Vermont Health

Grades 3, 4

Adopted 2008

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Describe strategies to avoid exposure to second-hand smoke.

b. Identify rules for safe use of medicines at home and school.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke.

b. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors.

b. Explain how family and peers can influence choices about using alcohol and other drugs.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco).

b. Demonstrate the ability to influence and support others in making positive health choices.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).

Family, Social and Se

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HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Describe how to be a responsible friend and family member.

b. Demonstrate ways to show care consideration, and respect for self and others.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Explain the benefits of positive friendships and family relationships.

b. Identify ways family and friend help meet physical, emotional, and social health.

c. Identify basic male and female reproductive body parts and their functions.

d. Describe physical and emotional changes that occur during puberty.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how friends, older students, family member and others influence behaviors.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Describe how to seek adult advice and help about personal health issues.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Identify communication skills to build and maintain healthy relationships.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Apply the decision-making process to health issues and problems with friends or others.

Mental and Emotional Health (MEH)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Identify positive strategies to reduce stress and manage strong feelings.

b. Demonstrate ways to show care, consideration and respect for self and others, including how to help others and acceptance of differences.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify indicators or characteristics of mental and emotional health during childhood.

b. Identify stressors and the affects on how the body works.

c. Identify personal strengths and assets.

d. Describe the characteristics of positive role models.

e. Describe the effects of teasing and bullying on others.

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	HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors. a. Analyze ways that peers and family influence feelings, behavior and well-being.
	HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products. a. Identify individuals who can provide support and help solve problems.
	HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community. a. Use appropriate communication skills to express emotions and appreciation for self and others. b. Demonstrate the ability to use listening skills to support others and understand their feelings. c. Apply mediation and conflict resolution skills.
	HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health. a. Demonstrate the ability to apply the decision-making process to health issues and problems.
Nutrition and Physical Activity (NPA)	**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.** a. Choose a variety of healthy foods in appropriate portions. b. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way). c. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports). d. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.
	HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts. a. Identify and classify foods, including recommended amounts to eat according to MyPyramid. b. Identify major nutrients supplied by food groups necessary for growth and maintenance. c. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active). d. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.

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	HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors. a. Analyze how family, school and media influence eating habits and physical activity choices.
	HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products. a. Use the nutrition information on food labels to compare products.
	HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community. a. Demonstrate how to ask for nutritious foods.
	HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health. a. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).
	HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health. a. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).
Personal Health and Wellness (PHW)	**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.** a. Describe strategies to improve or maintain personal health and well-being (e.g., daily hygiene practices, sun protection, dental health, sleep).
	HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts. a. Explain how childhood illness can be prevented and treated, including common health problems that should be detected and treated early. b. Describe the basic structure, functions and care of the human body systems (e.g., how they are interrelated, how they fight disease).
	HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products. a. Identify characteristics of valid health information and health-promoting products and services. b. Demonstrate ways to locate school and community resources that provide health services to individuals and families (e.g., HMOs, clinics, substance abuse treatment centers).

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Violence and Injury Prevention (VIP)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, and rules).

b. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards.

c. Apply strategies to stay safe when home alone or using the Internet.

d. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety.

e. Explain what to do if you or someone else is being teased or bullied.

f. Demonstrate how to call 911 or other emergency numbers and provide appropriate information.

g. Demonstrate basic first aid procedures.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch).

b. Describe characteristics of safe and unsafe places, including being home alone and using the Internet.

c. Explain the difference between bullying and teasing.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how advertising and media influences the initiation of risky behaviors.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor).

b. Identify characteristics of valid health information and services that promote health and safety.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Use appropriate communication (e.g., refusal skills, asking for help, "I" messages) and listening skills to enhance health and safety for self and others.

b. Demonstrate basic conflict resolution techniques.

c. Use effective communication skills to confront bullying and teasing.

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d. Express intentions to stop bullying as a bystander, perpetrator, or victim.