

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:

- 3.1.a Identify the major structures and functions of the digestive system.
- 3.2.a Describe how the body uses digested food molecules.
- 3.3.a Evaluate the role of the digestive system in providing energy for the body.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>The digestive system works to help maintain a healthy body by digesting food to provide nutrients and energy for body systems (including cardiovascular and muscular systems).</p> <ul style="list-style-type: none"> • Digestion is important to deliver important nutrients throughout the body. Food is converted into energy for the body to use (for all body functions—moving, breathing, eating) or converted to waste as part of digestion. (1.a) • The major structures/parts of the digestive system. (1.a) <ul style="list-style-type: none"> ○ Mouth: Food is broken down by chewing. ○ Salivary glands: Glands in the mouth that add saliva (spit) to break down food. ○ Esophagus (a muscular, stretchy tube about ten inches long): Food is pushed from the mouth, through the esophagus, and into the stomach. ○ Stomach (stretchy sack): Food is broken down by acids, turned into a liquid substance, and then slowly empties the liquid into the small intestine. ○ Small intestine: Where the body absorbs vitamins, minerals, proteins, carbohydrates, and fats. Nutrients pass from the intestines into the blood so that the nutrients can be carried throughout the body for the energy it needs. (2.a, 3.a) ○ Liver: The body’s largest organ. The liver filters the nutrient-rich blood and stores some nutrients for energy, and it filters other nutrients out to the rest of the body. The liver also gets rid of harmful substances. (2.a, 3.a) ○ Large intestine/rectum: Any undigested food passes into the large intestine, | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • label major parts of the digestive system and describe the main function of each part (1.a); • explain how (i.e., write a short story on the travels of) a healthy food or beverage travels through the digestive system and how it helps the body function (2.a, 3.a); • draw or create a digital flow chart of food moving through the digestive system (1.a, 3.a). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>where water is removed for the body to use. At the end of the large intestine is the rectum, where unused waste is stored until eliminated from the body. (2.a)</p> | |

Strand: Nutrition

Standards:

- 3.1.b Explain the importance of water and healthy food choices for digestion and body function.
- 3.2.b Describe why digestion is important for body function.
- 3.3.b Identify healthy food and beverage choices to support digestion and body function.

- 3.1.c Identify whole grain and refined grain food items.
- 3.2.c Explain the difference between a whole grain and a refined grain and the nutritional benefits of eating whole grains.
- 3.3.c Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science).

- 3.1.d Identify foods that most often cause a food allergy.
- 3.2.d Explain your school’s food policy as it relates to food allergens (e.g., peanut-free classrooms, cafeteria options for children with food allergies).
- 3.3.d List alternatives (e.g., stickers, pencils, games) for school celebrations that are safe for someone with a food allergy.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Digestion of water and food extracts important nutrients, which are absorbed throughout the body to help body systems function.</p> <ul style="list-style-type: none"> • Food is converted into energy for the body to use (for all body functions) or converted to waste. (1.b, 2.b) • Water (the main ingredient in sweat) helps the body by regulating body temperature, helps with digestion and elimination of waste, and helps with body systems that fight illnesses. Without enough water (dehydration), a person can feel sick. Children ages four to eight should drink about five cups of water per day (five eight-ounce cups); older children seven to eight cups of water a day. Children may need more water depending on activity level and heat/humidity. (1.b, 3.b) • Sport and vitamin/electrolyte-infused drinks can help during long, difficult | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • explain why digestion is important and identify foods and beverages that help digestion (1.b, 2.b, 3.b); • create a plan for when and how to consume five eight-ounce cups of water in a day (3.b); • create a plan to eat three to eight ounces of whole grains in a day (what could be eaten for breakfast, lunch, dinner, and a snack) (1.c, 2.c) |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>exercise when a person sweats a lot. Outside difficult exercise activities, electrolyte sports drinks typically contain unhealthy amounts of added sugar. (3.b) Most people are able to properly hydrate and rehydrate by drinking water. (3.b)</p> <ul style="list-style-type: none"> Eating foods from the five MyPlate food groups will provide the nutrients the body needs to function. The digestive system functions more efficiently with proper consumption of water and foods rich in fiber. High-fiber foods include fruits, vegetables, and whole grains. (3.b) <p>Whole grains help prevent some chronic diseases (heart disease) and provide dietary fiber (aid in digestion), minerals, and B vitamins essential for health, energy, and body cell function.</p> <ul style="list-style-type: none"> Bread, pasta, breakfast cereals, grits, tortillas, popcorn, rice, and oatmeal are examples of grain products. The daily amount of grains each person needs can vary between three and eight ounces. At least half of the grains should be whole grains. <ul style="list-style-type: none"> One ounce—a fistful of cereal; a slice of bread; an ice cream scoop of cooked rice, pasta, or oats Grains are divided into two subgroups: <i>whole grains</i> and <i>refined grains</i>. (1.c, 2.c) <ul style="list-style-type: none"> Whole grains contain the entire grain kernel. Examples include whole-wheat flour, bulgur (cracked wheat), oatmeal, whole cornmeal, and brown rice. Whole grains provide dietary fiber, iron, and B vitamins. Refined grains have been milled, a process that removes the bran and germ. The process gives grains a finer texture and improves shelf life, but it also removes dietary fiber, iron, and many B vitamins. Examples of refined grain products are white flour, de-germ cornmeal, white bread, and white rice. | <ul style="list-style-type: none"> identify whether the grain is a whole grain or refined grain; explain how grains are grown and one related career (3.c); list/identify foods that can cause allergies (1.d); identify areas of the classroom or cafeteria that may need rules to be followed to support students with food allergies (2.d); name an item to share or an activity that can be done for school celebrations that do not involve food (3.d). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> o Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing. Fiber is not added back to enriched grains. Some food products are made from mixtures of whole grains and refined grains. • Grain is the harvested seed of grasses such as wheat, oats, rice, corn, sorghum, millet, rye, and barley. These grasses can be grown in a garden, but most grains come from large farms. (3.c) • Agriculture-related careers (agriculture is the science or occupation of farming) (3.c) <ul style="list-style-type: none"> o Farmers, farm workers, equipment operators, food packers and packagers o Scientists <ul style="list-style-type: none"> ▪ Food scientists improve food products and create new ones by researching and experimenting with combinations of raw ingredients, food sources, and food processing techniques. ▪ Environmental scientists assess the environmental health of an area; create surveys and research projects to collect and analyze soil, water, and air samples for signs of pollution or other negative environmental things. <p>People who have allergic reactions to food can be supported by helping to keep surfaces clean, keep hands clean, and getting help from an adult if needed.</p> <ul style="list-style-type: none"> • Common foods that may cause allergic reactions include tree nuts, peanuts, eggs, milk, fish, shellfish, soy, and wheat (gluten). (1.d) • Allergic reactions may include an upset stomach, runny nose, itchy skin rash such as hives, or trouble breathing. People at risk for serious allergic reactions must be careful and need a plan for handling emergencies. Sometimes people need special medicine to stop allergic reaction symptoms from getting worse. | |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> School policies are made to reduce the chance of exposing students with allergies to something that causes the allergy. Strategies may include no nuts/peanuts in any food brought into a classroom, an “allergy-free” table in the cafeteria, foodless classroom celebrations (a craft project, stickers, a special movie or video, or a book to share with the class), gluten-free (wheat-free) options for class parties, keeping surfaces clean in classrooms and cafeterias where food is eaten, washing hands before and after eating, not sharing food, and how to get help from an adult if someone is having a food allergy problem. (2.d, 3.d) | |

Strand: Physical Health

Standards:

- 3.1.e Describe the benefits of getting enough sleep and the consequences of the use of electronic devices (i.e., screen time) on sleep.
- 3.2.e Evaluate how sleep, physical activity, screen time, and healthy food and beverage choices affect one’s personal health.
- 3.3.e Set a goal for a positive health practice and monitor progress.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Healthy choices keep the body working and growing.</p> <ul style="list-style-type: none"> • Sleep: For optimum health, getting enough sleep is as important as eating the right foods and being physically active daily. Children between the ages of 6-12 need 9-12 hours of sleep a night to maintain their health (CDC). (1.e) • Sleep gives the body rest, helps thinking, improves mood, helps with energy, and helps children do better in school. (1.e) • In order to get enough sleep, go to bed at the same time every night, be calm and quiet before going to bed, don’t eat much before bedtime, and don’t drink (especially caffeine) before bedtime. (1.e) • Screen time (e.g., watching TV, playing video games) can affect sleep by making it difficult to fall asleep or not getting enough sleep during the night (sleep deficit). More than four hours of screen time has been associated with sleep disturbances and increases in body weight (1.e) • Physical activity is fun, good for the body (helping growth and body function), and helps a person feel good. (2.e) • Eating foods from the five MyPlate food groups will provide the nutrients the body needs to function—fruits and vegetables, proteins, carbohydrates, and dairy, along with five eight-ounce glasses of water each day. (2.e) • Healthy choices can reduce injury and illness, provide energy and positive feelings, improve time with friends, and academic success. (2.e) • SMART goals are specific, measurable, attainable, realistic, and timely. (2.e) | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • list/identify why sleep is important for good health and consequences of electronic devices on sleep (1.e); • create a diagram to show how sleep, physical activity, screen time, and healthy food and beverage choices affect a person’s health (2.e); • set a one-week SMART goal to improve personal health (sleep, physical activity, drinking water, monitoring screen time, or healthy food/beverage choices) (3.e); • create a checklist of activities each day to meet the goal and write each day how/whether goal was met (3.e). <p>Additional resources: Health Smart Virginia Tips to Reduce Screen Time EVERFI</p> |

Strand: Disease Prevention/Health Promotion

Standards:

- 3.1.f Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread).
- 3.2.f Analyze strategies for preventing communicable diseases.
- 3.3.f Develop a plan to prevent the spread of communicable disease.

- 3.1.g Describe the types and causes of noncommunicable/chronic diseases.
- 3.2.g Explain the role of heredity in some chronic diseases.
- 3.3.g Explore methods to reduce risks associated with noncommunicable/chronic disease.

| Essential Understandings | Essential Knowledge and Skills |
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| <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. A communicable disease 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"> • Diseases that spread from one person to another are communicable diseases. (1.f) • Communicable disease may be caused by (1.f) <ul style="list-style-type: none"> 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. 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 | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • identify the causes of communicable diseases and how they are spread (1.f); • create strategies/plan for school and home to reduce risk of spreading communicable disease (2.f, 3.f); • list types of noncommunicable/chronic diseases and causes (1.g); • 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); • identify ways to reduce risk of noncommunicable/chronic disease (3.g). |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>always important to cover your mouth/nose when sneezing or coughing and wash hands often. Antiviral drugs (not antibiotics) can ease symptoms and shorten length of illness.</p> <ul style="list-style-type: none"> 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. 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"> ▪ Asthma or allergies. ▪ Rashes or infections on the skin (ringworm) and nails (finger and toenails). ▪ Lung infections (pneumonia). ▪ Bloodstream infections. ▪ Meningitis. • To keep germs—bacteria, viruses, parasites, and fungi—from spreading (2.f) <ul style="list-style-type: none"> 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. o Use a tissue or elbow for sneezes and coughs instead of the hands. o Keep your hands out of your eyes, mouth, and nose. o Do not share clothing (i.e., shirts, pants, hats, scarves, coats, sport | <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>uniforms), personal items (i.e., combs, brushes, towels), or forks, spoons, or beverage containers.</p> <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"> • 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) • Common noncommunicable diseases include cardiovascular disease, diabetes, cancers, and chronic respiratory/lung diseases. (1.g) • 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 on 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) • 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) • 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) | |

Strand: Substance Use/Misuse Prevention

Standards:

- 3.1.h Describe proper and improper use of prescription (e.g., taking medication prescribed for someone else) and nonprescription medications.
- 3.2.h Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.
- 3.3.h Create a health message about the proper use of prescription and nonprescription medications.

- 3.1.i Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.
- 3.2.i Analyze the harmful short- and long-term effects of alcohol, tobacco, nicotine products, common household inhalants, and other drugs on body systems.
- 3.3.i Encourage others to use refusal skills to avoid alcohol, tobacco, nicotine products, inhalants, other drugs, and unknown substances.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>All drugs (prescription and nonprescription) will affect the body and how it functions. Some effects are helpful, but some are harmful if used incorrectly or at all.</p> <ul style="list-style-type: none"> • Some medicines are given to a person by a doctor, or a doctor writes an order and the person picks the medicine up from a pharmacy/drug store. These are called prescription medications. • Some medicine, such as aspirin and cough medicine, can be bought at the store without visiting the doctor. These are called nonprescription medications or over-the-counter medications. • It is important to follow the doctor’s orders for prescription medication or the safety regulations on nonprescription medicines. (1.h) • Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Many medicines can look similar, but each | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • compare and contrast prescription and nonprescription drugs (1.h); • create a health message for the proper use of and consequences of improper use of prescription and nonprescription medications (2.h, 3.h); • choose one substance, draw an outline of the human body and label the effect of the substance on different body parts/systems (1.i); • role-play effective refusal skills (3.i); |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>medicine has a unique function and when taken by accident, or in excess, can be harmful to the body. It can lead to illness or injury of body organs. Children should only take medicine given to them by a parent, doctor, nurse, or other trusted adult. Medications may look like candy, but they are not candy. Children should not take medication from a friend (peer) or a stranger. (1.h, 2.h)</p> <ul style="list-style-type: none"> Medications should be in a locked cabinet and kept away from children. Childproof caps on medicine bottles help keep children from taking medication. Parents/guardians should dispose of any unused medications properly. <p>Alcohol, cannabis, tobacco, nicotine products, inhalants, and other drugs affect the body and how it functions. They also affect how people think and act. Drugs have short- and long-term effects on the mind and body. With good health, the brain continues developing until 25 years of age. Alcohol, marijuana/cannabis and other drugs affect brain development.</p> <ul style="list-style-type: none"> Alcohol is a drug; it is a depressant, meaning that it slows down or depresses the brain. Alcohol 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. The person might feel relaxed and happy and later start crying or get in an argument. Long-term effects of alcohol include damage to the liver. People who drink alcohol are at risk for injury and can put others around them at risk, especially when driving a car. (1.i, 2.i) Tobacco is a plant that can be smoked in cigarettes, pipes, or cigars. It is the same plant that's in smokeless tobacco, known as dip, chew, snuff, spit, or chewing tobacco. Nicotine comes from tobacco and is an addictive substance. This means that a person becomes so used to it that they need to have it just to feel OK. Nicotine and other chemicals in tobacco cause diseases, including lung problems, heart disease, and some kinds of cancer that can cause death. | <ul style="list-style-type: none"> create an antidrug message that illustrates the consequences of drug use, includes an appropriate message about prescription or over-the-counter medication, and may include how to use refusal skills (2.i, 3.i). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Tobacco can damage the mouth, throat, lungs, kidneys, bladder, and other parts of the body, depending on how it is being ingested. Tobacco smoke can also be harmful to nonsmokers (secondhand smoke). (1.i, 2.i)</p> <ul style="list-style-type: none"> • Nicotine products, including e-cigarettes, vape pens, pods, and hookahs (water pipes) are filled with tobacco, nicotine, and/or other harmful chemicals. Health experts report serious lung damage in people who vape, including some deaths. There is still much that is not known about the short- and long-term effects of these devices. (1.i, 2.i) • Inhalants are substances that give off fumes. The fumes may cause people to become violent and may cause headaches, sneezing, slowed breathing, nose bleeds, coughing, brain damage, slowed heart rate, and upset stomach. They may injure the lungs, olfactory system (nose), brain, nervous system, heart, and stomach. They may also cause death. An inhalant, such as glue or gasoline, is sniffed or “huffed” to give the user an immediate high. Inhalants produce a quick feeling of being drunk—followed by sleepiness, staggering, dizziness, and confusion. (1.i, 2.i) <p>Note: other drugs such as marijuana/cannabis may cause lung, memory, and motivation problems.</p> <ul style="list-style-type: none"> • No one should smell, sniff, taste or eat unknown substances, including/especially white powder, because these substances may be harmful. • Always ask a parent or adult if there is an unknown substance before smelling, touching, or picking it up—Stop! Ask an adult first. • Refusal Skills (3.i) Verbal <ul style="list-style-type: none"> o Say “no.” There is no substitute for the word “no.” It makes any refusal stronger. o Repeat the refusal. | |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> o Suggest an alternative (suggest something to do instead). o Build the friendship. Say something to let the person so they 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.) o Use a firm tone of voice: Be strong and business-like. <p>Nonverbal</p> <ul style="list-style-type: none"> o Direct eye contact (look the person in the face). o Serious expression (use your best “I mean it” face). o Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure. o Leave (get out of the situation). o Avoid situations where there may be pressure. | |

Strand: Safety/Injury Prevention

Standards:

- 3.1.j Explain safety rules at home and when riding in a motor vehicle.
- 3.2.j Explain the importance of following safety rules at home and when riding in a motor vehicle.
- 3.3.j Discuss and develop a family safety plan to prevent injuries at home and when riding in a motor vehicle.

- 3.1.k Explain the need for personal safety strategies when interacting with others online.
- 3.2.k Identify situations when adult assistance may be needed with online interactions.
- 3.3.k Create strategies for personal safety when online.

- 3.1.1 Identify different safety drills that are important for home and school.
- 3.2.1 Demonstrate proper behavior during safety drills at school.
- 3.3.1 Practice disaster-preparedness procedures at home and at school.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Following rules and being safe are part of a healthy lifestyle.</p> <ul style="list-style-type: none"> • Home safety (1.j, 2.j) <ul style="list-style-type: none"> ○ Electricity is a form of energy that can produce light, heat, or motion. When used incorrectly, electricity can cause fire, burns, or other injuries. Electrical cords carry electricity. To avoid burns or other electrical injury, when unplugging cords from an outlet hold the plug, not the cord. Never stick a finger or other objects into an outlet. Never run a cord under a carpet. Don't plug in or turn on electrical items with wet hands. Make sure kitchen counters are dry before plugging in any kitchen appliance (e.g., blender, coffee maker, can opener, toaster). Never touch outdoor power lines. ○ To further avoid burns, do not touch or play with matches, candles, or fireplaces. ○ Always ask an adult before using any kitchen appliances. To avoid, being | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create a poster illustrating (or identify) one or more home safety rules (e.g., electricity, fire hazards, kitchen appliances and utensils, or motor vehicle safety) (1.j, 2.j); • create a digital poster illustrating how they are safety smart!; • demonstrate refusal skills to avoid peer pressure to engage in unsafe behaviors (e.g., not buckling up, not wearing a helmet) (2.j); • create a family or living environment |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>pierced or cut, do not use sharp knives. Always carry scissors with the blade pointing down while walking.</p> <ul style="list-style-type: none"> o Do not touch or play with matches, candles, or fireplaces. o If someone is cut or injured, wash the injury with soap and water, cover the wound with a bandage, and tell an adult. o Wear protective equipment (e.g., helmet, knee pads, elbow pads, wrist guards, sneakers, gloves) when riding a bike, skateboard, scooter, or rollerblading to avoid injuring your head, breaking bones or other injury. o Follow safety rules on community playgrounds and playground equipment. o Emergency planning: A family plan for injury should include a location for a first aid kit, family member to call, and directions to the closest emergency center. <ul style="list-style-type: none"> • Motor vehicle rider safety: To avoid brain or bodily injury or being ejected from the vehicle, sit in the rear seat (safest for children); use a car seat or booster seat as appropriate on every trip, no matter how short; properly belt the car seat/booster seat; do not play with door locks and window switches; do not get out of your seatbelt and climb around the car; and keep noises and voices low so that the driver is not distracted. (1.j, 2.j) <p>The Internet is an amazing place to learn new things, but there are things to be aware of to stay safe.</p> <ul style="list-style-type: none"> • 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 them any pictures, or tell them personal information. Kids and adults have been tricked by online strangers. If you feel uncomfortable or do not know the person trying to contact you, tell a parent. (1.k, 2.k) | <p>safety plan—how to evacuate and where to meet in case of an emergency, list of emergency phone numbers, family member or trusted adult to call, location of the closest emergency room, first aid kit for injuries (3.j);</p> <ul style="list-style-type: none"> • create a personal safety plan for being online (3.k); • apply strategies from an online safety plan to role-play safe versus unsafe internet scenarios (e.g., friends, neighbors, family members, strangers asking for personal information) (1.k, 2.k, 3.k); • identify different home and school safety drills and how to behave in each for safety of self and others (1.l); • participate in school safety drills demonstrating appropriate behavior (2.l, 3.l). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> • Online safety rules may include (3.k) <ul style="list-style-type: none"> ○ Tell my parents or other trusted 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. ○ Tell my parents before sharing any personal information—name, address, phone number, or the name of the school you attend. ○ I will not meet someone in person that I have only met online. ○ I will not be mean or rude online. <p>Planning for safety and practicing home and school safety drills helps everyone know what to do in a real emergency and helps keep everyone safe.</p> <ul style="list-style-type: none"> • Home: In case of fire or other emergency, plan an escape route out of the house and decide where to meet outside. In the event of a fire, crawl out quickly; drop down to stay below the smoke, and try to keep a damp cloth over your mouth and nose to not breathe in the smoke; warn others with a shout or a whistle; and get to your meeting spot and call 911. Stop, drop, and roll if your clothing catches fire. (1.1, 2.1) • School Drills (1.1, 2.1) <ul style="list-style-type: none"> ○ Fire/evacuation, tornado, lockdown, and bus drills. ○ Review school- and classroom-specific information as appropriate for these drills. | |

Strand: Mental Wellness/ Social and Emotional Skills

Standards:

- 3.1.m Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.
- 3.2.m Explain how to identify, express, and respond to emotions in a healthy way.
- 3.3.m Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.

- 3.1.n Describe the benefits of friendship and list the qualities of a good friend.
- 3.2.n Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- 3.3.n Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).

- 3.1.o Define conflict and identify possible situations where conflict can occur with family and friends.
- 3.2.o Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.
- 3.3.o Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Everyone experiences different emotions. It is important to express emotions in a healthy way.</p> <ul style="list-style-type: none"> • Emotions are also called feelings. Emotions are connected to your senses (sight, sounds, and touch) and connected to what you remember and what you do. • Change is a part of life. Students meet new friends, families move, new siblings may be born. Changes and experiences may cause positive emotions, such as happiness or excitement. The same experience may cause a very different emotion, such as sadness, anxiety, anger, or fear. (1.m) | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • respond to different writing prompts (or pictures) about change (e.g., new baby, moving, new school) and describe how a person might feel (comfortable and uncomfortable feelings/emotions) (1.m); |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> • Being aware of emotions, noticing them and naming them as they are felt can help people manage their emotions. Naming emotions, noticing how long the emotions last, and talking about them with others are ways to manage emotions. (2.m, 3.m) • When dealing with negative emotions: <ul style="list-style-type: none"> ◦ Talk to a parent or other trusted adult (school counselor, social worker, or psychologist) or a friend. ◦ Think positive: Think about one or two good things about yourself or the situation. ◦ Play a game or sport, ride a bike, dance, run, take a walk, make art or music, read, or spend time with someone you like. <p>Good friends are good for your health.</p> <ul style="list-style-type: none"> • Friend: A person you like and enjoy being with. • Qualities of a friend: trustworthy, honest, dependable, loyal, empathetic, good listener, supportive in good times and challenging times, sees humor in life, and fun to be around (1.n) • Benefits: Friends can help celebrate good times and provide support during challenging times, help prevent loneliness, and help each other be better friends. (1.n) • Making and keeping friends requires time, effort, and social skills; effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; and reciprocal helping behavior (doing the same helpful behavior that a friend would do for you). (2.n) • Behaviors will affect friendships. Some things that may cause a friendship to end include being unaware of the attitudes and feelings of others, using inappropriate language and behavior (being unkind or mean), excluding a friend from activities, and/or breaking promises. (3.n) | <ul style="list-style-type: none"> • create a story about a change and how a person might react and how to manage comfortable and uncomfortable feelings (2.m, 3.m); • create a picture of a friend and the qualities that make them a friend (1.n); • create a list of strategies to make and keep friends (2.n); • explain the meaning of, “to have a friend you have to be a friend” (3.n); • practice using skills to address conflict (teachers may wish to provide a script for practice that is complete, then leave out a step or two for students to complete, including a script that would require help from an adult) (3.o); • role-play addressing conflicts and resolutions with friends and family (1.o, 2.o, 3.o). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Resolving arguments/disagreements/conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help.</p> <ul style="list-style-type: none"> • Conflict is a strong disagreement between people or groups. (1.o) • Conflicts may happen at home, school, or in the neighborhood, and with family, friends, teachers, students, or others. 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). (1.o) • Skills to address conflict (3.o) <ul style="list-style-type: none"> ○ Being able to reduce your own stress quickly (calming down before addressing the conflict). ○ Being emotionally aware of yourself and the other person—how are you feeling, how is the other person feeling (you may need to walk away and come back to address the conflict or get assistance from an adult). ○ Stating what the conflict is about. ○ Using communication skills: <ul style="list-style-type: none"> ▪ Listening carefully to others. ▪ Speaking directly to each other. ▪ Speaking honestly, and with kindness. ○ Proposing solutions or compromises. ○ Agreeing on a solution or a compromise to try. • 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/talk about how to resolve the problem; and compromise on the resolution of the conflict. <ul style="list-style-type: none"> ○ Compromise is when all participants agree on a solution even if it is not everyone’s first choice. • Adults can be asked for assistance with conflicts if strategies do not work or if there | |

| Essential Understandings | Essential Knowledge and Skills |
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| is the potential for a physical altercation. (3.o) | |

Strand: Violence Prevention

Standards:

- 3.1.p Describe what bullying is and how to identify it.
- 3.2.p Identify ways to safely stand up to bullying and how to get help.
- 3.3.p Describe how to report bullying and how to advocate for oneself and for others who are bullied.

- 3.1.q Explain the benefits of positive communication on relationships with family and friends.
- 3.2.q Describe how to communicate directly, respectfully, and assertively with family and friends.
- 3.3.q Demonstrate positive ways to communicate with family and friends.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Note: Teachers may wish to invite the school counselor to co-teach lessons.</p> <p>Bullying is a serious problem, and often the person being bullied does not know how to safely seek help.</p> <ul style="list-style-type: none"> • Bullying is an intentional way to hurt someone physically, emotionally or socially. It is usually targeted at the same person over time/repeatedly. (1.p) • 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 (not including someone on purpose, telling other children not to be friends with someone, spreading rumors about someone, or embarrassing someone in public). (1.p) • Kids who are bullied can feel different, powerless, unpopular, and/or alone. They can also feel sad, lonely, or anxious; feel sick; have problems at school; or may bully other kids. (Stop Bullying) (1.p) <p>There are ways to deal with and report bullying. (2.p)</p> <ul style="list-style-type: none"> • What can kids do? (Stop Bullying) <ul style="list-style-type: none"> o Nobody should be mean to others. o Treat everyone with respect. | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • evaluate scenarios to determine whether the behavior is bullying and what the indicators of bullying are in the scenario(s); • for one or more of the scenarios that are bullying, describe how the person could safely stand up to the bullying, how to report/get help, how to help a person with a decision about whether to report bullying, and what a witness to the bullying could do (1.p, 2.p, 3.p); • develop posters to show classmates how to report bullying, stand up to bullying, and help |

| Essential Understandings | Essential Knowledge and Skills |
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| <ul style="list-style-type: none"> o Stand up for others. • 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. Telling is not tattling. Tattling is intended to get someone into trouble. Telling an adult about bullying is intended to help someone who is struggling or being hurt. <p>How to advocate for yourself appropriately if bullied. (3.p)</p> <ul style="list-style-type: none"> o Ask the person who is bullying to stop in a calm, clear voice. o If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot. o Talk to an adult you trust. Tell an adult what the person who bullied did. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying. o Stay away from places where bullying happens. o Stay near adults and other kids. Most bullying happens when adults are not around. o Avoid bullies and tell an adult you trust if you feel threatened. (3.p) o Review class- and school-specific reporting protocols for bullying. (3.p) • When you see bullying, there are safe things you can do to make it stop. (3.p) <ul style="list-style-type: none"> o Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help. o 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. <p>Communication is an important part of any relationship. Positive relationships require communication, compromise, and understanding.</p> <ul style="list-style-type: none"> • Communication is an exchange of information through symbols, signs, or behaviors. Communication may be written, verbal, or nonverbal. Communication allows for the | <p>friends who are being bullied (3.p);</p> <ul style="list-style-type: none"> • create stories that demonstrate effective and ineffective communication with friends and family members (stories should include evidence of verbal and nonverbal communication strategies) (1.q, 2.q); • demonstrate positive and effective ways to communicate with friends and family members (3.q). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>exchange of ideas, knowledge, understanding, what a person’s needs are, and what people are experiencing that helps build healthy positive relationships. (1.q)</p> <ul style="list-style-type: none"> • Positive and respectful ways to communicate include talking at an appropriate tone, waiting for a turn to speak, allowing others to provide feedback, and using appropriate body language (i.e., eye contact, gestures). (2.q) • Assertive communication is when a person expresses their point of view while being respectful of the views of others. Assertive communication is direct and respectful, using honest words and direct eye-contact, and voice is clear (not too loud or too soft). (2.q) • Verbal communication: The use of words to send an oral or written message (e.g., conversation, text messages, phone calls, social media posts). Verbal communication skills may include: (3.q) <ul style="list-style-type: none"> o Be friendly. o Think before you speak. o Be clear. o Focus on your body language (nonverbal communication). o Be an active listener. Focus on what the other person is saying, ask questions to make sure you understand what they are saying, and show respect. • Nonverbal communication includes facial expressions, body language, gestures, and tone and voice volume. Nonverbal communication skills may include: (3.q) <ul style="list-style-type: none"> o Eye contact. o Facial expressions (smile, frown). o Gestures (nodding). o Posture (facing person you are speaking with). o Tone of voice. o Volume of voice. | |

Strand: Community/Environmental Health

Standards:

- 3.1.r Explain what happens with waste and recycled materials.
- 3.2.r Analyze how reducing, reusing, and recycling products promotes a healthier environment.
- 3.3.r Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.

| Essential Understandings | Essential Knowledge and Skills |
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| <p>Recycling is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products. Recycling can benefit the community and the environment. (Environmental Protection Agency)</p> <ul style="list-style-type: none"> • Waste/garbage is picked up and taken to a landfill. In a landfill, tightly packed mounds of waste are sealed under a rubber and clay barrier, and over a liner that keeps liquids from seeping out. Landfills are not designed to break down waste, only to store it. Waste in a landfill does decompose, slowly and in a sealed, oxygen-free environment. Because of the lack of oxygen, bacteria in the waste produce methane gas, which is highly flammable and dangerous if allowed to collect underground. It is also a potent greenhouse gas and contributes to global warming. When the landfill has reached its capacity, the waste is covered with clay and another plastic shield. Above that, several feet of dirt fill is topped with soil and plants. (1.r) • After collection, recyclables are sent to a recovery facility to be sorted, cleaned, and processed into materials that can be used in manufacturing. Recycling reduces the amount of waste in landfills. (1.r, 2.r) • Ways to reduce, reuse, and recycle at (3.r) <ul style="list-style-type: none"> o Home: Find out the recycling requirements from the local waste management program. Many electronics can be donated. Reusing a computer, smartphone, or video game console is a form of recycling. <ul style="list-style-type: none"> ▪ Items that can be recycled at home include clean glass bottles; | <p>In order to meet these standards, it is expected that students will</p> <ul style="list-style-type: none"> • create a flowchart that shows what happens to waste and what happens to recyclables (1.r); • research the recycling of a certain material, such as paper, plastic, or metal; create a story of an item that was reused or recycled and why it is important to reuse and recycle (2.r); • create a plan or activity to help school or family recycle more; include things that can and cannot be recycled (3.r). <p>Additional resources: Health Smart Virginia EVERFI</p> |

| Essential Understandings | Essential Knowledge and Skills |
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| <p>aluminum, tin and steel cans; dry paper, newspaper, magazines and cardboard; plastic bottles and containers, but not all plastic is recyclable. Plastic bags may not be part of home pick-up services, but many grocery stores have special containers to collect plastic bags for recycling.</p> <ul style="list-style-type: none"> o School: Reuse the second side of paper for artwork; recycle paper and plastic; pick up any litter on the school grounds; throw trash in the trash bin; find out about your school’s recycling program; have a school clean-up day (inside and outside) o Community: Pick up and dispose of waste and recyclables properly; have a community cleanup day. | |