

GRADE 3 - 6 HEALTH UNITS (Scope and Sequence)

3rd Grade	4th Grade	5th Grade	6th Grade
<p>SEPTEMBER-OCTOBER <i>Personal Growth and Development</i> *Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>OCTOBER-NOVEMBER <i>Emotional Health:</i> <i>MANDATE: CASEL Standards</i> *Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety) *Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance</p> <p>NOVEMBER-DECEMBER <i>Social and Sexual Health</i> *Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. *Describe how families can share common values, offer emotional support, and set boundaries and limits</p> <p>DECEMBER-JANUARY <i>Safety</i> <i>Accident and Fire Prevention</i> <i>Gang Violence Prevention</i> <i>Holocaust Law</i> *Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>JANUARY-FEBRUARY <i>Nutrition</i> <i>SEL</i></p>	<p>SEPTEMBER-OCTOBER <i>Safety</i> *Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) *Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>OCTOBER-NOVEMBER <i>Health Conditions, Diseases, and Medicine</i> <i>Cancer Awareness</i> <i>Lyme Disease Prevention</i> *Identify conditions that may keep the human body from working properly, and the ways in which the body responds *Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza) *Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>NOVEMBER-JANUARY <i>Dependency, Substance Disorder, and Treatment</i> *Differentiate between drug use, misuse, abuse, and prescription and illicit drugs. *Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem *Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health *Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g.,</p>	<p>SEPTEMBER-NOVEMBER <i>Alcohol, Tobacco, and Other Drugs</i> <i>Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids</i> *Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer) *Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, and other drugs, and non-prescribed cannabis products *Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>NOVEMBER-JANUARY <i>Community Health Services and Support</i> <i>LGBT and Disabilities Law (Disabilities Law highlighted within the unit)</i> *Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. *Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)</p> <p>JANUARY-MARCH <i>Safety</i> <i>Sexual Abuse and Assault Awareness and Prevention Education Mandate</i> <i>Sexual Assault Prevention Mandate</i> <i>Domestic Violence Education Mandate</i> *Develop strategies to safely communicate through digital media with respect. *Communicate personal boundaries and demonstrate ways to respect other</p>	<p>WEEK 1 <i>Personal Growth and Development (6 classes including review day and test day)</i> *Explain how appropriate health care can promote personal health. *Analyze how genetics and family history can impact personal health.</p> <p>WEEK 2 <i>Emotional Health</i> *Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). *Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>WEEK 3 <i>Social and Sexual Health</i> *Demonstrate communication skills that will support healthy relationships. *Compare and contrast the characteristics of healthy and unhealthy relationships. *Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>WEEK 4 <i>Community Health and Support</i> *Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. *Collaborate with other students to develop a strategy to address health issues related to climate change. *Analyze difficult situations that might lead to feelings of sadness, anxiety, or depression and identify individuals, agencies or places in the community where assistance may be available.</p>

*Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
*Create a healthy meal based on nutritional content, value, calories, and cost.
*Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

MARCH-MAY

Dependency, Drug Disorder, and Treatment

*Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
*Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem
*Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs
*Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)

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FEBRUARY-MARCH

Emotional Health

CASEL Standards

*Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
*Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others

APRIL-MAY

Social and Sexual Health

*Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
*Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

*Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

people's personal boundaries.

*Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

APRIL-MAY *Units 1, 2, and 3 will be taught in one big unit in which students are able to opt out.*****

Personal Growth and Development

Mental Health & LGBT

*Examine how the body changes during puberty and how these changes influence personal self-care.
*Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
*Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
*Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

APRIL-MAY

Pregnancy and Parenting

Sexual Abuse, Assault Awareness and Prevention Education Mandate

*Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
*Explain the relationship between sexual intercourse and human reproduction.

APRIL-MAY

Social and Sexual Health

LGBT & Disabilities Law

*Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and

WEEK 5

Nutrition

*Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

WEEK 6

Unit 7 Personal Safety

*Define sexual consent and sexual agency.
*Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
*Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

WEEK 7

Pregnancy and Parenting:

*Predict challenges that may be faced by adolescent parents and their families.

WEEK 8

Health Conditions, Diseases, and Medicines

*Explain how the immune system fights disease.
*Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

WEEK 9

Alcohol, Tobacco, and other Drugs

Sexual Abuse and assault awareness and prevention education
Sexual Assault Prevention
*Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
*Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

WEEK 10

Dependency, Substances Disorder, and

		expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration *Differentiate between sexual orientation and gender identity *Describe gender-role stereotypes and their potential impact on self and others.	<i>Treatment</i> *Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. *Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
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