

INTERMEDIATE LEVEL
3-4-5
HEALTHY SELF

STANDARD 1 Students will learn ways to improve mental health and manage stress.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Demonstrate responsibility for self and others.</p> <ul style="list-style-type: none"> - Identify personal responsibilities, for self and others. - Predict the consequences of neglecting responsibilities; e.g., increased stress, poor grades, punishment, no sense of accomplishment, impact on other people. - Report the outcomes of completing responsibilities; e.g., sense of accomplishment, feeling good, contribution to cause less stress. - Determine how good decision making can help complete responsibilities. <p>Recognize why acceptance of self and others is important for the development of positive attitudes.</p> <ul style="list-style-type: none"> - Determine the benefits of accepting self and others. - Determine the benefits of having positive attitudes. - Describe the relationship between 	<p>OBJECTIVE</p> <p>Demonstrate effective decision making based on positive self-worth.</p> <ul style="list-style-type: none"> - Identify characteristics of positive self worth; e.g., ability to set goals, self-efficacy, and values; physical, social, and mental health. - Apply the decision-making process following the Ten Commandments and Beatitudes. - Identify factors that may influence decision making; e.g., media, peers, environment, self worth. - Understand and appreciate the importance of loving unselfishly and responsibly. <p>Set goals to enhance personal health.</p> <ul style="list-style-type: none"> - Recognize how physical, mental, and social health interrelate. <p>Explore positive options for managing stress.</p> <ul style="list-style-type: none"> - Define stress. - Recognize healthful and harmful stress. - Create a personal stress 	<p>OBJECTIVE</p> <p>Summarize how communicating with others can help enhance and maintain overall health.</p> <ul style="list-style-type: none"> - Compare and communicate the benefits of social interaction and time alone. - Demonstrate behaviors that help maintain mental health; e.g., reading, exercise, lifelong learning, abstaining from substance abuse. <p>Demonstrate coping behaviors related to grief and loss.</p> <ul style="list-style-type: none"> - Be aware of other peoples' emotions and feelings. - Recognize emotions associated with grief and loss. - Identify common way individuals may cope with loss. <p>Predict the influence body image may have on body acceptance.</p> <ul style="list-style-type: none"> - Explain body image and body acceptance. - Recognize influences on body shape and size; e.g., diet,

<p>acceptance and attitude.</p> <p>Perceive themselves as good persons and children of God who are capable of making good choices.</p> <ul style="list-style-type: none"> - *Understand that God created and loves people: girls/boys, men/women, sick/well, etc. - *Develop a sense of moral responsibility for their own actions. 	<p>management plan.</p> <ul style="list-style-type: none"> - Suggest ways to deal with peer pressure. 	<p>disabilities, exercise, heredity.</p> <ul style="list-style-type: none"> - Recognize factors that may affect body image; e.g., media, peers, self-expectations. <p>Demonstrate constructive ways of managing stress.</p> <ul style="list-style-type: none"> - Explain healthful and harmful stress. - Predict how neglecting personal responsibilities may increase stress. - Develop and apply a personal stress management plan.
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SUBSTANCE ABUSE PREVENTION

STANDARD 2 Students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Recognize the health implications of alcohol and tobacco use.</p> <ul style="list-style-type: none"> - Identify both the short-and long-term effects of alcohol and tobacco use. - Describe the effects of passive smoke. - Determine the financial impact of alcohol and tobacco use. 	<p>OBJECTIVE</p> <p>Identify personal gifts and talents that make one unique.</p> <ul style="list-style-type: none"> - Identify gifts and talents in classmates. - Identify personal gifts and talents <p>Identify the qualities of positive role models.</p> <ul style="list-style-type: none"> - Name role models or people who 	<p>OBJECTIVE</p> <p>Explore how relationships can contribute to self-worth.</p> <ul style="list-style-type: none"> - Recognize the positive and negative influences of others. - Accept responsibility for mistakes and learn from them. - Participate in discussion on the benefits of positive self-talk. - Practice positive reinforcement

<p>Determine how building relationships with helpful people can be beneficial.</p> <ul style="list-style-type: none"> - List and classify helpful people, e.g., within family, neighborhood, community. - Identify the benefits of building relationships with caring adults. 	<p>follow Christ’s teachings.</p> <ul style="list-style-type: none"> - Differentiate between behaviors that reflect a positive attitude and those that may indicate a negative attitude. <p>Predict the possible consequences of substance use.</p> <ul style="list-style-type: none"> - Analyze and articulate the negative effects of alcohol, tobacco, and other drugs. - Discuss influence of peers and advertising on health choices. <p>Model responsible decision-making.</p> <ul style="list-style-type: none"> - List and explain the steps for decision-making and refusal skills. - Demonstrate decision-making and refusal skills in responding to negative actions and comments. 	<p>with others.</p> <ul style="list-style-type: none"> - Suggest ways to deal with peer pressure. <p>Use decision-making skills to increase the likelihood of positive outcomes.</p> <ul style="list-style-type: none"> - Predict the consequences of variety of choices. - Articulate the morality of drug abuse and the risk involved in using unsterilized needles. - Give examples of refusal skills that can be used to say “no” to any risk behaviors. <p>Summarize the physiological effects of substance use.</p> <ul style="list-style-type: none"> - Describe the effects and consequences of using harmful substances.
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HUMAN DEVELOPMENT AND RELATIONSHIPS

STANDARD 3 Students will respect self and others related to human development and relationships.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Summarize the functions of skeletal and muscular systems.</p> <ul style="list-style-type: none"> - Name the major body systems and the basic functions of each. - Describe the skeletal and muscular 	<p>OBJECTIVE</p> <p>Summarize the functions of the cardiovascular and respiratory systems.</p> <ul style="list-style-type: none"> - Review the major body systems and their basic functions. - Describe the cardiovascular and 	<p>OBJECTIVE</p> <p>Demonstrate qualities that help form healthy interpersonal relationships.</p> <ul style="list-style-type: none"> - List ways of showing respect and care for others. - Practice effective communication

<p>systems.</p> <ul style="list-style-type: none"> - Demonstrate ways to strengthen the skeletal and muscular systems. <p>Model behaviors that foster healthy interpersonal relationships.</p> <ul style="list-style-type: none"> - Examine the benefits of healthy relationships among peers, family, and community members. - Recognize ways that peers, families, and communities may change over time. - Model ways to contribute to healthy relationships among peers, family, and community members. - Name significant adults with whom they can share secrets and important information. <p>Model strategies for preventing abuse.</p> <ul style="list-style-type: none"> - Maintain personal boundaries. - Identify situations that may put one at risk for abuse. - Demonstrate ways to avoid, manage, or escape risks. 	<p>respiratory systems.</p> <ul style="list-style-type: none"> - Expand and practice daily healthy skills. <p>Develop skills for building healthy interpersonal relationships.</p> <ul style="list-style-type: none"> - Show respect for the uniqueness of others regardless of gender race, or religion, e.g., abilities, talents, strengths/characteristics. - Demonstrate assertive communication skills. - Respect personal boundaries. <p>Exhibit qualities associated with healthy body image.</p> <ul style="list-style-type: none"> - Identify hereditary influences on body types. - Recognize self-respect. - Recognize the different ways people grow and develop. - Model ways to care for and respect one's body. 	<p>skills.</p> <ul style="list-style-type: none"> - Respect personal differences. <p>Summarize the basic functions of digestive and glandular systems.</p> <ul style="list-style-type: none"> - Demonstrate a general knowledge of human body systems and their functions. - Describe the digestive and glandular systems. <p>Identify body changes that accompany puberty.</p> <ul style="list-style-type: none"> - Describe basic structures of female and male reproductive systems and identify their respective functions. - Show respect for one another's body. - Use correct terminology for the part of the body. - Practice behaviors that maintain good hygiene.
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DISEASE PREVENTION AND HIV/AIDS EDUCATION

STANDARD 4 Students will understand concepts related to health promotion and disease prevention.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Tell why HIV is difficult to contract.</p> <ul style="list-style-type: none"> - List way that people cannot contract HIV. - Identify ways people can avoid coming in contact with blood. <p>Demonstrate decision-making and refusal skills for HIV prevention.</p> <ul style="list-style-type: none"> - List reasons to avoid contact with body fluids. - Identify, avoid, manage, or escape situations involving blood and body fluid contact. - Demonstrate simple first aid for bleeding. <p>Demonstrate proper personal hygiene and universal precautions.</p> <ul style="list-style-type: none"> - Demonstrate proper hand washing. 	<p>OBJECTIVE</p> <p>Determine how communicable diseases are spread.</p> <ul style="list-style-type: none"> - Compare modes of transmission of diseases. - List ways that people can and cannot contract HIV. - List ways in which children can contract AIDS Virus. <p>Demonstrate proper hygiene and universal precautions.</p> <ul style="list-style-type: none"> - Demonstrate proper hand washing. - List reasons to avoid contact with blood and other body fluids. - Describe procedures to follow in the event of a blood spill. - Demonstrate decision-making and refusal skills for HIV prevention. <p>Demonstrate ways to help people living with HIV and other diseases.</p> <ul style="list-style-type: none"> - Identify needs of people who are living with long-term illnesses. - Plan an activity promoting compassion for people living with long-term illnesses. 	<p>OBJECTIVE</p> <p>Identify with Jesus compassion toward the sick as they express compassion toward persons with AIDS and other serious diseases.</p> <p>Define viruses and how they are transmitted.</p> <ul style="list-style-type: none"> - List several diseases caused by viruses. - Recognize how infected yet symptom-free people can infect others. - Describe the body's immune system and the destruction by HIV. <p>Demonstrate decision-making and refusal skills for HIV prevention.</p> <ul style="list-style-type: none"> - List situations that pose a risk for transmission of HIV. - Identify, avoid, manage, or escape situations involving just regular type exposure to body fluids.

SAFETY AND INJURY/VIOLENCE PREVENTION

STANDARD 5 Students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Match safety procedures to potential hazards.</p> <ul style="list-style-type: none"> - Practice procedures to follow in case of fire, flood, earthquakes, and electrical shock. - Demonstrate knowledge of how to contact appropriate health personnel for help. - List and explain specific rule and laws that promote health, safety and wellness. - Give examples of refusal skills that can be used to say “no” to any risk factors. - Explain basic safety precautions related to emergency procedures. 	<p>OBJECTIVE</p> <p>Determine how to participate safely in recreational activities.</p> <ul style="list-style-type: none"> - List recreational and athletic activities and potential injuries. - Identify safety equipment and procedures needed for various recreational and athletic activities. <p>Make decisions about taking appropriate risks.</p> <ul style="list-style-type: none"> - Recognize that actions have consequences. - Apply decision-making skills to dares, risks, and challenges. <p>Demonstrate basic first aid procedures.</p> <ul style="list-style-type: none"> - Identify procedures for responding to minor injuries e.g., animals and insect bites, bleeding, burns, cuts, scratches. - Identify emergency situations. <p>Model various nonviolent ways to resolve conflict.</p> <ul style="list-style-type: none"> - Identify situations that cause anger or frustration. - Practice anger management 	<p>OBJECTIVE</p> <p>Describe potential hazards, safety procedures, and first aid within a variety of circumstances.</p> <ul style="list-style-type: none"> - Identify and avoid potential hazards in a variety of situations. - Demonstrate basic first aid procedures. - Demonstrate how to use safety equipment; e.g., basic first aid kit, fire extinguisher, Emergency Medical System. <p>Develop vocabulary that shows respect for self and others.</p> <ul style="list-style-type: none"> - Follow the Ten Commandments and the Beatitudes. - Identify comments that would show respect and caring of others. - List positive ways to speak to self. - Analyze the value in creating respectful, healthy relationships.

	<ul style="list-style-type: none"> - Identify how destructive behavior can cause conflict. - Predict how constructive behavior might reduce conflict. 	
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NUTRITION AND FITNESS

STANDARD 6 Students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Compare personal eating habits with a balanced diet.</p> <ul style="list-style-type: none"> - Record daily food intakes. - Recognize the importance of good eating practices to nutrition. <p>Define the functions of basic nutrient groups.</p> <p>Discuss the value of sleep for good health.</p>	<p>OBJECTIVE</p> <p>Specify key vitamins and minerals and their functions.</p> <ul style="list-style-type: none"> - Discuss the utilization of vitamins and minerals by the body. - Name foods rich in key vitamins and minerals. - Identify nutritional problems related to vitamins and/or mineral deficiencies. <p>Determine the relationship between food intake and activity.</p> <ul style="list-style-type: none"> - Define calories. - Estimate the number of calories needed for growth and body function. - Predict the change in caloric requirements due to participation in activities. - Plan a balanced diet for each day. 	<p>OBJECTIVE</p> <p>Predict the impact of the National Dietary Guidelines on Health.</p> <ul style="list-style-type: none"> - Know the National Dietary Guidelines on Health. <p>Evaluate personal activity level and food intake with National Dietary Guidelines on Health and plan ways to improve health.</p> <ul style="list-style-type: none"> - Compare daily food intake and caloric output with National Dietary Guidelines on Health. - Determine how changes in personal activity level and/or food intake may benefit personal health. <p>Recognize influences that may affect body types and sizes.</p> <ul style="list-style-type: none"> - Summarize the role of nutrition and exercise in body development. - Determine how heredity and

	<ul style="list-style-type: none"> - Expand and practice healthy life skills. <p>Summarize how and why bodies differ in shape and size.</p> <ul style="list-style-type: none"> - Recognize individual growth patterns. - Explain the role that heredity plays in growth and development. 	<p>environment can influence body shape and size.</p> <ul style="list-style-type: none"> - Recognize the impact that puberty has on body growth, shape and size. <p>Participate in an activity that is challenging and rewarding.</p>
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CONSUMER AND COMMUNITY HEALTH

STANDARD 7 Students will understand the value of service and effective consumer practices.		
Third Grade	Fourth Grade	Fifth Grade
<p>OBJECTIVE</p> <p>Participate in service-learning that assists the community.</p> <ul style="list-style-type: none"> - Identify the needs of a community. - Explain healthy community situations. - Participate in a service project. <p>Describe the influence of media in making healthy choices.</p> <ul style="list-style-type: none"> - Find health-related messages in media. - Determine the reliability of health messages in the media, including the internet. <p>Summarize the role of health services in the community,</p>	<p>OBJECTIVE</p> <p>Participate in service learning that benefits Utah.</p> <ul style="list-style-type: none"> - Identify needs of people who live in Utah. - Plan, implement, and report on service projects benefiting Utah. 	<p>OBJECTIVE</p> <p>Participate in service learning that includes the preservation of natural resources.</p> <ul style="list-style-type: none"> - Identify natural resource protection needs. - Plan, implement, and report on a natural resource service project. <p>Explore a variety of health-related professions.</p> <ul style="list-style-type: none"> - Research health-related professions. - Select and report on a health-related profession.

<ul style="list-style-type: none">- List various health services.- Define the role of each service.- Demonstrate the ability to access healthy services.		
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