day calendar/checklist (1.h, 2.h);
- list/identify adults and professionals that promote good health and prevent disease (3.h).

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gums, and even the tongue when brushing. Brushing your teeth minimizes bacteria in the mouth. It also helps prevent gum disease, which can lead to heart problems. (1.h, 2.h) • Wash your hands: Use warm water and soap, and scrub both sides of the hands up to the wrist for 20-30 seconds. This helps to prevent the spread of bacteria and viruses. (1.h) • Get enough sleep: Lack of sleep can cause a feeling of being run down and can compromise the body's natural defenses and can compromise the immune system (immune system instruction occurs in Grade Four health). (1.h, 2.h) • 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 (not smoking, not using alcohol, increasing physical activity, and making healthy food and beverage choices). Talk with parents and health care providers if you have concerns and maintain regular health checkups with dentists, eye care professionals, and health care providers. (3.h)	

Topic: Substance Use/Misuse Prevention
Standards:
5.1.i   Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.
5.1.j   Explain the connection between mental health and substance use.

5.2.i   Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.
5.2.j   Describe how to get help and assistance with mental health and substance use concerns.

5.3.i   Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.
5.3.j   Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.

Essential Understandings	Essential Knowledge and Skills
Relationships with friends, family, and others can be negatively affected by substance use because of secrecy, lies, and the effects of substance use disorders. • A substance use disorder occurs when a person's use of alcohol or another substance (drug) leads to health issues or problems at work, school, or home. (1.i) • All drugs (medicines, medications, and illicit drugs) will affect the body and how it functions. Drugs can change the way a person thinks, feels, and acts. In addition to the physical and psychological harmful effects of substance abuse, it also affects relationships with peers, families, and others. (1.i) • Once a person has a drug addiction, they usually have a single focus: using the substance. Relationships can become secondary to the addiction. People may become secretive about where they are going, who they are with, and what they are doing. The secrecy and lies affect trust, respect, honesty, and loyalty. There are drugs that are known to cause anger and violence. These issues may lead to frustration, anger, or violence in relationships between the non-substance user and the substance user. (1.i)	In order to meet these standards, it is expected that students will • use problem solving skills to analyze different scenarios involving pressure to use substances or situations where substances are being used; • explain how drugs can be harmful, how to avoid the situation or get help leaving a situation, what refusal skills can be used, and how to be a leader in those situations to encourage others not to use (1.i, 2.i, 3.i); • describe the stages of addiction (1.j); • explain the relationship between substance use and mental health (1.j);

• Use resistance and refusal skills to counter peer pressure to use drugs. (2.i)
  o Verbal
    ▪ Say "no." There is no substitute for the word "no." It makes any refusal stronger.
    ▪ Repeat the refusal.
    ▪ Suggest an alternative (suggest something to do instead).
    ▪ Build the friendship. Say something to let the person know you are his/her 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.)
    ▪ Use a firm tone of voice. Be strong and business-like.
  o Nonverbal
    ▪ Direct eye contact (look the person in the face).
    ▪ Serious expression (use your best "I mean it" face).
    ▪ Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.
    ▪ Leave (get out of the situation).
    ▪ Avoid situations where there may be pressure.
• If you are in a situation where substances are being used (2.i)
  o If possible and safe to do so, leave the situation
  o Pretend to get a text/message that you have to call home or go home for a family emergency.
  o Have parents, trusted adults, and friends you can call for help.
    ▪ Create a code word with a parent, good friend, or trusted adult that you can use to help get out of a situation involving drug use that is uncomfortable.
 	
Many individuals who develop substance use disorders (SUDs) are also diagnosed with mental disorders and vice versa. (National Institute on Drug Abuse) Compassion and
	• develop a list of trusted adults and resources for help and assistance with concerns about mental health or substance use (2.j, 3.j).
	
	Additional resources:
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	https://everfi.com/

understanding about the disease of SUD and mental disorders is important in getting people the help they need.
 	
• Multiple national population surveys have found that about half of those who experience a mental illness during their lives will also experience a substance use disorder and vice versa. (1.j)
 	
• Although drug use and addiction can happen at any time during a person's life, drug use typically starts in adolescence, a period when the first signs of mental illness commonly appear. (1.j)
 	
• Having a mental disorder in childhood or adolescence can increase the risk of later drug use and the development of an SUD. Some research has found that mental illness may precede an SUD. (1.j)
 	
• Help and resources are available for mental health disorders and SUDs. Talk with a parent, trusted adult at school, home, or in the community if you have concerns about yourself, a friend, or a loved one. (2.j)
   o Parents can help access the health care and resources needed.
   o School counselors, psychologists, and social workers can also help with accessing community services.
   o In Virginia, Community Services Boards throughout the state can be accessed for information and treatment.	

Topic: Safety/Injury Prevention
Standards:
5.1.k　Analyze why people choose to follow or not follow safety rules at school.
5.2.k　Examine one's role and the role of others in causing or preventing injuries at school.
5.3.k　Promote safety procedures schoolwide.

Essential Understandings	Essential Knowledge and Skills
Safety rules are put in place to help prevent injuries, accidents, and keep tragic events from happening. • Rules help make school safe and welcoming for everyone. School safety rules are put into place to protect people from injury and dangerous situations. (1.k) • People may choose not to follow rules because they are trying to be funny, pushing the limits of a teacher to see what might get them into trouble, on a dare, not understanding the rule or possible consequences if it is not followed, or may think that nothing bad will happen (e.g., not following rules during school safety drills). (1.k) • Planning for safety, following safety rules, and practicing school safety drills helps everyone know what to do in a real emergency and helps keep everyone safe. (2.k) • Review school- and classroom-specific safety rules and their importance. (3.k)	In order to meet these standards, it is expected that students will • create a list of school safety rules; use a t-chart to compare and contrast reasons to follow rules and reasons people may not follow the rules (1.k); • select one rule and explain the effects of following and not following the rule (including the effects/possible consequences on the individual and others) (2.k); • record incidences of students following and not following rules; create ways to reward or remind people of rules (3.k). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Mental Wellness/Social and Emotional Skills
Standards:
5.1.l   Define stress and identify physical and emotional responses caused by stress.
5.1.m Define positive self-image.
5.1.n   Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships
           with family and friends.

5.2.l   Identify positive and negative ways to manage stress in a variety of situations.
5.2.m Recognize the importance of developing and maintaining a positive self-image.
5.2.n   Describe the benefits of healthy relationships with family, friends, and other adult mentors.

5.3.l   Practice strategies for managing stress.
5.3.m Analyze positive and negative influences on self-image (e.g., media, peers).
5.3.n   Identify healthy activities that students can do with friends and family to build positive relationships.

Essential Understandings	Essential Knowledge and Skills
Everyone feels stress. Stress can be positive and negative. • Stress is a state of mental tension and worry due to problems in life. (1.l) • Physical responses may include rapid heartbeat or faster breathing, sweaty palms, or shaky knees. (1.l) • Emotional responses may include feeling tense, nervous, or on edge. (1.l) • The stress response can help a person face a challenge by being more alert or focused. When the stress ends, the response system shuts down and the person can relax. Facing challenges is part of learning and growing up. (1.l) • Sometimes stress occurs when facing difficult situations, and the stress can last longer and leave a person feeling tired or overwhelmed. (1.l) • There are strategies to manage stress, but sometimes, people need help dealing with difficult situations that lead to intense or lasting stress. (2.l)	In order to meet these standards, it is expected that students will • define stress and the physical and emotional responses (1.l); • list positive and negative ways to manage stress (2.l); • select and practice positive stress management strategies (Option: Discuss stress management strategies and have students exercise a strategy of their choosing for two to five minutes (e.g., physical movement, creative expression, talking with a peer, breathing, mindfulness) (3.l);

o Strategies and positive ways to manage stress can include physical activity; using time management and communication skills; counting to 10; thinking positively; using relaxation and breathing exercises; mindfulness; breaking larger problems into smaller problems; making time for hobbies, interests, and fun; eating a healthy diet; getting exercise and enough sleep' positive self-talk ("I can do this"); and spend time with people you enjoy. Talk with a parent, counselor, or friend.

o Negative ways to manage stress may include yelling, acting out (with anger or violence), negative self-talk, overeating, drinking alcohol, smoking, or using caffeine or drugs/pills.

Self-image is important because how we think about ourselves affects how we feel about ourselves and how we interact with others and the world around us.

- Self-image is the way a person thinks about themselves and their strengths, abilities, weaknesses, or appearance. (1.m)
- Self-image is a product of learning through experiences and relationships that help to shape self-image. The image seen in the mirror may be a real or distorted view of who a person really is. Self-image affects how a person feels and acts. People continually take in information and evaluate themselves in several areas, such as physical appearance (How do I look?), performance (How am I doing?), and relationships (How important am I?). (1.m)
- With a positive self-image, a person recognizes their assets/strengths and potential while being realistic about weaknesses, challenges, or areas for growth. With a negative self-image, people may focus on faults and weaknesses. (2.m)
- A positive self-image can boost physical, mental, social, emotional, and spiritual well-being, while a negative self-image can decrease satisfaction and the ability to function in these areas. A positive self-image begins with accepting and loving oneself. (2.m)

- respond in writing to:
  o When stressed, I feel… and
  o When I feel stressed I will…(selecting one or more positive strategies) (3.l);
- create a self-portrait and explain/describe outside influences (e.g., media, friends) on self-image (1.m, 2.m);
- list strategies for minimizing negative influences on self-image (3.m);
- select a healthy relationship with a friend, parent, family member, or other adult, and list the positive qualities of the relationship and what keeps the relationship healthy (1.n);
- explain the importance of healthy relationships (2.n);
- list activities to do with family, friends, or others to promote healthy relationships (3.n).

Additional resources:
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- Forms of media include TV, print, movies, music, advertisements, Internet, and social media. The majority of narratives and images posted on social media are positive and celebratory and do not include the ups and downs of everyday life. Social media and other media images may cause people to compare themselves with what they think are the perfect lives and looks of others and may influence what people think will make them popular/unpopular, attractive/unattractive, or happy/unhappy. (3.m)
- According to Common Sense Media: "It is also important to remember that kids today not only are consumers of media but also are active creators. On one hand, kids may grapple with how to present themselves online and manage their online appearances, or they may find themselves comparing the way they look to how their friends look, or they may get a boost of confidence from friends' reactions to their personal photos. On the other hand, kids may see friends, celebrities, and others who use online media to challenge harmful stereotypes about appearance ideals." (3.m)

Research has shown that people with social supports are happier, have fewer health problems, and live longer.
- Components of healthy relationships: mutual respect, trust, honesty, support, fairness, separate identities, good communication, and kindness. (1.n)
- Social skills that promote healthy relationships: communication (verbal and nonverbal), listening, empathy, cooperation, express feelings in a positive way, negotiation, and compromise. (1.m)
- Benefits of healthy relationships: boosts happiness, increases sense of belonging and purpose, reduces stress, helps to cope with challenges, improves self-confidence, self-image, and self-worth. Research has shown that people with social supports are happier, have fewer health problems, and live longer. (2.m)

Topic: Violence Prevention
Standards:
5.1.o   Identify effective verbal and nonverbal communication skills for resolving conflict situations.
5.1.p   Define cyberbullying and its impact on one's health and well-being.
5.1.q   Recognize the influence of violence in the media on behaviors.
5.1.r   Define and describe harassment.

5.2.o   Ability to analyze the role of feelings/emotions in conflict resolution situations.
5.2.p   Describe how to report cyberbullying at school and at home.
5.2.q   Demonstrate how to show respect for individual differences.
5.2.r   Describe how to respond to and report harassing behaviors.

5.3.o   Demonstrate effective communication skills to defuse or resolve conflict.
5.3.p   Describe ways to offer friendship and support to someone who has been cyberbullied.
5.3.q   Advocate for a caring school environment.
5.3.r   Practice ways to respond to and report harassing behaviors.

Essential Understandings	Essential Knowledge and Skills

Resolving arguments/disagreements/conflicts can be done without hitting, pushing, or other physical means. Adults can be asked for help.
• Conflict can occur when people want different things (play video games vs. ride bikes), think different things/have different opinions, or may be related to being able to express emotions (feelings of frustration).
• Skills to address conflict (1.o)
   o Be able to reduce your own stress quickly (calming down before addressing the conflict).
   o Be aware of how you and the other person are feeling. (2.o)
   o Identify the conflict.
	In order to meet these standards, it is expected that students will
	• evaluate scenarios to determine the conflict, the level and types of emotion, and strategies to defuse or address the conflict (1.o, 2.o);
	• demonstrate effective communication skills to defuse and address conflict situations through role-play (3.o);

- o Use clear communication skills.
  - Listen carefully to others.
  - Speak directly to each other.
  - Speak honestly and with kindness.
  - Focus on your body language (nonverbal communication).
    - Eye contact
    - Facial expressions (e.g., smile, frown)
    - Gestures (e.g., nodding, shaking head)
    - Posture
    - Tone of voice
    - Volume of voice
- o Propose solutions or compromises.
- o Agree on solution or compromise to try.
- o Ask an adult for help if the conflict is not addressed or resolved.
- o 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 and how they may be feeling; negotiate how to resolve the problem; and compromise on the resolution of the conflict. Compromise is when all participants agree on a solution even if it is not everyone's first choice. (1.o, 2.o)
- There are times when conflicts or arguments can be helped by using strategies to defuse them, meaning to make the situation less tense or less emotional before addressing solutions. Ways to defuse an argument/conflict include speaking to the other person with a calm voice, having a mediator, or taking a break from the situation when needed. (3.o)

Cyberbullying is a serious problem. Kids who are bullied can experience negative physical, emotional, and mental health issues, as well as issues in school.
- Cyberbullying: Bullying that takes place over digital devices; it can occur through text, apps, or online in social media, forums, or gaming where people can view,

- define cyberbullying and describe the possible effects on the individual being bullied (1.p);
- describe how to report cyberbullying and how to help someone being cyberbullied (2.p, 3.p);
- describe the possible effects of violence displayed in media on behaviors (1.q);
- develop and promote strategies for a caring school environment that is respectful and welcoming to students, school personnel, and families/community (2.q, 3.q);
- apply the definition/description of harassment to evaluate situations to determine whether harassment is occurring and how to respond, report, and get help (1.r, 2.r, 3.r).

Additional resources:
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participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else and can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

- Some youths bully to fit in, to control the behavior of others, may have been bullied, do not understand others' emotions, may not have skills to handle social situations, or may come from an environment where bullying occurs. (1.p)
- Effects of cyberbullying are the same as bullying that may be done face-to-face, including depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, loss of interest in activities, physical health complaints, and decreased academic achievement (missing, skipping, or dropping out of school). Some of these issues may persist into adulthood. (1.p)
- Reporting: When cyberbullying happens, it is important to document and report the behavior so it can be addressed. (2.p)
  o Steps to take immediately:
    - Do not respond to and do not forward cyberbullying messages (unless sharing with a trusted adult for help).
    - Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred.
    - Save and print screenshots, emails, and texts. Use this evidence to report cyberbullying to online service providers.
    - Block the person who is cyberbullying.
  o Report to parents, online service providers, law enforcement (if it includes threats of violence or private images), and school personnel (teacher, counselor, or administrator).
  o Review school-specific reporting protocols for cyberbullying.

• Be kind to the person 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 aren't alone. (3.p)
 	
Violence in the media can influence people and affect behavior and health in a negative way.
• Although experts agree that no single factor can cause a nonviolent person to act aggressively, some studies (though not all) suggest that heavy exposure to violent media can be a risk factor for violent behavior. Research shows that viewing (or playing) violent content could increase the chance that a child will act aggressively. Heavy exposure to violent media can lead to desensitization—being less affected by violence. (Common Sense Media) (1.q)
• Respecting similarities and differences (ways to respect people who are different from us): (2.q)
   o Listen to others when they speak.
   o Be sensitive to other people's feelings.
   o Ask people questions; try to learn something from the other person.
   o Show interest and appreciation for other people's cultures and backgrounds.
   o Be considerate of others.
   o Do not insult, tease or taunt, or make fun of people.
   o Do not talk about people behind their backs.
• A safe and caring school environment is one in which students feel positively connected to others, respected, that their work is meaningful, and that they are good at what they do. A safe and caring school has an environment where students, staff and parents feel safe, comfortable, and accepted. It is a culture of high expectations for students and adults—staff, parents, and community members. (Inclusive Schools Network) (3.q)
 	
Harassment is a repetitive behavior that is intended to disrupt or upset another individual. Harassment can be in person or online.	

• Harassment means to annoy or bother someone in a constant or repeated way; may include threats, intimidation, or putting a person in fear of their safety. Harassment is unwanted, unwelcomed, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. (1.r) • Responding to harassment may include telling the person to stop. If it does not stop, tell an adult—a parent, teacher, school counselor, or other adult you trust. Most schools have policies that address harassing and bullying behaviors. The policies are in place to help students. (2.r) • Review school-specific reporting protocols for harassment. (2.r, 3.r)	

Topic: Community/Environmental Health

Standards:

5.1.s   Describe the effects of air and noise pollution on health and the environment.

5.2.s   Describe strategies to decrease the effects of air quality and noise pollution on body function and the environment.

5.3.s   Research community service opportunities to address air, noise, and other environmental health issues for peers and community groups to volunteer and work on together.

Essential Understandings	Essential Knowledge and Skills

Caring for the environment is a global responsibility.
 	
Air pollution: Hazardous air pollutants are those known to cause cancer and other serious health effects. (1.s)
• Outdoor air pollution examples include: (1.s)
  o Fine particles produced by the burning of fossil fuels (i.e., the coal and petroleum used in energy production).
  o Noxious gases (sulfur dioxide, nitrogen oxides, carbon monoxide, chemical vapors, etc.) such as from vehicle emissions.
  o Ground-level ozone (a reactive form of oxygen and a primary component of urban smog).
  o Tobacco smoke.
• Outdoor air pollution can make its way indoors by way of open windows, doors, and ventilation.
• Indoor air pollution involves exposures to particulates, carbon oxides, and other pollutants carried by indoor air or dust. Examples include gases (i.e., carbon monoxide, radon), household products and chemicals, building materials (i.e., asbestos, formaldehyde, lead), tobacco smoke, mold, and pollen.
• According to research, health effects associated with air pollution exposure include respiratory diseases (including asthma and changes in lung function), cardiovascular diseases, adverse pregnancy outcomes (such as preterm birth), and even death. (1.s)
	In order to meet these standards, it is expected that students will
	• describe air and noise pollution and strategies to reduce or prevent pollutants (1.s);
	• select one or more strategies to design a pollution solution project (2.s);
	• research opportunities in the community to address air, noise, and other environmental issues and how students can help (3.s).
	
	Additional resources:
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• In 2013, the World Health Organization concluded that outdoor air pollution is carcinogenic to humans. (1.s) • Indoor air pollution can be reduced by making sure that a building is well ventilated and cleaned regularly to prevent the buildup of agents like dust and mold. It is also important to remove any known pollutants and or irritants (e.g., aerosols, stringent cleaning supplies) whenever possible. (2.s) • Outdoor air pollution exposures can be reduced by checking the Air Quality Index (AQI) especially during summer months, avoiding heavy traffic when possible, and avoiding secondhand tobacco smoke. (2.s) Noise pollution: unwanted or disagreeable sound. • Primary sources of noise in the United States include road and rail traffic, air transportation, and occupational and industrial activities. Additional individual-level exposures include amplified music, recreational activities (including concerts and sporting events), and firearms. Personal music player use appears to be common among adolescents and may involve potentially harmful sound levels. Exposures from recreational activities and music are not "noise" in the sense of being unwanted sound, but adverse health effects are possible even from desirable sounds. (1.s) • Chronic environmental noise causes adverse health effects, including sleep disturbance, annoyance, stress, noise-induced hearing loss (NIHL), cardiovascular disease, endocrine effects, and increased incidence of diabetes. The effects of sleep disturbance, annoyance, and stress can affect learning and productivity. (Environmental Noise Pollution in the United States: Developing an Effective Public Health Response). (1.s) • Review parts of the ear: The tiny hair cells in the inner ear receive vibrations from the middle ear and change them to electrical impulses to be sent to the brain to interpret. High decibels of noise can damage the hair cells. When those hair cells are damaged, they do not heal and can cause hearing loss. Sound is measured in decibels	

—85 decibels and above can be harmful to hearing. The louder and longer you listen to a sound, the more likely that damage will occur to your hearing. (EPA) o Whisper: 20 decibels. o Talking at a normal volume: 60 decibels. o Washing machine/vacuum cleaner: 80 decibels. o Gas lawn mower: 85 decibels. o Stereo headphones with volume turned up: 105 decibels. o Police siren: 125 decibels. o Fireworks: 140 decibels. • To protect hearing and health from the effects of loud sound, turn down the volume, wear hearing protectors, such as earplugs or earmuffs, and make your environment noise-free. (2.s)	