

**Wakulla County Schools**  
**Health/Program Curriculum**

**K-8<sup>th</sup> grade**

September, 2014

**Superintendent**

Robert Pearce

**Wakulla County School Board**

Becky Cook

Jerry Evans

Greg Thomas

Melisa Taylor

Ray Gray

**District Staff**

Beth Mims –Chief Academic Officer

Katherine Spivey- Dean of Instructional Services

# Health/Program Curriculum

---

**Introduction:** This Health Program curriculum is aligned to the Florida NG SSS for health. Benchmarks are assigned to each grade level for the purpose of assuring a comprehensive approach to health instruction as required by the standards. Acknowledgement is given to other curricula which support the health curriculum. For this reason not all health standards are included in this document.

Teachers should incorporate grade-level health standards in all content-area curricula. No specific grade will be assigned to health.

**Supporting curricula include:**

Character Education

Human Growth and Development

Science

Physical Education

Guidance

**Supporting programs include:**

S.A.V.E.

CyberSafety

Bullying Prevention

Abstinence Education

## Health/Program Curriculum

K	1 <sup>ST</sup> grade	2 <sup>ND</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade
<p><b>HE.K.C.1.1:</b> Recognize healthy behaviors.</p> <p><b>HE. K.C.1.3:</b> Recognize ways to prevent common communicable diseases.</p> <p><b>HE.K.B.1.1:</b> Recognize school and community health helpers (e.g., school community, state, national, international levels).</p> <p><b>HE.K.B.1.2:</b> Recognize warning labels and signs on hazardous products and places.</p> <p><b>HE.K.B.2.3:</b> Identify the appropriate responses to unwanted and threatening situations.</p>	<p><b>HE.1.C.1.1:</b> Identify healthy behaviors.</p> <p><b>HE.1.C.1.3:</b> Describe ways to prevent common communicable diseases.</p> <p><b>HE.1.B.1.1:</b> Identify trusted adults and professionals who can help promote health.</p> <p><b>HE.1.B.1.2:</b> Determine the meaning of warning labels and signs on hazardous products and places.</p> <p><b>HE.1.B.2.3:</b> Tell about ways to respond when in an unwanted, threatening, or dangerous situation.</p>	<p><b>HE.2.C.1.1:</b> Identify that healthy behaviors affect personal health.</p> <p><b>HE.2.C.1.4:</b> Describe ways to prevent childhood injuries in the home, school, and community settings.</p> <p><b>HE.2.C.1.5:</b> Recognize the locations and functions of major human organs.</p> <p><b>HE.2.C.1.6:</b> Determine when it is important to seek health care.</p> <p><b>HE.2.B.4.1:</b> Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.</p>	<p><b>HE.3.C.1.1:</b> Describe healthy behaviors that affect personal health.</p> <p><b>HE.3.C.1.4:</b> Recognize common childhood health conditions.</p> <p><b>HE.3.C.1.5:</b> Recognize that body parts and organs work together to form human body systems.</p> <p><b>HE.3.C.2.3:</b> Explore how the traditions and customs of school and community influence health behavior in children.</p> <p><b>HE.3.C.2.5:</b> Discuss the positive and negative impacts media may have on health.</p>	<p><b>H.E. 4.C.1.1:</b> Identify the relationship between healthy behaviors and personal health.</p> <p><b>HE.4.C.1.2:</b> Identify examples of mental/emotional, physical, and social health.</p> <p><b>HE.4.C.1.3:</b> Describe ways a safe, healthy school environment can promote personal health.</p> <p><b>HE.4.C.1.5:</b> Identify the human body parts and organs that work together to form healthy body systems.</p> <p><b>HE.4.C.2.6:</b> Explain how technology influences personal thoughts, feelings, and health behaviors.</p>	<p><b>HE.5.C.1.1:</b> Describe the relationship between healthy behaviors and personal health.</p> <p><b>HE.5.C.2.1:</b> Predict how families my influence various health practice of children.</p> <p><b>HE.5.C.1.5:</b> Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive system.</p> <p><b>HE.5.C.2.4:</b> Give examples of school and public health policies that influence health promotion and disease prevention.</p>

## Health/Program Curriculum

<p><b>HE. K.B.2.4:</b> State ways to tell a trusted adult if threatened or harmed.</p> <p><b>HE.K.P.1.1:</b> Identify healthy practices and behaviors to maintain or improve personal health.</p>	<p><b>HE.1.B.2.2:</b> Describe good listening skills to enhance health e.g., positive body language; don't interrupt; focus on speaker)</p> <p><b>HE.1.B.2.4:</b> Practice ways to tell a trusted adult if threatened or harmed.</p> <p><b>HE.1.P.1.2:</b> Tell about behaviors that avoid or reduce health risks.</p>	<p><b>HE.2.B.5.3:</b> Compare the consequences of not following rules/practices when making healthy and safe decisions.</p>	<p><b>HE.3.C.2.7:</b> Discuss how the community can influence healthy and unhealthy behaviors.</p> <p><b>HE.3.P.2.1:</b> Suggest others make positive health choices.</p> <p><b>H.E.3.B.3.3:</b> Describe how the media influences the selection of health information, products and services.</p> <p><b>H.E.3.B.5.2:</b> List healthy options to health-related issues or problems.</p>	<p><b>H.E.4.B.2.3:</b> Discuss nonviolent strategies to manage or resolve conflict.(e.g., resource officer;" cool off" period; physical activities; quiet times; compromise.)</p> <p><b>HE.4.B.4.1:</b> Explain effective verbal and nonverbal communication skills to enhance health.</p> <p><b>HE.4.B.4.2:</b> Identify refusal skills and negotiation skills that avoid or reduce health risks.</p> <p><b>HE.4.B.5.4:</b> Choose a healthy option when making decisions for yourself and/others.</p> <p><b>HE.4.P.1.3:</b> Illustrate a variety of behaviors that avoid or reduce health risk.</p>	<p><b>H.E.5.B.2.3:</b> Illustrate effective conflict resolution strategies. (e.g., expressing emotions: listening body language)</p> <p><b>HE.5.B.3.1:</b> Discuss characteristics of valid health information, products, and services.</p> <p><b>HE.5.B.4.2:</b> Summarize healthy options to health related issues or problems.</p> <p><b>HE.5.P.1.2:</b> Apply a variety of healthy practices and behaviors to maintain or improve person health.</p>						
<p>Supporting Curricula:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">K – 8 Guidance</td> <td style="width: 50%;">Choosing the Best</td> </tr> <tr> <td>K-12 Character Education</td> <td>Human Growth and Development (4<sup>th</sup> grade)</td> </tr> <tr> <td>S.A.V.E. (5<sup>th</sup>)</td> <td>Science K-5</td> </tr> </table>						K – 8 Guidance	Choosing the Best	K-12 Character Education	Human Growth and Development (4 <sup>th</sup> grade)	S.A.V.E. (5 <sup>th</sup> )	Science K-5
K – 8 Guidance	Choosing the Best										
K-12 Character Education	Human Growth and Development (4 <sup>th</sup> grade)										
S.A.V.E. (5 <sup>th</sup> )	Science K-5										

## Health/Program Curriculum

---

K	1 <sup>st</sup> grade	2 <sup>nd</sup> grade	3 <sup>rd</sup> grade	4 <sup>th</sup> grade	5 <sup>th</sup> grade		
		<p><b>HE.2.B.4.1:</b> Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.</p> <p><b>HE.2.B.5.3:</b> Compare the consequences of not following rules/practices when making healthy and safe decisions.</p>					
<p>Supporting Curricula:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>K – 8 Guidance</p> <p>K-12 Character Education</p> <p>S.A.V.E. (5<sup>th</sup>)</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Choosing the Best</p> <p>Human Growth and Development (4<sup>th</sup> grade)</p> <p>Science K-5</p> </td> </tr> </table>						<p>K – 8 Guidance</p> <p>K-12 Character Education</p> <p>S.A.V.E. (5<sup>th</sup>)</p>	<p>Choosing the Best</p> <p>Human Growth and Development (4<sup>th</sup> grade)</p> <p>Science K-5</p>
<p>K – 8 Guidance</p> <p>K-12 Character Education</p> <p>S.A.V.E. (5<sup>th</sup>)</p>	<p>Choosing the Best</p> <p>Human Growth and Development (4<sup>th</sup> grade)</p> <p>Science K-5</p>						

## Health/Program Curriculum

6 <sup>th</sup> grade	7 <sup>th</sup> grade	8 <sup>th</sup> grade						
<p><b>HE.6.C.1.2:</b> Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><b>HE.6.C.1.3:</b> Identify environmental factors that affect personal health.</p> <p><b>HE.6.C.1.4:</b> Identify health problems and concerns common to adolescents including reproductive development.</p> <p><b>HE.6.C.2.1:</b> Examine how family influences the health of adolescents.</p> <p><b>HE.6.C.2.8:</b> Determine how social norms may impact healthy and unhealthy behavior.</p> <p><b>HE.6.B.3.1:</b> Examine the validity of health information, and determine the cost of health products, and services.</p> <p><b>HE.6.B.3.5:</b> Investigate health-related situation that require the application of a thoughtful decision-making process.</p> <p><b>HE.6.B.3.7:</b> Access the outcomes of a health related decision.</p> <p><b>HE.6.P.8.3:</b> Work cooperatively to advocate for healthy individuals, families, and schools.</p>	<p><b>HE.7.C.1.2:</b> Explain how physical, mental/emotional, social and intellectual dimensions of health are interrelated.</p> <p><b>HE.7.C.1.3:</b> Analyze how environmental factors affect personal health.</p> <p><b>HE.7.C.1.8:</b> Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><b>HE.7.C.2.8:</b> Evaluate how changes in social norms impact healthy and unhealthy behavior.</p> <p><b>H.E.7.B.2.1:</b> Examine how family health behaviors influence health of adolescents.</p> <p><b>HE.7.B.3.4:</b> Differentiate among professional health services that may be required.</p> <p><b>HE.7.B.4.2:</b> Demonstrate refusal, negotiation, and collaborations skills to enhance health and reduce health risks.</p>	<p><b>HE.8.C.1.2:</b> Analyze the interrelationship between healthy/unhealthy behaviors and dimensions of health: physical mental/emotional, social, and intellectual.</p> <p><b>HE.8.C.1.4:</b> Investigate strategies to reduce or prevent injuries and other adolescent health problems.</p> <p><b>HE.8.B.2.3:</b> Examine the possible causes of conflict among youth in schools and communities. (e.g., relationship; territory; jealousy).</p> <p><b>HE.8.B.3.4:</b> Determine situations when specific professional health services or providers may be required.</p> <p><b>HE.8.B.4.4:</b> Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p><b>HE.8.C.1.8:</b> Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behavior.</p> <p><b>HE.8.C.2.5:</b> Research marketing strategies behind-health related media messages.</p> <p><b>HE.8.P.7.1:</b> Access the importance of assuming responsibility for personal-health behaviors, including sexual behavior.</p>						
<p>Supporting Curricula:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">K – 8 Guidance</td> <td style="width: 50%;">Choosing the Best</td> </tr> <tr> <td>K-12 Character Education</td> <td>Human Growth and Development (4<sup>th</sup> grade)</td> </tr> <tr> <td>S.A.V.E. (5<sup>th</sup>)</td> <td>Science K-5</td> </tr> </table>			K – 8 Guidance	Choosing the Best	K-12 Character Education	Human Growth and Development (4 <sup>th</sup> grade)	S.A.V.E. (5 <sup>th</sup> )	Science K-5
K – 8 Guidance	Choosing the Best							
K-12 Character Education	Human Growth and Development (4 <sup>th</sup> grade)							
S.A.V.E. (5 <sup>th</sup> )	Science K-5							