VIRGINIA BOARD OF EDUCATION
AGENDA ITEM

Agenda Item: I

Date: **January 27, 2022**

Title: **First Review of the Proposed 2020 *Health Education Standards of Learning Curriculum Framework***

Presenter: **Mrs. Vanessa Wigand, Coordinator for Health Education**
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Purpose of Presentation:
Action required by state or federal law or regulation

Executive Summary
The 2020 *Health Education Standards of Learning* describe the Commonwealth's expectations for student learning and achievement in grades K-10 health education. Academic content standards for health education were first developed in 1988 with subsequent revisions in 1995, 2001, 2008, 2015, and 2020. Periodic revisions of the Standards are necessary to update health content, clarify important concepts, and refocus emphasis on emerging public health issues. The Virginia Board of Education (Board) adopted the 2020 *Health Education Standards of Learning* on January 23, 2020. The current standards may be viewed on the Virginia Department of Education's (VDOE) *Health Education Standards of Learning* website.

The VDOE took the following steps to create the proposed 2020 *Health Education Standards of Learning Curriculum Framework*:
- solicited input from teachers, administrators, curriculum supervisors, and the general public;
- convened meetings with the curriculum framework steering committee–the committee was subdivided into teams focused on the health education topics (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, and Community/Environmental Health);

- convened subsequent meetings with subject matter experts to review the proposed curriculum framework from a holistic whole child approach and perspective to child development for mental, social, emotional and behavioral health, substance use prevention, public health, and nutrition;
- met with K-12 health education program coordinators and higher education health educators to review the proposed 2020 *Health Education Standards of Learning Curriculum Framework*;
- reviewed and added resources to Health Smart Virginia aligned with the proposed 2020 *Health Education Standards of Learning Curriculum Framework*; and
- met with all stakeholders to reach consensus on the proposed 2020 *Health Education Standards of Learning Curriculum Framework* found in Attachment A that reflect changes in state law and current research on effective practice.

The proposed 2020 *Health Education Standards of Learning Curriculum Framework* aligns with Priorities 1 and 3 of the Board's 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, and advocate for personal health and the health of others. In addition, the 2021 Virginia General Assembly passed Senate Bill 1190 (SB1190) directing the Board to include advanced directive education in its 2020 *Health Education Standards of Learning Curriculum Framework* for high school students.

Action Requested:
Action will be requested at a future meeting. Specify anticipated date below:
March 17, 2022

Previous Review or Action:
Date: April 25, 2019
Action: Written report on Changing the Timeline and Expansion of the Review of the Health Education Standards of Learning as required by House Bill 1881 (2019).

Date: October 17, 2019
Action: First Review of Proposed Revisions to the *Health Education Standards of Learning*

Date: January 23, 2020
Action: Final Review of the Proposed Revisions to the *Health Education Standards of Learning*

Background Information and Statutory Authority:
The Board has made a commitment to maintain rigorous and relevant expectations for student learning that meet or exceed national and international benchmarks for college and career readiness. The 2020 *Health Education Standards of Learning* were adopted by the Board on January 23. 2020, and can be reviewed online at the *2020 Health Education Standards of Learning* webpage.

In 2021, the Virginia General Assembly passed SB1190 directing the Board to include advanced directive education in its curriculum framework for the 2020 *Health Education Standards of Learning* for high school students. To meet this legislative mandate, the proposed 2020 *Health Education Standards of Learning Curriculum Framework* for Grade 10.3e is to determine strategies for improving access to healthcare and medical services for different stages of life including essential understandings, essential knowledge and essential skills for advanced directive education. The curriculum framework states, in part: "At any age, a medical crisis could leave a person too ill to make their own health care decisions. Planning for health care in the future is an important step toward making sure a person gets the medical care they would want, if they are unable to speak for themselves and doctors and family members are making the decisions. Many people face questions about medical treatment but may not be capable of making those decisions in an emergency or at the end of life. Advance care planning involves learning about the types of decisions that might need to be made, considering those decisions ahead of time, and then letting others know—both family and health care providers—about preferences. These preferences are often put into an advance directive, a legal document that goes into effect only if a person is incapacitated and unable to speak for themselves. This could be the result of disease, mental health condition, or severe injury—no matter a person's age. Advanced care planning helps others know what type of medical care is desired. Talk with a health care provider who can help with decisions. (NIH Advanced Care Planning Information; types of advance directives; and suggested form of written advance directives) (3.e)."

Effective health education programs help every child in Virginia become health literate, critical thinkers, 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 proposed 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 reached consensus and shared the overarching goal of building a supportive foundation for teaching and learning relevant content, rigorous instruction, and academic excellence. The proposed 2020 *Health Education Standards of Learning Curriculum Framework* also includes actionable indicators and provides meaningful enriching classroom experiences for students to apply health education skills to real-life, challenging situations throughout their K-12 and adult lives.

Timetable for Further Review/Action:
It is anticipated that this item will come to the Board in March 2022 for final review.

Impact on Fiscal and Human Resources:
The administrative impact and any other cost associated with the development and distribution of the standards and curriculum framework will be absorbed within existing resources.

Proposed 2020 Health Education Standards of Learning Curriculum Framework

For First Review: January 27, 2022

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.

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. 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, are embedded at each grade level. 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.

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*.

Topic: Body Systems
Standards:
K.1.a   Identify major body parts (e.g., head, torso, arms, legs, hands, feet, muscles, bones).
K.1.b   Describe the five senses (i.e., sight, hearing, smell, taste, touch).

K.2.a   Recognize how the major body parts work together to move.
K.2.b   Identify situations that require the use of each of the five senses.

K.3.a   Describe the different body parts involved in one movement (e.g., jumping, walking, biking).
K.3.b   Describe ways to protect the five senses.

Essential Understandings	Essential Knowledge and Skills

Body parts work together so that people can move, write, draw, play, learn, participate in sports and games, and engage in other activities.
 • Major body parts include the head, torso, arms, legs, hands, feet, muscles, and bones. (1.a)
 • Different body parts work together for different movements. To ride a bike, arms and hands steer, legs and feet pedal, the torso keeps the body upright in the seat, and muscles give the strength for these movements. (2.a, 3.a)
 	
 The five senses are sight, hearing, smell, taste, and touch.
 • Ways to protect the five senses include:
    o Sight: to see, to read; wear sunglasses outside, wear goggles to protect the eyes when doing things like playing some sports, have eyesight checked regularly (school vision checks and Optometrist) (1.b, 2.b, 3.b).
    o Hearing: ears; to listen, to respond; wear earplugs when around loud noise, use low volume when wearing headphones or ear
	In order to meet these standards, it is expected that students will
	 • identify major body parts on a diagram, to include the head, torso/trunk, arms, legs, hands, feet, muscles, and bones (1.a);
	 • identify the body parts that people use to perform one movement (e.g., jumping, walking, and biking) (2.a, 3.a);
	 • identify the body part associated with each of the five senses (1.b);
	 • identify what each sense does (when is each sense used) (2.b);
	 • list ways to protect the five senses (3.b).
	
	 Additional resources:
	 www.healthsmartva.org
	 www.everfi.com

buds, do not put things in the ears that do not belong there (1.b, 2.b, 3.b). o Smell: nose; to breathe, to smell; do not put things in the nose (1.b, 2.b, 3.b). o Taste: mouth, tongue; to taste, to eat; be careful with hot food and drinks that can burn the tongue; do not put objects or toys in mouth (1.b, 2.b, 3.b). o Touch: fingers, skin; to hold things, to feel things; protect skin by wearing sunscreen and bug spray (1.b, 2.b, 3.b).	

Topic: Nutrition

Standards:

K.1.c   Identify the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains) and a variety of foods and beverages from each group.

K.1.d   Explain what it means to have a food allergy.

K.2.c   Describe healthy meal, snack, and beverage options that include food from the MyPlate food groups (i.e., dairy, proteins, vegetables, fruits, grains).

K.2.d   Identify foods that most often cause allergies.

K.3.c   Create a shopping list that includes foods from each MyPlate food group.

K.3.d   Describe how to help people with food allergies (e.g., being respectful of restrictions in the classroom and cafeteria, not sharing food, getting help from an adult).

Essential Understandings	Essential Knowledge and Skills
Eating a variety of healthy foods from the five food groups every day is a part of overall health. These foods can be fresh, frozen, or canned. (1.c) - Fruits (e.g., apples, berries, bananas, raisins, melons, peaches, plums) - Vegetables (e.g., carrots, broccoli, spinach, peas, squash, beans) - Grains (e.g., rice, oatmeal, whole wheat bread, pasta, pretzels) - Protein (e.g., meat, poultry, fish, eggs, beans, nuts, seeds) - Dairy (e.g., milk, yogurt, cheese, ice cream) People with food allergies can be harmed if they eat the foods that cause an allergic reaction. - Some foods can be very harmful to people. Some foods can cause an allergic reaction, such as a runny nose, itchy skin, or trouble breathing. (1.d)	In order to meet these standards, it is expected that students will - list/select each food group for each MyPlate section (1.c); - list/select one food in each food group (1.c); - select a variety of foods from every group to create a shopping list (2.c, 3.c); - list/select foods that may cause allergies (2.d); - identify areas of the classroom or cafeteria that need to be respected for students with food allergies and why (1.d, 3.d); - name activities or items that can be used for celebrations that do not involve food (3.d).

• Common foods that may cause allergies include tree nuts, peanuts, eggs, fish, shellfish, soy, and wheat (gluten). (2.d) • Anyone can help people with allergies by being respectful of rules in the classroom and cafeteria, not sharing food, and getting help from an adult if you think someone is having a food allergy problem. (3.d) • Class celebrations can include alternatives to food to protect people with allergies. Some examples might be a craft project, stickers, a special movie or video, or a book to share with the class. (3.d)	Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Physical Health

Standards:

K.1.e   Describe different types of physical activity and recognize the need for regular physical activity.

K.1.f   Recognize the importance of a regular bedtime routine and enough sleep.

K.2.e   Identify positive physical activity options and the benefits of being physically active every day.

K.2.f   Describe alternatives to screen time.

K.3.e   Describe ways to participate regularly in physical activities inside and outside of school.

K.3.f   Describe ways to calm down before bed to prepare for sleeping.

Essential Understandings	Essential Knowledge and Skills
Physical activity is a part of overall health. • Physical activity is needed every day. Physical activity is important because it can help you feel good, sleep well, and be able to move more easily. (1.e, 2.e) • During school: physical education, playing during recess, and walking or biking to and from school (1.e). • Outside school: biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports/games, and playing on the playground (1.e). Sleep is essential for good health. • Students in kindergarten need about 10-11 hours of sleep per day (CDC). (1.f) • Getting enough sleep is as important as eating healthy foods and exercising daily. Sleep gives your body time to rest, grow, and can help to keep you from getting sick. Sleep helps you feel better. (1.f) • Daily exercise helps to fall asleep easier at night. Limiting screen time before bedtime also helps you fall asleep easier at night. Screen time	In order to meet these standards, it is expected that students will • identify physical activities that can be done at school, home, and in the community (1.e, 2.e, 3.e); • describe why regular physical activity is important (1.e, 2.e); • identify/write the number of hours students in kindergarten need each day for enough sleep or times to go to sleep and wake up (1.f); • list/draw/select activities that do not involve screen time (2.f); • list/draw/select activities that can help someone calm down before going to bed (3.f). Additional resources: www.healthsmartva.org

includes TV time, using a tablet computer, and games that are mainly sedentary. Alternatives to screen time include biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports/games, playing on the playground (2.f). • A regular bedtime routine helps you prepare for sleep. Screen time before bed can affect falling asleep. Quiet and calming activities like taking a bath, reading a book, yoga, or mindfulness activities can help you relax and fall asleep. The room should be dark, quiet and at a comfortable temperature. Try to go to sleep at the same time each night. (3.f)	https://everfi.com/

Topic: Disease Prevention/Health Promotion

Standards:

K.1.g   Define germs and describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).

K.1.h   Describe the function of the teeth, how to take care of them, and the health professionals that help care for teeth (e.g., dentist, hygienist).

K.2.g   Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.

K.2.h   Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

K.3.g   Demonstrate proper hand washing.

K.3.h   Demonstrate how to brush and floss teeth correctly.

Essential Understandings	Essential Knowledge and Skills
Germs can cause some illnesses. Hand washing helps remove germs and keeps germs from spreading to other people. • Germs are very small bacteria or viruses that cause illnesses like colds, flu, and COVID-19. Germs can be spread by touching things other people with germs have touched. (1.g) • Washing hands helps remove germs from skin and can help stop germs from spreading, helping to keep yourself and others from getting sick. When possible, wash hands before and after eating, after touching pets, after playing outside, after touching anything that looks or feels dirty, and after using the bathroom. (2.g, 2.h) • Hand washing should include warm water and soap. Lather the front and back of the hands, between fingers, beneath and around nails, and up to the wrist, for at least 20 seconds. (3.g)	In order to meet these standards, it is expected that students will • identify what germs are and recognize that they cause colds and flu (1.g); • demonstrate proper hand washing and list when to wash hands (2.g, 3.g); • describe what teeth do, how to take care of teeth, and what dentists and hygienists do to take care of teeth (1.h, 2.h); • demonstrate how to brush and floss teeth (3.h). Additional resources: www.healthsmartva.org https://everfi.com/

Teeth are important for health and need to be taken care of by brushing and flossing.
• Teeth chew food and help break down food for the digestive system. Teeth help you speak. (1.h, 2.h)
• Teeth need daily brushing and flossing. (1.h)
   o Brush twice a day for two minutes each time; use a soft bristle brush, toothpaste with fluoride, and brush all teeth; get a new toothbrush about every three to four months. (3.h)
      ▪ Place your toothbrush on your teeth and use a circular motion to brush the outer surfaces, the inner surfaces, and the chewing surfaces of the teeth.
      ▪ To clean the inside surfaces of the front teeth, tilt the brush and make several circular strokes.
      ▪ Brush your tongue to remove bacteria.
 	
   o Flossing (cleaning between your teeth) may help prevent cavities and gum disease. Floss once a day. (3.h)
      ▪ American Dental Association Steps to Flossing
• To help care for teeth, visit the dentist every six months. The hygienist cleans teeth, and the dentist checks teeth to see if they are healthy. (1.h)	

Topic: Substance Use/Misuse Prevention

Standards:

K.1.i   Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.

K.1.j   Describe how medicine and other substances can be helpful or harmful and recognize poison warning labels.

K.2.i   Describe the consequences of taking medications unsupervised.

K.2.j   Identify the meaning of safety signs, symbols, and warning labels and understand the dangers of white powder and other unknown substances.

K.3.i   Discuss why medicines should only be taken under the supervision of a parent/guardian.

K.3.j   Identify adults to ask for help and assistance with harmful and unknown substances.

Essential Understandings	Essential Knowledge and Skills
Medicine can be helpful when used correctly but harmful if used incorrectly. • Medicine is given to someone who is sick to feel better. Medicine comes in many forms—liquid, pill, cream, inhaler, and shots (vaccines). Medicine can be bought at a store or pharmacy. A doctor can also prescribe medicine. (1.i) • Taking medicine incorrectly: Taking too much, when not needed or prescribed for someone else, can cause harm to a person. Medicines taken incorrectly can cause headaches, nausea, dizziness, stomach pain, or may cause more serious damage to the body. (2.i) • Children should only take medicine given to them by a parent/guardian, doctor, nurse, or other trusted adult. Adults read and follow directions to give medicines correctly. Children should not take medication from a friend (peer) or strangers. (3.i)	In order to meet these standards, it is expected that students will • identify what a medicine is and how it can be helpful or harmful (1.i, 2.i); • list/draw/select adults who are safe to give medication (3.i); • design a sticker for poisonous household items and identify items at home or at school that should have the sticker (1.j, 2.j); • list/draw/select adults who can help with harmful and unknown substances (3.j). Additional resources: www.healthsmartva.org https://everfi.com/

Many items sold in stores and found around the house including over the counter medication, prescription medication, and household cleaners or other non-food substances can be misused and harmful to the body.
   • Most household cleaners (e.g., dusting polish, toilet cleaner, disinfectant) have a warning label on them because they are poisonous. Household cleaners and other poisonous substances should be kept in a safe place in the home and out of reach of small children. (1.j)
   • No one should taste or eat unknown substances. There are white powder substances such as flour or salt that is used in cooking and does not harm people; there are other white powder substances, such as household cleaners and drugs, that are very harmful to people. (2.j)
   • Notify a parent or adult if there is an unknown substance before smelling, touching, or picking it up. (2.j)
   • Helpful adults include parents/guardians, grandparents, adult relatives, and adults at school or in the faith community. (3.j)	

Topic: Safety/Injury Prevention
Standards:
K.1.k   Describe pedestrian, bike, bus, and playground safety practices.
K.1.l   Describe emergency and nonemergency situations.
K.1.m Identify household products that are harmful or poisonous.

K.2.k   Describe how safety choices can prevent injuries (e.g., wearing a helmet, tying shoelaces, using seat belts and safety seats, sitting in the back seat of vehicles with airbags).
K.2.l   Identify people who can help in an emergency and in non-emergency situations.
K.2.m Recognize that not all products advertised or sold are healthy or safe.

K.3.k   Describe common safety rules and practices at home, at school, and in communities.
K.3.l   Describe why it is important to ask adults for help in an emergency, how to ask for help, and how to call 911.
K.3.m Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling white powder or other unknown substances.

Essential Understandings	Essential Knowledge and Skills
Making safe choices and observing safety protocols will prevent injury. - Walking: Use the sidewalk when walking, use the crosswalk when crossing the street, wait for the walk signal, and cross with an adult. (1.k) - Bike: Wear a helmet, stay on the sidewalk when possible, get off your bike to cross streets, look both ways, wait for the walk signal before crossing. (1.k) - Bus: Use the handrail when entering and exiting the bus. Sit with your bottom on the seat, face forward with your back against the seat, and keep book bags on the floor. To cross the street when exiting a bus: Exit the bus, walk to the front of the bus several feet from the bus, wait for the driver to see you, the bus driver may signal for you to cross, and be sure other vehicles have stopped. (1.k) - Playground: Use equipment correctly, wait your turn, and follow school rules (1.k). - Car: Ride in the back seat; use safety belts and child safety seats (1.k).	In order to meet these standards, it is expected that students will - draw/select a picture showing someone being safe while walking, biking, on the bus, or on the playground and be able to explain how they are being safe and what could happen if someone was not being safe (1.k, 2.k, 3.k); - identify emergency and non-emergency situations (1.l); - create and/or participate in a skit involving an emergency (who to ask for

- Making safe choices can prevent injury/getting hurt (2.k).

Emergencies are situations where help is needed immediately. Children may need help with non-emergencies, but the situation is not life-threatening.
- Examples of emergencies include when someone is not breathing, cannot talk normally, or falls and cannot get up, a car crash if people are hurt, or fire. In these situations, call 911. If an adult is not present to help, be able to explain what is happening and give a location for the emergency people to help. (1.l)
- 911 should only be called in an emergency. If you need to call 911, tell the person who answers the phone (dispatcher) your name, what the emergency is, your phone number, and where you are. The dispatcher may give you directions to follow. Do not hang up the phone unless the dispatcher tells you to. (3.l)
- Sometimes you may need help, but the situation is not an emergency, or a non-emergency. Some examples of situations that are not an emergency/non-emergency are scrapping a knee or elbow, a lost pet, misplacing a toy or someone taking a toy. (1.l)
- Adults can help you in an emergency. Adults may know how to handle an emergency and can help children feel less scared. Parents/guardians, adult family members, adult neighbors, and adults at school can help with emergencies. If you need help but don't see an adult you know, look for a police officer, firefighter, or other adult wearing a nametag, such as a store employee or amusement park worker. (2.l)

Many items sold in stores and found around the house can be harmful to your health if they are sniffed, ingested (swallowed), sometimes touched, or misused.
- Most household products (e.g., dusting polish, toilet cleaner, laundry detergent, batteries, insect repellent, disinfectant, batteries) have a warning label on them because they are poisonous. Household cleaners and other poisonous substances

help, how to ask, calling 911 if appropriate) vs. non-emergency situation and how to handle each (2.l, 3.l);
- identify household products that can be harmful if sniffed, swallowed (put in/near mouth), or touched and why it is important to ask an adult before touching, smelling, or putting unknown substances in the mouth (1.m, 3.m).

Additional resources:
www.healthsmartva.org
https://everfi.com/

| should be kept in a safe place in the home and out of reach of small children. (1.m, 2.m)
• No one should taste or eat unknown substances, including/especially non-food white powder, because these substances may be harmful. (3.m)
• If an unknown substance is present, notify an adult. Do not smell, touch, or pick it up (3.m) | |

Topic: Mental Wellness/Social and Emotional Skills
Standards:
K.1.n   Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).
K.1.o   Describe what it means to be a friend and how to show kindness, consideration, and concern for others (i.e., self-awareness, social awareness, and relationship skills).
K.1.p   Describe personal space.

K.2.n   Describe how feelings can influence actions.
K.2.o   Identify strategies for making friends and how to show kindness, consideration, and concern for others, including how to cooperate and share with others.
K.2.p   Identify ways to tell someone they are entering one's personal space.

K.3.n   Demonstrate how to use words to express feelings.
K.3.o   Demonstrate strategies for making friends and showing kindness, consideration, and concern for others.
K.3.p   Demonstrate how to tell someone they are entering one's personal space and when to ask an adult for help.

Essential Understandings	Essential Knowledge and Skills
Note: The terms "feeling" and "emotion" are used interchangeably; at the primary grade levels, "feeling" is used as the age-appropriate term. Everyone has feelings. It is normal to have many different feelings. Using words to express feelings is one way to manage feelings and supports a healthy lifestyle. • Feelings are how you react when you have different experiences. Some events make a person feel good and they feel happy or excited. Some experiences can make a person feel sad, angry, or frustrated. Two people can have the same experience and have different feelings, which is OK.	In order to meet these standards, it is expected that students will • create an "I feel" statement describing various scenarios/feelings (each student should be able to explain how to use words to express each feeling in a healthy way) (1.n, 2.n, 3.n); • create a picture of a friend; be able to explain why the person is a friend (1.o); • list ways to show kindness, consideration, and concern for others; practice items on the list (2.o, 3.o);

- Examples of feelings include happiness, excitement, sadness, anger, fear, frustration, and pride. (1.n)
- It is important to express feelings in an appropriate way. If you are very happy or excited you may feel like jumping, running, or screaming. These behaviors may not be OK in all settings/places. Feeling anger or being mad is normal and happens sometimes. It is not OK to hit, push, throw things, or scream. It is not OK to use words or use physical acts to harm someone. (2.n)
- To learn about managing new and difficult feelings (3.n):
  - o Talk to an adult you trust (parents/guardians, adult family member, teachers, or school counselors).
  - o Draw a picture or write a story.
  - o Exercise or play with friends.
  - o Take a break.
  - o Take some deep breaths to calm down.
- Using words to express feelings is one way to manage feelings. For example, "When you did not want to play with me, I felt sad." (3.n)

Friends are important for social and emotional development.
- Friends are people who you enjoy playing with/being with. Friends may be interested in some of the same things you are. Friends listen to your ideas and tell you their ideas. (1.o)
- Showing kindness (wanting to help others, doing good things, being nice), consideration (not doing things that will upset someone, not arguing), and concern (being interested in/caring, getting along) for others are ways to make friends. (2.o)
- Other ways to make friends include introducing yourself and telling them who you are; asking another person their name; asking questions about

- create two pictures that show what personal space is and is not (1.p);
- demonstrate how to ask someone if they want a hug or to hold hands and how to respond "yes" and "no" (2.p, 3.p).

Additional resources:
www.healthsmartva.org
https://everfi.com/

them such as where they live, how old they are, what they like to do; and offering to play or share a toy with the other person. (2.o)

Social and physical barriers include the concept of space and learning how to manage space in a social and/or school setting.
- Personal space is the amount of space between you and another person that makes you feel comfortable being near that person. (1.p)
- Not everyone wants to be hugged, pushed, or have others close to them, even if it is done in a playful way. (1.p)
- Always ask first before touching others. This includes greetings such as fist bumps, high-fives, hugs, or kisses. (2.p)
- Everyone has different needs for personal space. It is important to respect your own and others' personal space. (2.p)
    o If someone enters your personal space, you could say, "Please don't stand so close to me." You can ask, "Is it OK if I stand here?"
- You can ask an adult for help if someone is not respecting your personal space. (2.p)

Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.

Topic: Violence Prevention

Standards:

K.1.q   Recognize that classroom rules are important for school (e.g., sharing, respecting others).

K.2.q   Explain how classmates can support one another at school.

K.3.q   Demonstrate acceptable behavior in classrooms and during play, including showing respect for the personal space of others.

Essential Understandings	Essential Knowledge and Skills
Rules are important to keep people safe. • Classroom and school rules help keep students and teachers/staff safe. Rules help students learn to share and respect others. (1.q) • Respect is how you treat someone. Showing respect means being a good listener, staying quiet when someone is talking and not interrupting, sharing toys, and taking turns. (2.q, 3.q) • Not everyone wants to be teased (a way to joke with friends that is not intended to be harmful; however, teasing can hurt), hugged, or like others being close to them, even if it is just playing. Always ask first. (3.q) Note: Teachers may want to instruct these standards with the Mental Wellness/Social and Emotional Skills content.	In order to meet these standards, it is expected that students will • create/review/draw classroom rules (1.q); • draw/select examples and non-examples of acceptable classroom and school behavior (2.q, 3.q); • practice respectful behavior, such as helping someone up if they fall, speaking kind words, listening to other ideas, and sharing books/toys (3.q); • practice showing respect for the personal space of others (3.q). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Community/Environmental Health
Standards:
K.1.r   Identify items and materials that can be reused (e.g., grocery bags, paper, water bottles, other containers).
K.2.r   Describe ways to reuse items and materials in the classroom.
K.3.r   Share the importance of reusing items and materials with school and family.

Essential Understandings	Essential Knowledge and Skills
Reusing items helps to reduce waste and helps the environment. • Some examples of reusing items include using the second side of paper in class to draw, taking reusable shopping bags to the store, sharing toys or books with friends, using water bottles instead of paper or plastic cups, or giving used clothing to younger siblings, neighbors, or relatives who can use them. (1.r, 2.r)	In order to meet these standards, it is expected that students will • draw/select items that can be reused in the classroom (1.r); • create bins/storage spaces for reusable items in the classroom (2.r); • explain the importance of reusing items and materials with classmates and/or family members (3.r). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Body Systems
Standards:
1.1.a   Identify major body organs (e.g., heart, brain, lungs, stomach) and location of the organs.
1.2.a   Describe the importance of having a healthy heart, brain, and lungs.
1.3.a   Share ways to maintain a healthy heart, brain, and lungs for lifelong health.

Essential Understandings	Essential Knowledge and Skills
There are ways to help maintain a healthy heart, brain, and lungs for lifelong health. • Body systems are made of organs and other body structures that work together to perform important specific functions. (1.a) • The lungs are used to breathe. Oxygen is brought into the body and carbon dioxide leaves the body through the mouth and nose. (1.a) • The heart pumps blood, which circulates through the body carrying oxygen and nutrients. (1.a) • The stomach digests food for energy. (1.a) • The brain is the communication center that keeps all body systems and organs functioning, keeps the body moving, has all your memories, and helps you think. (1.a) • An organ that is not functioning properly will affect a person's overall health. (2.a) • It is important to keep organs such as the heart, brain, and lungs healthy so the body can function effectively. (2.a) • Ways to keep the heart, brain, and lungs healthy include regular physical activity, eating healthy foods, and staying away from cigarette smoke and other air pollution. (3.a)	In order to meet these standards, it is expected that students will • label a diagram of the human body to show the locations of major body organs including the heart, brain, lungs, and stomach (1.a); • write a sentence to explain why it is important to have a healthy heart, brain, lungs, and stomach (2.a); • list/identify ways to keep the heart, brain, lungs, and stomach healthy (3.a). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Nutrition
Standards:
1.1.b   Identify why it is important to consume a variety of foods and beverages from the five MyPlate food groups (i.e., fruits, vegetables, grains, protein, dairy).

1.1.c   Explain what physical reactions may occur if someone is having an allergic reaction.

1.2.b   Identify "sometimes foods" (e.g., candy, cookies, chips, ice cream, soda) and recognize that not all food products advertised or sold are healthy.

1.2.c   Explain how allergens remain on surfaces and why it is important to clean surfaces and hands before and after eating.

1.3.b   Explain that all foods can fit into a healthful diet through balance, variety, and moderation.

1.3.c   Describe how one can get help from an adult if a classmate is having an allergic reaction.

Essential Understandings	Essential Knowledge and Skills
Good nutrition helps the body function and includes eating a variety of foods from the five MyPlate food groups and moderation of "sometimes foods." - Healthy food choices can help keep the body working and growing. Unhealthy choices can lead to injury or illness, feeling tired or frustrated, not being able to keep up with your friends, and not doing your best in school. (1.b) - Healthy food choices include a variety of foods from the MyPlate food groups—fruits and vegetables, proteins, grains, and dairy with limited amounts of "sometimes foods." Fruits and grains are a great source of energy and vitamins; vegetables provide vitamins and minerals to help keep people from getting sick; protein builds muscle; and dairy/soy helps bone health. "Sometimes foods" (e.g., candy, cakes, cookies, ice cream, and soda) usually have a lot of added sugar and should be consumed once in a while (sometimes), not daily. (2.b)	In order to meet these standards, it is expected that students will - create/select pictures of healthy food choices from each food group and pictures of "sometimes foods" (1.b, 2.b); - identify ways to incorporate "sometimes foods" into a healthy diet through balance, variety and moderation (3.b); - list/select pictures of possible physical reactions to a food allergy (1.c); - identify areas of the classroom or cafeteria that need to be respected for students with food allergies (2.c);

- Many foods advertised on television and through social media may not be healthy and should be eaten in moderation. For example, some cereals and snacks that are advertised and sold contain a lot of added sugar, therefore making it a "sometimes food." (2.b)

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.
- Some people have allergic reactions to foods and can be harmed by these foods. The person's body reacts to the food item in which they are allergic. Common foods that may cause allergies include tree nuts, peanuts, eggs, fish, shellfish, soy, and wheat/gluten.
- Reactions to food allergies may include an upset stomach, runny nose, itchy skin rash, or trouble breathing. (1.c)
- In addition to foods that can cause allergic reactions, food allergens can remain on surfaces touched by the food for many days if not cleaned. In areas such as school cafeterias, a student with allergies can have a reaction from a food allergen that came into contact with a cafeteria table from another class if not cleaned. Cleaning tables, desks, and hands after eating can help reduce the chance of an allergic reaction. (2.c)
- Anyone can help people with allergies by following rules in the classroom and cafeteria and by helping keep surfaces clean, washing hands before and after eating, not sharing food, and getting help from an adult if you think someone is having a food allergy problem. (3.c)
- Class celebrations can include alternatives to food to protect people with allergies. Some examples might be a craft project, stickers, a special movie or video, or a book to share with the class.

- make a list/select ways to help people with food allergies, including adults, who can help (3.c)
  - o name something that can be brought in or an activity to be done for class celebrations that does not involve food
  - o demonstrate proper hand and surface cleaning to protect someone with a food allergy.

Additional resources:
www.healthsmartva.org
https://everfi.com/

Topic: Physical Health

Standards:

1.1.d　Recognize that physical activity is a form of healthy entertainment.

1.1.e　Identify behaviors that promote health and wellness, including personal hygiene, sleep, physical activity, and healthy food choices.

1.2.d　Identify ways to increase physical activity.

1.2.e　Determine how sleep habits affect mood and academic performance.

1.3.d　Encourage classmates to be physically active inside and outside school.

1.3.e　Promote behaviors that affect health and wellness.

Essential Understandings	Essential Knowledge and Skills
Physical activity is fun, good for the body (helping growth and body function), and helps a person feel good. • Physical activity is needed every day. During school, physical activity happens in physical education and playing during recess. Physical activity can include walking and biking to and from school (where permitted/as safe). (1.d, 2.d) • Outside school, physical activity options include biking, walking, swimming, riding a scooter, dancing, stretching, martial arts, sports, and playing on a playground. (2.d) Healthy choices keep the body working and growing. • Personal hygiene includes washing hands, brushing teeth, brushing/combing hair, and bathing/showering. (1.e) • Getting enough sleep is an important part of a healthy lifestyle. Sleep gives the body rest, helps thinking, can improve your mood, helps with	In order to meet these standards, it is expected that students will • draw/select a variety of physical activities that can be done inside or outside school and share with classmates (1.d, 2.d, 3.d); • create a brief (count of 10) exercise that can be done in the classroom (teachers may use as assessment and as ongoing classroom activity breaks) (3.d); • draw/select pictures of healthy behaviors students engage in each day (1.e); • select a healthy behavior and share why it is important with a peer or family (2.e, 3.e).

energy, and helps children do better in school. Most children between the ages of 5 and 12 need 10 to 11 hours of sleep each night (CDC). (1.e, 2.e) • Healthy food choices include a variety of foods from the MyPlate food groups—fruits and vegetables, proteins, grains, and dairy with limited amounts of "sometimes foods." (1.e)	Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Disease Prevention/Health Promotion

Standards:

1.1.f   Identify adults who keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, dentists, doctors).

1.2.f   Explain the need for regular health checkups and screenings (e.g., medical, dental).

1.3.f   Describe how one selected health professional/adult helps keep children healthy.

Essential Understandings	Essential Knowledge and Skills
Throughout life, it is important to get regular/yearly checkups and screenings (called well checkups/well-child visits). • Parents/guardians help children with daily health. Adults at school, such as teachers, counselors, and school nurses, also help children with their daily health. (1.f) • Well checkups/well-child visits and screenings are done by doctors, nurses, dentists, optometrists, and other health care providers. These checkups may include checking vision, hearing, temperature, height, weight, listening to the heart and lungs, immunizations (shots to prevent diseases), and asking questions about daily activities, sleep, and healthy eating. (1.f, 2.f, 3.f) • Regular checkups can help find potential health issues before they become a problem. When you see a doctor regularly, they are able to detect health conditions or diseases early. (2.f)	In order to meet these standards, it is expected that students will • draw/select adults that help children stay healthy (1.f); • match diverse pictures of health professionals (be mindful of gender bias) to a picture of what they do (1.f); • select one health professional and draw/write what they do (example: eye doctor checks vision, dentist checks health of teeth, nurse takes temperature, doctor listens to heart and lungs) and why they are important (2.f, 3.f). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Substance Use/Misuse Prevention

Standards:

1.1.g   Identify that medicines can be both helpful and harmful.

1.2.g   Explain the harmful effects of misusing medicines and drugs.

1.3.g   Create safety rules for medications in the home.

Essential Understandings	Essential Knowledge and Skills
Medicines/medication can help a person feel better but can be harmful if not used correctly. • Medications are used to cure, prevent, or manage (i.e., allergies, asthma) disease and used to ease symptoms such as fever, cough, or pain. Some medicines are given to a person by a doctor, or the doctor prescribes the medicine that is picked up at a pharmacy/drugstore. Some medicine can be bought at the store without visiting the doctor. (1.g) • Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Medicine can be harmful to the body if taken incorrectly. It can lead to illness or injury of the body organs. (1.g) • Children should only take medicine given to them by a parent/guardian, doctor, nurse, or other trusted adult. Children should not take medication from a friend (peer) or a stranger. (3.g) • Parents/guardians should have a safe place to keep medications at home. (3.g) • No one should taste or eat unknown substances. There are white powder substances such as flour or salt that are used in cooking and do not harm people; there are other white powder substances, such as household cleaners and drugs, that are very harmful to people. Stop! Ask an adult first before smelling, touching, tasting, or picking up an unknown substance. (2.g)	In order to meet these standards, it is expected that students will • draw two pictures (or select from a variety of pictures)—one that shows the safe use of medicine and the second showing harmful use of medicine; write a sentence explaining the pictures or importance of only taking medicine safely (1.g, 2.g); • create a list of safety rules for medications in the home (3.g). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Safety/Injury Prevention
Standards:

1.1.h   Identify safety rules and guidelines for bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.

1.1.i   Compare and contrast personal safety behaviors at home, at school, and in the community.

1.1.j   Describe sun safety practices.

1.2.h   Explain why it is important to follow safety rules and guidelines for personal safety.

1.2.i   Describe how to report a dangerous situation.

1.2.j   Identify the importance of sun safety.

1.3.h   Promote positive behaviors for personal safety, including bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.

1.3.i   Practice fire safety and emergency/disaster procedures.

1.3.j   Describe the proper way to apply sunscreen.

Essential Understandings	Essential Knowledge and Skills
Following safety rules and guidelines keep people safe. • Unsafe behaviors have consequences that could be harmful and result in temporary or permanent injury. (2.h) • School bus: Stay seated and face forward; keep feet, backpack, and other items out of the aisle; talk quietly; cross the street in front of the bus after checking to make sure all other traffic has stopped. (1.h) • Car: Sit in the rear seat, using a car seat or booster seat as appropriate; wear a seatbelt. (1.h) • Pedestrian: Look for cars before crossing the street; cross the street at the crosswalk, when available; wait for the crossing signal, if available; use the	In order to meet these standards, it is expected that students will • identify pictures of or create a poster for bus, automobile, pedestrian, playground, fire, water, Internet, biking, or recreational equipment safety (1.h, 2.h, 3.h); • list/select at least one safety rule for the home, school, and in the neighborhood and write why it is important (1.i);

sidewalk; if walking in the road, walk on the left side facing traffic; if walking at night, use a flashlight and wear reflective clothing. (1.h)
- Playground: Use equipment correctly; wait your turn. (1.h)
- Fire: Know two escape routes from the home; practice evacuation drills at school; do not play with matches; do not use the stove or oven without supervision or permission; leave immediately if there is smoke or you see fire; stop, drop, and roll if clothes catch fire. (1.h)
- Water: Do not swim alone; know laws for wearing a personal floatation device (life jacket) when boating or swimming; follow lifeguard's directions; walk around the pool; don't push others, and don't jump on others. (1.h)
- Internet: Only visit sites approved by a parent/guardian, teacher, or other trusted adults; do not provide personal information on websites—don't give your name, your age, where you live, what school you go to, or your phone number; ask a parent/guardian before providing information on a website; tell an adult if something makes you feel uncomfortable. (1.h)
- Biking: Always wear a helmet, even for short rides; wear bright-colored clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk bike across roads; look for cars before crossing the road. (1.h)
- Recreational equipment (scooter, skateboard, in-line skates)—wear a helmet, elbow and knee pads, and wrist guards; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on sidewalks. (1.h)

Safety includes knowing what to do in case of an emergency and how to report a dangerous situation at home, at school, and in the community.
- Home: Safety practices include using the stove, oven, or microwave with adult supervision, not playing with matches, not touching medicines or household cleaners (poisons) without an adult present; know and practice an escape plan in

- name/list adults who can help in an emergency or dangerous situation and what information to tell the adult (2.i);
- create a map showing two ways to exit the home safely in case of a fire (3.i);
- demonstrate safe participation in school safety drills (3.i);
- explain orally or in writing why sun safety is important (2.j);
- create a sun safety poster that includes how to be safe in the sun and how to put on sunscreen (1.j, 3.j);
- explain the importance of accessing the Internet only with approval from a trusted adult (1.h, 3.h)

Additional resources:
www.healthsmartva.org
https://everfi.com/

case of fire; don't play in the road; ask for help if a ball or other toy goes into the road. (1.i)

- Home: Fire safety includes not playing with matches, knowing at least two routes out of the home, having a meeting spot for family outside the home, and practicing family escape plan. (1.i)
- School: Safety practices include walking and not running in the hallways; following directions and remaining quiet during fire/evacuation drills, participating in tornado drills and lock-down drills to prepare for emergencies; keeping medications in clinic or nurse's office; and following safety rules on playground. (1.i)
- Community: Safety practices include staying with an adult or older sibling, being aware of your surroundings when crossing the street, being careful when talking with strangers, and paying attention in parking lots and parks. (1.i)
- It is important to report any dangerous situations to an adult. For situations like getting hurt on the playground, being uncomfortable about something on the Internet, or finding broken glass on the sidewalk, a child can tell an adult. The child should tell the adult what happened, when it happened, and where it is located. (2.i)
- In an emergency situation a child may call 911 for help. Emergencies include fire, a person who can't wake up or speak, or an injury where there is a lot of bleeding. When calling 911 it is important to identify yourself, tell the dispatch operator (the person who answers 911 calls) what the emergency is and where you are, follow instructions given by the dispatch operator, and don't hang up the phone unless you are told to do so. (2.i, 3.i)

The sun has many benefits, including providing the body with Vitamin D (bones health), lowering blood pressure, promoting relaxation, improving mood, and supporting better sleep. However, sun can be harmful to people's skin if exposed for long periods.

• Sun safety includes wearing sunscreen with sun protection factor (SPF) of 30 or higher, reapplying sunscreen every two to three hours or more often if swimming, wearing clothing with long sleeves and pants, wearing a hat, and avoiding being in the sun between 10 a.m. and 4 p.m. when the sun's rays are strongest. (1.j, 3.j) • Exposure to the sun can cause skin to burn/sunburn. Sunburn can cause blisters on the skin. Sunburns can lead to skin cancer. (2.j)	

Topic: Mental Wellness/ Social and Emotional Skills
Standards:
1.1.k   Identify comfortable and uncomfortable feelings and when one might experience these feelings.
1.1.l   Describe positive characteristics that are unique to each individual.
1.1.m Identify effective listening skills.
1.1.n   Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.

1.2.k   Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.
1.2.l   Explain the importance of showing kindness, consideration, and concern for others.
1.2.m Explain how listening is important for effective communication.
1.3.n   Apply strategies for establishing and respecting others' personal space, boundaries, and belongings.

1.3.k   Demonstrate ways to express feelings appropriately.
1.3.l   Demonstrate cooperation with friends and classmates.
1.3.m Demonstrate effective listening skills.
1.2.n   Identify strategies for respecting others' personal space, boundaries, and belongings.

Essential Understandings	Essential Knowledge and Skills
Note: the terms "feeling" and "emotion" are used interchangeably; at the primary grade levels, "feeling" is used as the age-appropriate term. Everyone experiences different feelings. Some feelings are comfortable, and some may be uncomfortable. It is important to express feelings in a healthy way. • Feelings include comfortable feelings, such as happy, glad, and excited, and sometimes uncomfortable feelings, such as sad, unhappy, mad, frustrated, and angry. (1.k)	In order to meet these standards, it is expected that students will • create or select an "I feel" statement describing various scenarios/feelings (each student should be able to explain how to deal with each feeling in a healthy way) (1.k, 2.k, 3.k); • draw a self-portrait that shows one or more positive personal characteristics (1.l);

- Feelings are not bad, but sometimes people express feelings in ways that can be harmful to themselves or others. (1.k)
- Different experiences may cause different feelings. A person may feel happy when they play with a friend, go to a birthday party, do well in school, or visit family. A person may feel sad or unhappy if they lose a game or toy or have a disagreement with a friend or sibling. A person may feel mad if someone takes something that belongs to them or a parent/guardian tells them they can't do something they want to do. (1.k)
- Feelings need to be expressed in a healthy way to prevent harm to yourself or others. It is not healthy to hit someone who takes your toy and makes you mad. (2.k)
- A healthy way to express feelings is to write/draw about them in a safe place or share feelings with a parent/guardian or trusted adult that can help by talking out the problem. If you feel mad, you can also try some other strategies to start to feel better, such as counting to 10, playing a game, being physically active outside, taking a break, taking some deep breaths, or getting a hug. (2.k)

Everyone is unique and should be respected for their different characteristics. Differences are what makes people special. Showing respect for others may include being kind, considerate, and cooperative.
- Each person has positive characteristics or qualities that make them unique/different. Characteristics may include physical appearance or things a person enjoys or is good at, such as being math smart, good with people, or playing the piano. (1.l)
- Accepting others who are unique helps people to get along with others and make friends. Being kind (saying/doing nice things), considerate (thinking about others' feelings), and showing concern (care about others) for others helps make friends. (2.l)

- add a friend or adult to the drawing that shows their positive personal characteristics, how they are different (1.l);
- create a story about being a good friend or classmate (2.l, 3.l);
- demonstrate listening by repeating what someone else says; follow instructions for a game/activity; or in small groups do an add-on story (one person starts and after a few sentences the next person continues the story) (1.m, 3.m);
- write a sentence or create a poster for one thing students can do to be responsible and respectful to others in the classroom/in school (1.n, 2.n, 3.n).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- Cooperation is the ability to work with someone to achieve a task. (3.l)
- Children may demonstrate cooperative behaviors when they help a classmate cleanup, work together to complete a project, or share their supplies. (3.l)

Communication includes the skill of listening.
- Part of making and keeping friends is listening. Listening shows you are interested in the other person. After listening, you may have more questions. When you ask questions and learn about someone else, friendships can get stronger. (2.m)
- Listening skills – (adapted from Everything you need to know about improving your child's active listening skills) (1.m)
  - Stop talking
  - Prepare yourself for listening
  - Focus on what is being said
  - Maintain eye contact
  - Repeat what the person said or ask questions to ensure understanding

Respecting others includes being responsible, showing kindness and consideration, and knowing when not to cross others' boundaries or personal space.
- Children show respect for others by treating other people in a way in which they would want to be treated and showing they care about others, such as including others in play at recess and in activities in the classroom. (1.n)
- Children may demonstrate responsibility by following school and classroom rules. Acceptance of responsibility can be shown by admitting when they have broken something, putting toys away, or putting book bags and jackets away. (1.n)

- Strategies for respecting others' personal space and boundaries include asking first before touching someone (i.e., high five, fist bump, hug, hold hands, or touch a toy someone else is playing with). (2.n)
- Strategies for respecting others' belongings include asking to use a toy or look at a book, treating the toy/book carefully so it is not broken or damaged, and returning it to the person it belongs to when asked or when finished using it. (2.n)

Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.

Topic: Violence Prevention
Standards:

1.1.o   Describe feelings that may result from hearing kind and unkind words and when experiencing problems (e.g., someone not sharing).

1.1.p   Describe personal space and boundaries for oneself and others.

1.2.o   Explain the importance of responsible behaviors when interacting with others.

1.2.p   Explain how to listen and use words to respond to and solve problems.

1.3.o   Demonstrate responsible behaviors when interacting with others.

1.3.p   Demonstrate best ways to solve social problems.

Essential Understandings	Essential Knowledge and Skills
Note: Teachers may want to instruct these standards with the Mental Wellness/Social and Emotional content. Everyone has feelings. • When someone tells a person how good they are at something or invites them to play, it probably makes them feel happy. If someone says unkind or mean things, teases, or takes the toy they are playing with, the person may feel unhappy, sad, or mad. (1.o) • Behaviors and words can make others feel unhappy, sad, or have other uncomfortable feelings. Thinking about others before saying or doing unkind things is showing how to be responsible. (2.o) • Responsible behaviors (e.g., sharing toys, using kind words, including others in activities) are important in building friendships and relationships with others. (3.o) Everyone has different needs for personal space. It is important to respect your own and others' personal space and boundaries.	In order to meet these standards, it is expected that students will • select or draw emojis that correspond to statements about how someone might feel (e.g., Great job on your art project ☺, I don't want to share my toy with you ☹) (1.o); • write a sentence/kindness rule for one thing a student can do to be responsible and respectful to others in the classroom/in school (2.o, 3.o); • draw/select pictures that show what personal space is and is not;

- Personal space is the amount of space between you and another person that makes you feel comfortable being near that person. (1.p)
- Not everyone wants to be hugged or likes it when people get close, even if it is just "playing." Always ask first. (1.p)
- Listening is important to solving problems between people. Good listeners are better communicators. (2.p)
- Sometimes people do not get along with one another and it causes a problem. Listening and using words to solve problems shows responsibility and respect. It is also important to use words that are kind, such as "please" and "thank you" and ask before taking or touching things. (2.p)
- Listening skills (see Mental Wellness/Social and Emotional topic). (2.p)
- Social problems or social conflicts, such as an argument over whose turn it is to use a toy, are usually between friends or classmates. Learning to solve social problems/social conflict can make friendships and other relationships stronger. You can ask an adult for help with social problems. Many adults (e.g., parents/guardians, teachers, and school counselors) are available to help children with social problems. (3.p)

- identify or create class rules to help solve problems (e.g., I will listen first, I will ask questions, I will say how I feel or ask about the other person how they feel, I will suggest a solution, we will choose a solution, I will ask the teacher if we cannot solve the problem for help) (2.o, 3.o);
- demonstrate how to ask someone if they want to play, share a toy, or want a hug, and how to respond with a "yes" and then with a "no" (3.o).

Additional resources:
www.healthsmartva.org
https://everfi.com/

Topic: Community/Environmental Health

Standards:

1.1.q   Identify items and materials that can be reduced, recycled, repurposed, or reused.

1.2.q   Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.

1.3.q   Create strategies to keep the environment healthy, including proper disposal of trash, recycling or reusing, and water conservation.

Essential Understandings	Essential Knowledge and Skills
Everyone shares the responsibility to protect the environment—the water, land, and air we breathe. • Examples of reducing and reusing items include using the second side of paper in class to draw, taking reusable shopping bags to the store, swapping toys or books with friends, using water bottles instead of paper or plastic cups, or giving used clothing to younger siblings or donating them to others. Items that can be recycled at home include things made from aluminum, glass, plastic, and paper. (1.q) • Reduce, reuse, recycle and proper disposal of trash keeps the community and Earth clean, prevents disease, and provides a place where people can enjoy. (2.q) • Water pollution is any substance found in a river, stream, lake, or ocean that harms the natural resources found in those environments. Preventing water pollution is important so that there is access to clean water. All living things (i.e., people, plants, and animals) depend on water. It is up to all of us to help keep our water clean. (2.q) • Children can conserve water by taking a shorter shower (use less water and less fuel since your house uses fuel to run the water heater); turning off water while brushing teeth; and drinking tap water instead of bottled water (using a reusable water bottle). (3.q)	In order to meet these standards, it is expected that students will • create/select a picture(s) with items that can be recycled or reused (1.q); • create a picture or tell a story about water pollution or water conservation (2.q); • create a classroom recycling/upcycling plan that includes cleanup and categories to recycle or reuse various items (3.q). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Body Systems

Standards:

2.1.a Identify structures that form body systems, including the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) and how the systems work together.

2.2.a Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.

2.3.a Explain how daily physical activity and healthy eating habits contribute to healthy cardiorespiratory, skeletal, and muscular systems.

Essential Understandings	Essential Knowledge and Skills
Body systems have different structures that work together to help the body function. • The cardiorespiratory system includes the heart and lungs. Its function is to circulate blood through the body to provide oxygen and nutrients to the body's muscles and organs. (1.a) • The skeletal system is the body's bones. The function of bones is to hold the body up, help in all movement, and protect organs. (1.a) • The muscles of the body make up the muscular system. The muscular system works with the skeletal system to make movement. (1.a) • Not taking care of the cardiorespiratory, skeletal, and muscular systems reduces or limits the ability of the body to function properly. (2.a) • Ways to keep the cardiorespiratory, skeletal, and muscular systems healthy include regular physical activity; wearing protective gear; eating healthy foods—dairy/soy milk for bone health, fruits, vegetables and lean protein for heart health, and protein for muscle health; getting enough sleep; and staying away from cigarette smoke, vaping, and other air pollution. (3.a)	In order to meet these standards, it is expected that students will • label a diagram of the human body that shows the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system) (1.a); • write a few sentences to describe what would happen if the major body systems were not taken care of (2.a); • write or draw/select pictures of ways to keep the cardiorespiratory, skeletal, and muscular systems healthy (3.a). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Nutrition
Standards:
2.1.b   Identify where and how fruits and vegetables are grown.

2.2.b   Describe why fruits and vegetables are essential components of a healthy lifestyle.

2.3.b   Identify ways to incorporate fruits and vegetables into daily food choices (i.e., breakfast, lunch, dinner, snacks).

Essential Understandings	Essential Knowledge and Skills

Fruits and vegetables provide nutrients and vitamins to help the body grow and function.
 • Everyone should eat fruits and vegetables daily. They can be fresh, frozen, dried, or canned.
 • Fruits and vegetables come from different types of plants. (1.b)
 • Fruits grow on
   o trees (e.g., apples, peaches, bananas)
   o vines (e.g., strawberries, grapes, watermelons, tomatoes)
   o bushes (e.g., blueberries and raspberries) (1.b)
 • Vegetables are grown
   o underground (e.g., carrots, parsnips, radishes, onions, potatoes)
   o on vines (e.g., pumpkins, peas, cucumbers, squash)
   o above ground (e.g., asparagus, broccoli, and lettuce) (1.b)
 • Fruits and vegetables can be grown indoors or outdoors at home, on a farm, or hydroponically (growing plants in water instead of soil).
 • Fruits are sources of many essential nutrients, including potassium, dietary fiber, vitamin C, and folate (folic acid). These nutrients help fight germs, maintain body function, blood pressure, provide fiber for digestion, and contribute to healthy teeth and gums (Choose MyPlate Fruits). (2.b)
	In order to meet these standards, it is expected that students will
	 • select one fruit and one vegetable, identify how they are grown, and write one sentence about why it is important to eat the selected fruit and vegetable (1.b, 2.b);
	 • create a healthy meal or snack that includes fruits and vegetables (3.b).
	
	 Additional resources:
	 www.healthsmartva.org
	 https://everfi.com/

• Vegetables have many of the same health benefits as fruits and provide Vitamin A. Vitamin A keeps the eyes and skin healthy and helps to protect against infections (Choose MyPlate Vegetables). (2.b)	

Topic: Physical Health
Standards:
2.1.c   Describe correct posture for sitting, standing, and walking.
2.2.c   Practice correct posture for sitting, standing, and walking.
2.3.c   Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.

Essential Understandings	Essential Knowledge and Skills

Using correct/proper posture when sitting, standing, and walking can prevent stress and injury, make it easier to breathe, allow for better movement, and have better endurance.
• Posture is the position of the body when sitting or standing. (1.c)
• Sitting: back straight, shoulders back, not slouching or being hunched over. (1.c)
• Standing: tall with ears, shoulders, hips, and knees in a straight line. (1.c)
• Walking: tall with eyes forward, transfer of weight from one foot to the other; foot lands heel to toe, one foot is always in contact with the floor, arms at sides (may be slightly bent) and move in opposition to legs. (1.c)
• Backpacks: If the weight of the backpack forces the person to lean forward, then it is too heavy. Children should not carry more than 10% of their weight. (1.c)
  o Put heavier items in the bottom of the backpack and closer to the body.
  o When checking the weight of the backpack before putting it on, use both hands and lift with the legs.
  o Backpacks should be worn on both shoulders (padded straps are optimal).
  o Straps should be snug but not tight.
	In order to meet these standards, it is expected that students will
	• identify correct and incorrect posture for sitting, standing, and walking (1.c);
	• demonstrate correct posture and encourage peers to do the same for sitting, standing, and walking (2.c);
	• demonstrate the proper way to lift and carry backpack/book bag (3.c).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/
	Backpack Basics

Topic: Disease Prevention/Health Promotion
Standards:
2.1.d   Recognize that germs cause colds and flu, and define communicable as something that can be spread from person to person.
2.2.d   Explain why it is important to cover the mouth and nose when sneezing and to wash hands to stay free of communicable disease.
2.3.d   Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.

Essential Understandings	Essential Knowledge and Skills
Colds and the flu are caused by germs and are considered communicable diseases—diseases that spread from one person to another. (1.d) • Communicable diseases (cold, flu, and some viruses like COVID-19) can be spread by germs getting on hands and then hands touching the face or touching others. (2.d) • To keep germs from spreading (3.d) 　o Wash hands often, especially before touching your face, before eating and after coughing, sneezing, or blowing your nose, and after touching pets. 　o Use a tissue or elbow to cover the mouth/nose when coughing or sneezing. 　o Keep your hands away from your eyes, mouth, and nose. 　o Do not share food and drinks. 　o Wear a mask over your nose and mouth, when required. • When washing hands: (3.d) 　o Wash hands after play, using bathrooms, and touching shared items. 　o Use warm or cold water. 　o Rinse hands to get wet. 　o Use regular or antibacterial soap. 　o Lather up the soap on the front and back sides of your hands (front and back!), wrists, between fingers, and beneath and around nails.	In order to meet these standards, it is expected that students will • explain how colds and the flu spread from person to person (defining communicable) (1.d, 2.d); • create a poster for the classroom, around the school, and/or to be shared at home that shows how to stop the spread of germs and why it is important (2.d, 3.d); • demonstrate healthy behaviors such as washing hands after play and/or wearing a mask properly (3.d). Additional resources: www.healthsmartva.org https://everfi.com/

o Wash hands for about 20 seconds—sing "Happy Birthday" or the ABCs song twice. o Rinse and dry well with a clean towel. o Use a towel to turn off the water and to open/shut door as appropriate.	

Topic: Substance Use/Misuse Prevention
Standards:
2.1.e   Describe the harmful effects of medicine, alcohol, and tobacco, including poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
2.1.f   Identify refusal skills.
2.1.g   Explain differences between prescription and nonprescription medications.

2.2.e   Recognize that tobacco smoke and nicotine products (e.g., electronic smoking devices) are harmful to one's health and should be avoided.
2.2.f   Describe the use of refusal skills based on good decisions.
2.2.g   Identify why medicines should only be taken under the supervision of an adult and the importance of childproof caps on medicines.

2.3.e   Explain why it is dangerous to sniff, taste, or swallow unknown substances.
2.3.f   Demonstrate refusal skills in situations that involve harmful substances with peers and adults.
2.3.g   Conduct an assessment of harmful substances in the home with a parent/guardian.

Essential Understandings	Essential Knowledge and Skills
Medicine that is misused can affect your health. This includes the ability to learn and how a person feels, thinks, and acts. Alcohol and tobacco can also affect overall health. • Medicine is a drug and should only be taken as directed and with adult supervision. • Harmful effects can include impaired balance; shortness of breath; increased risk of cancer, lung disease, and heart disease; learning (poor concentration); impaired vision and memory; and changes to how a person feels, thinks, and acts. (1.e)	In order to meet these standards, it is expected that students will • list harmful effects of medicine, alcohol, tobacco, and nicotine products (1.e, 2.e); • create a safety message to help younger students understand why it is dangerous to sniff, taste, or swallow unknown substances and what to do if they find an unknown substance (3.e);

- Tobacco and/or nicotine products include cigarettes, electronic cigarettes, and electronic vaping products. These products are harmful to the body and are especially damaging to the lungs. (1.e, 2.e)
- Tobacco smoke is harmful to be around, both for the smoker and anyone near someone smoking (secondhand smoke). (1.e, 2.e)
- Alcohol affects the way a person thinks and acts because it affects the brain. With good health, the brain continues developing into the mid-20s; alcohol and other drugs affect brain development.
- Alcohol can also affect the heart and liver. (1.e)
- No one should smell, sniff, taste, or eat unknown substances, including/especially white powder, because these substances may be harmful. (3.e)
- Notify a parent or adult if there is an unknown substance before smelling, touching, or picking it up. (3.e)

Saying "no" to doing things a person thinks are wrong or unhealthy are referred to as refusal skills.
- Verbal Refusal Skills (1.f)
  - Say "no." There is no substitute for the word "no." It makes any refusal stronger.
  - Repeat the "No."
  - Suggest an alternative (suggest something else to do instead).
  - Use a firm tone of voice: Be strong and business-like.
- Non-verbal Refusal Skills (1.f)
  - Direct eye contact (look the person in the eyes).
  - Serious expression (use your best "I mean it" face).
  - Leave (get out of the situation).
  - Avoid situations where there may be pressure.

- respond to scenarios to refuse tobacco, nicotine products, alcohol, unknown substances, and/or medications not appropriate for children; scenarios may be written or use role-play as appropriate (1.f, 3.f);
- identify a prescription medication and non-prescription medication (1.g);
- create a safety message poster to share with parents and include discussion questions to review harmful substances in the home (2.g, 3.g).

Additional resources:
www.healthsmartva.org
https://everfi.com/

Prescription and nonprescription medications • People may take medicine to control a known condition or when they are sick or have pain. • Some medicines are given to a person by a doctor. These are called prescription medications. (1.g) • Some medicine can be bought at the store, such as aspirin and cough medicine, without visiting the doctor. These are called nonprescription or over-the-counter medications. (1.g) • It is important to follow the doctor's orders for prescription medication or the safety regulations printed on nonprescription medicines. • Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Medicine can be harmful to the body if taken incorrectly. It can lead to illness or injury of the body organs. (2.g) • Many medicines can look similar. For example, an acetaminophen pill may look similar to an allergy pill in color or shape. However, it is important to look at the packaging to ensure you are taking the proper medication at the proper dosage. (2.g) • Children should only take medicine given to them by a parent/guardian, doctor, nurse, or other trusted adult. Children should not take medication from a friend (peer) or a stranger. (2.g) • Medications should be locked and kept away from children. Childproof caps on medicine bottles help keep children from taking medication. Medications may look like candy, but they are not candy. (3.g)	

Topic: Safety/Injury Prevention

Standards:

2.1.h Explain the importance of assuming responsibility for personal safety.

2.2.h Identify ways that students can take responsibility for personal safety at home, at school, and in the community.

2.3.h Identify emergency resources, services, and health care professionals in the community that influence health, safety, and wellness.

Essential Understandings	Essential Knowledge and Skills
Safety is everyone's responsibility—at home, at school, and in the community. - Rules are made to keep people safe. Sometimes rules are different at school, at home, and in the community. Following rules is taking responsibility for personal safety. (1.h) - Responsibility means taking ownership of one's actions and safety. (1.h) - Taking responsibility for safety includes following rules, wearing safety equipment, helping others, knowing the difference between an emergency and a non-emergency, and knowing how to get help from an adult if needed. (2.h) - Many communities have a police station, fire station, and community centers where events are held to promote safety and health. (3.h) - Emergency/community resources for health and safety include 911 operators/dispatchers, police officers, firefighters, emergency medical technicians, hospitals, emergency care centers, doctors, nurses, and other health care providers. (3.h) - People who help keep children healthy and safe include parents/guardians, older siblings, other adult family members, teachers and school staff, counselors, psychologists, doctors, nurses, hearing specialists, eye doctors, coaches, 911 operators, police officers, and firefighters. (3.h)	In order to meet these standards, it is expected that students will - create a safety poster to be safe at home (2.h); - create a safety poster for different areas around the school (hallways, cafeteria, gym, classroom, playground) (2.h); - create rules for indoor and outdoor recess that students can follow to be safe (2.h); - locate the nearest police station to home on a map (3.h); - identify emergency resources, services and health care professionals by uniforms or other images (e.g., firehouse, uniforms) (3.h); - write short stories about situations that would require seeking help from an emergency responder and how to contact them (3.h);

	- demonstrate dialing 911 on a disconnected/nonworking phone and role-play: what they would say in an emergency; listening skills; and staying on the line (3.h); - list health care providers that keep children healthy (3.h); - draw a picture of a favorite community helper and explain their job (3.h). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Mental Wellness/ Social and Emotional Skills
Standards:

2.1.i   Identify feelings associated with disappointment, loss, and grief.

2.1.j   Describe personal strengths and identify how individuals are unique.

2.1.k   Describe characteristics of a trusted friend and a trusted adult.

2.2.i   Explain healthy ways to express feelings associated with disappointment, loss, and grief.

2.2.j   Discuss how empathy, compassion, and acceptance help one understand others.

2.2.k   Identify trusted adults at school and at home.

2.3.i   Identify adults who can help with disappointment, loss, and grief.

2.3.j   Identify and discuss how to show respect for similarities and differences between individuals.

2.3.k   Identify situations where trusted friends and adults can help.

Essential Understandings	Essential Knowledge and Skills
Note: The terms "feeling" and "emotion" are used interchangeably; at the primary grade levels, "feeling" is used as the age-appropriate term. Everyone experiences different feelings. Some feelings are comfortable, and some may be uncomfortable. It is important to express feelings in a healthy way. • Disappointment: Someone feels unhappy because something was not as good as expected or something that was hoped for or expected did not happen (rain caused a game to be cancelled). (1.i) • Loss: The experience of having something taken from you. (1.i) • Grief: A deep sadness caused by someone's death. (1.i) • People have different feelings when experiencing disappointment, grief, or loss. Feelings may include sadness, anger, or feeling alone. These feelings are normal. (1.i)	In order to meet these standards, it is expected that students will • draw a feeling face and show what disappointment, loss, and/or grief might look like; identify the feeling, a healthy way to cope, and name an adult who can help (1.i, 2.i, 3.i); • draw or select examples of showing empathy, compassion, and/or acceptance of others (e.g., sharing a toy, helping someone who has fallen, including others in a game/activity (2.j); • identify ways that individuals are similar and different and create a cooperative art project that celebrates uniqueness (1.j, 3.j);

- People have unique ways of expressing emotions. For example, some might show their feelings by doing things rather than talking about them. They may feel better going on a walk or swimming, or by doing something creative like writing or painting. For others, it may be more helpful to talk with family and friends about the person who's gone, or with a counselor. (2.i, 3.i)
- Cultural beliefs and traditions can influence how someone expresses grief and how they mourn. For example, in some cultures, grief is expressed quietly and privately. In others, it can be loud and out in the open. Culture also shapes how long family members are expected to grieve. (2.i)

Everyone is unique and should be respected for their different strengths and characteristics. Showing respect for others includes being kind, considerate, and cooperative.
- Personal strengths are the things a person is good at and likes to do. Everyone has different strengths that make them unique/different from others. Strengths may include (1.j)
  o things of interest (e.g., music, art, science, building things, cooking, reading).
  o skills (e.g., painting, playing an instrument, playing a sport).
  o good qualities (e.g., kindness, humor, leadership).
- Understanding that everyone has different strengths that make each person unique improves understanding of one another along with empathy, compassion, and acceptance. (2.j)
  o Empathy: The feeling that you understand and share another person's experience and emotions/ability to share another's feelings.
  o Compassion: A feeling of wanting to help someone who is sick, injured, in trouble, needs help, or needs a friend.
  o Acceptance: The act of accepting someone or something.

- list trusted friend(s) and adult(s) (2.k);
- draw a trusted friend or adult and list their characteristics (1.k);
- read (or listen to) scenarios and decide whether a trusted friend or trusted adult can help and identify a trusted person who can help (3.k).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- Getting along involves thinking about how other people are feeling. When something happens, thinking about how you would feel in that situation can give you an idea about how someone else might feel. It's important to think about how other people might be feeling and what you can say and do to support them. (3.j)
- Ways to respect people who are different from us: (3.j)
  - Listen to others when they speak.
  - Be sensitive to other people's feelings.
  - Ask questions. Try to learn something from other people.
  - Show interest and appreciation for other people's cultures and backgrounds.
  - Be considerate of others.
  - Use positive language.

Trusted friends and adults can help and support children as they learn and grow.
- A trusted friend is someone who is trustworthy, honest, loyal, a good listener, and supportive in good times and challenging times, and someone you enjoy being with. (1.k)
- A trusted adult is someone you can talk to about anything, someone you enjoy being around, someone who is a good listener, or someone who is helpful. (1.k)
- Characteristics of a trusted friend and a trusted adult include caring, reliable, helpful, good listener, supportive, trustworthy, and honest. (1.k)
- Trusted adults at school and at home may include parents/guardians, other adult family members, neighbors, teachers, school principal, and school counselors. (2.k)
- Trusted friends and adults can help students with homework, understanding and talking about feelings, problems, or questions. (3.k)

• A trusted friend also shows reciprocity. If being trustworthy, honest, loyal, a good listener, and supportive are characteristics of a trusted friend, then you should be those things for the other person. Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education. •	

Topic: Violence Prevention

Standards:

2.1.l   Explain the difference between joking, teasing, and bullying, and identify how each may impact the recipient.

2.1.m   Define conflict and describe situations in which conflict may occur.

2.2.l   Identify ways to respond appropriately to joking, teasing, and bullying.

2.2.m   Describe how to work and play cooperatively and how to use nonviolent strategies to resolve conflict.

2.3.l   Use appropriate strategies to safely stand up to teasing and to report bullying.

2.3.m   Demonstrate nonviolent strategies to resolve conflict and support peers in school and in the community.

Essential Understandings	Essential Knowledge and Skills
Bullying is an intentional way to hurt someone's feelings, reputation, or to physically hurt someone. It is usually targeted at the same person over time. Bullying is a serious problem and often the person being bullied does not know how to safely seek help. (1.l) • Joking is something said or done to cause laughter. People may not know that a person is joking and may take the action or words seriously. Ask the person if they are joking or tell them how their joking makes you feel. (1.l) • Teasing is a way to joke with friends that is not intended to be harmful. However, teasing can hurt. Teasing that is ongoing is bullying. Tell the person teasing how it makes you feel if you feel safe. Get help from an adult if the teasing does not stop or the teasing makes you feel unsafe. (1.l) • Bullying can be done in person or online (cyberbullying). Bullying can be verbal (i.e., teasing, taunting, name-calling, threatening to cause harm), physical (i.e., hitting/kicking/pinching, spitting on, tripping/pushing, or taking or breaking someone's things), or social (i.e., leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, or embarrassing someone in public). (1.l)	In order to meet these standards, it is expected that students will • compare and contrast the difference between joking, teasing, taunting, and bullying; identify how each may affect the recipient (1.l); • list strategies for dealing with unwanted joking, teasing, and bullying (2.l); • use strategies to describe how they could help themselves or a friend who is being teased or bullied and the positive benefits of being a helper (3.l); • create a "no bullying" campaign for the school that includes how

- Kids who are bullied can feel different, powerless, unpopular, and/or alone. They can also feel sad, lonely, or nervous; feel sick; have problems at school; or may bully other kids. (1.l) (Facts for Kids About Bullying)
- There are ways to deal with and report bullying and unwanted teasing. (2.l)
  - What can kids do? (https://www.stopbullying.gov/)
  o Nobody should be mean to others.
  o Treat everyone with respect.
  o Stand up for others.
- Responding (3.l)
  o Look at the kid bullying you and tell them 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. 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 aren't around.

Conflict is different from bullying. Resolving conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help.
- Conflict is a strong disagreement between people or groups (Merriam-Webster). 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.m)
- Communication is an effective and nonviolent strategy in conflict resolution. Skills to address conflict (2.m):
  o Able to reduce own stress quickly (calming down before addressing the conflict).
  o Be emotionally aware of yourself and the other person (How are you feeling? How is the other person feeling?)
  o State what the conflict is about.

to report/get help. Create slogans, messages for morning announcements, or posters (3.l);
- create class rules that ensure positive language is used to promote healthy relationships and create a no bullying learning environment (3.l);
- define conflict and give examples of conflict (1.m);
- participate in cooperative group work and reflect on the positive feelings of working together and helping one another (2.m);
- role-play settling an argument in a responsible way (e.g., someone's turn with recess equipment) (3.m);
- identify ways to welcome a new student to the class (3.m).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- o Communication skills
  - ▪ Listening carefully to others.
  - ▪ Speaking directly to each other.
  - ▪ Speaking honestly, being kind, and using a calm voice.
- o Propose ways to resolve the conflict (solutions or compromises).
- o Try an agreed-upon way to resolve the conflict.
- Cooperation skills (2.m)
  - o following rules.
  - o encouraging, helping, and complimenting others.
  - o controlling temper.
  - o wanting everyone to play well and succeed.
  - o working together toward a common goal.
  - o playing fairly.
  - o sharing.
  - o showing concern for classmates' feelings.

Topic: Community/Environmental Health

Standards:

2.1.n   Describe how the environment influences health.

2.2.n   Describe ways to protect the environment.

2.3.n   Promote a strategy to protect the environment.

Essential Understandings	Essential Knowledge and Skills

The environment is everything around you—air, water, land, plants, and man-made things. The environment affects personal health, and everyone has a part in taking care of it.
• We get oxygen by breathing air. Besides oxygen, air also contains pollutants, which can be harmful. Many human activities create air pollution (National Institutes of Health). Clean air to breathe and clean water for drinking, cleaning, and land/space to grow food are essential for health. (1.n)
• Infants and children are uniquely sensitive to air pollution, because their organs are developing and they have higher air per body weight intake. Health effects linked to air pollution include not only increasing the severity of respiratory diseases but also reducing lung function development and increased asthma incidence (Ambient Air Pollution: Health Hazards to Children American Academics of Pediatrics). (1.n)
• Ways children can help improve and protect the environment: (2.n)
   o   Reducing the amount of items that are used and thrown away.
   o   Reusing items when possible.
   o   Recycling cans, bottles, paper, books, and toys.
   o   Enjoy the Earth — walk in the woods, plant a tree, and eat some of the delicious food it produces.
	In order to meet these standards, it is expected that students will
	• create digital posters with drawings/select pictures that illustrate how students can create a healthier environment and why it is important (1.n, 2.n);
	• create a classroom, school, family, or neighborhood plan to support clean air, water conservation or reduce, reuse, and recycle (3.n).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

Topic: 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

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).
 	
 • 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)
     o Mouth: Food is broken down by chewing.
     o Salivary glands: Glands in the mouth that add saliva (spit) to break down food.
     o Esophagus (a muscular, stretchy tube about 10 inches long): Food is pushed from the mouth, through the esophagus, and into the stomach.
     o Stomach (stretchy sack): Food is broken down by acids, turned into a liquid substance, and then slowly empties the liquid into the small intestine.
     o 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)
     o 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)
	In order to meet these standards, it is expected that students will
	
	 • 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).
	
	 Additional resources:
	 www.healthsmartva.org
	 https://everfi.com/

o Large intestine/rectum: Any undigested food passes into the large intestine, 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)	

Topic: Nutrition

Standards:

3.1.b   Explain the importance of water and healthy food choices for digestion and body function.

3.1.c   Identify whole grain and refined grain food items.

3.1.d   Identify foods that most often cause a food allergy.

3.2.b   Describe why digestion is important for body function.

3.2.c   Explain the difference between a whole grain and a refined grain and the nutritional benefits of eating whole grains.

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.b   Identify healthy food and beverage choices to support digestion and body function.

3.3.c   Explore how grains are grown and the careers related to it (e.g., agriculture, farming, food science, environmental science).

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
Digestion of water and food extracts important nutrients, which are absorbed throughout the body to help body systems function. • 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 4-8 should drink about 5 cups of water per day (five 8-ounce cups); older children 7-8 cups of water a day. Children may need more water depending on activity level and heat/humidity (American Academy of Pediatrics). (1.b, 3.b) • Sport and vitamin/electrolyte-infused drinks can help during long, difficult exercise when a person sweats a lot. Outside difficult exercise activities,	In order to meet these standards, it is expected that students will • 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, 8-ounce cups of water in a day (3.b); • create a plan to eat 3-8 ounces of whole grains in a day (what could be eaten for breakfast, lunch, dinner, and a snack) (1.c, 2.c)

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)
- 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)

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.
- 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 3 and 8 ounces. **At least half of the grains should be whole grains.**
  - o 1 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: *whole grains* and *refined grains*. (1.c, 2.c)
  - o 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.
  - o 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.
  - o Most refined grains are enriched. This means certain B vitamins (thiamin, riboflavin, niacin, folic acid) and iron are added back after processing.

- o 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)

Additional resources:
www.healthsmartva.org
https://everfi.com/

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)
  - Farmers, farm workers, equipment operators, food packers and packagers
  - Scientists
    - 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.

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.

- 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.
- 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)	

Topic: 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
Healthy choices keep the body working and growing. • 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 8-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)	In order to meet these standards, it is expected that students will • 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). Additional resources: www.healthsmartva.org https://everfi.com/

	Tips to Limit Screen Time: https://medlineplus.gov/

Topic: Disease Prevention/Health Promotion
Standards:
3.1.f   Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread).

3.1.g   Describe the types and causes of noncommunicable/chronic diseases.

3.2.f   Analyze strategies for preventing communicable diseases.

3.2.g   Explain the role of heredity in some chronic diseases.

3.3.f   Develop a plan to prevent the spread of communicable disease.

3.3.g   Explore methods to reduce risks associated with noncommunicable/chronic disease.

Essential Understandings	Essential Knowledge and Skills

Note: Teachers may want to instruct this content with the Body Systems topic.
 	
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.
• Diseases that spread from one person to another are communicable diseases. (1.f)
• Communicable disease may be caused by (1.f)
   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
	In order to meet these standards, it is expected that students will
	• 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 non-communicable/chronic disease (3.g).

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.
  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
    ▪ 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)
  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 uniforms), personal items (i.e., combs, brushes, towels), or forks, spoons, or beverage containers.
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life.
- 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)

Topic: 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.

3.1.i Identify body systems affected by the use of alcohol, tobacco, nicotine products (e.g., electronic smoking devices), inhalants, and other drugs.

3.2.h Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

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.h Create a health message about the proper use of prescription and nonprescription medications.

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
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. • 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	In order to meet these standards, it is expected that students will • 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);

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)
- 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.

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.
- 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.

- 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).

Additional resources:
www.healthsmartva.org
https://everfi.com/

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)

- 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)

Note: other drugs such as marijuana/cannabis may cause lung, memory, and motivation problems.

- 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
  o Say "no." There is no substitute for the word "no." It makes any refusal stronger.
  o Repeat the refusal.
  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. Nonverbal 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.	

Topic: 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.l   Identify different safety drills that are important for home and school.
3.2.l   Demonstrate proper behavior during safety drills at school.
3.3.l   Practice disaster-preparedness procedures at home and at school.

Essential Understandings	Essential Knowledge and Skills
Following rules and being safe are part of a healthy lifestyle.	In order to meet these standards, it is expected that students will
• Home safety (1.j, 2.j)	• 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);
o 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.	• 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);
o To further avoid burns, do not touch or play with matches, candles, or fireplaces.	

o   Always ask an adult before using any kitchen appliances. To avoid, being pierced or cut, do not use sharp knives. Always carry scissors with the blade pointing down while walking.
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.
•   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)

The Internet is an amazing place to learn new things, but there are things to be aware of to stay safe.
•   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

•   create a family or living environment 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);
•   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).

Additional resources:
www.healthsmartva.org
https://everfi.com/

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)
- Online safety rules may include (3.k)
  - 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.

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.
- 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.l. 2.l)
- School Drills (1.l, 2.l)
  - Fire/evacuation, tornado, lockdown, and bus drills.
  - Review school- and classroom-specific information as appropriate for these drills.

Topic: 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.

3.1.n   Describe the benefits of friendship and list the qualities of a good friend.

3.1.o   Define conflict and identify possible situations where conflict can occur with family and friends.

3.2.m   Explain how to identify, express, and respond to emotions in a healthy way.

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).

3.2.o   Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.

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.

3.3.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).

3.3.o   Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.

Essential Understandings	Essential Knowledge and Skills
Everyone experiences different emotions. It is important to express emotions in a healthy way.	In order to meet these standards, it is expected that students will
• 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.	• 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);
• 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)	

- 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:
  - 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.

Good friends are good for your health.
- Friend: A person you like and enjoy being with. (Merriam-Webster)
- 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)

- 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).

Additional resources:
www.healthsmartva.org
https://everfi.com/

Resolving arguments/disagreements/conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help.

- Conflict is a strong disagreement between people or groups (Merriam-Webster). (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)
  - o Being able to reduce your own stress quickly (calming down before addressing the conflict).
  - o 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).
  - o Stating what the conflict is about.
  - o Using communication skills:
    - ▪ Listening carefully to others.
    - ▪ Speaking directly to each other.
    - ▪ Speaking honestly, and with kindness.
  - o Proposing solutions or compromises.
  - o 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.
  - o 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 is the potential for a physical altercation. (3.o)

Topic: Violence Prevention
Standards:
3.1.p   Describe what bullying is and how to identify it.
3.1.q   Explain the benefits of positive communication on relationships with family and friends.

3.2.p   Identify ways to safely stand up to bullying and how to get help.
3.2.q   Describe how to communicate directly, respectfully, and assertively with family and friends.

3.3.p   Describe how to report bullying and how to advocate for oneself and for others who are bullied.
3.3.q   Demonstrate positive ways to communicate with family and friends.

Essential Understandings	Essential Knowledge and Skills
Note: Teachers may wish to invite the school counselor to co-teach lessons. Bullying is a serious problem, and often the person being bullied does not know how to safely seek help. • 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) There are ways to deal with and report bullying. (2.p) • What can kids do? (Stop Bullying) o Nobody should be mean to others.	In order to meet these standards, it is expected that students will • 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,

- o   Treat everyone with respect.
- 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.

How to advocate for yourself appropriately if bullied. (3.p)
- 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)
- 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.

Communication is an important part of any relationship. Positive relationships require communication, compromise, and understanding.
- Communication is an exchange of information through symbols, signs, or behaviors (Merriam-Webster). Communication may be written, verbal, or nonverbal. Communication allows for the exchange of ideas, knowledge, understanding, what a

stand up to bullying, and help friends who are being bullied (3.p);
- 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).

Additional resources:
www.healthsmartva.org
https://everfi.com/

person's needs are, and what people are experiencing that helps build healthy positive relationships. (1.q)
- 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)
  - Be friendly.
  - Think before you speak.
  - Be clear.
  - Focus on your body language (nonverbal communication).
  - 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)
  - Eye contact
  - Facial expressions (smile, frown)
  - Gestures (nodding)
  - Posture (facing person you are speaking with)
  - Tone of voice
  - Volume of voice

Topic: 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
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) • 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) 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.	In order to meet these standards, it is expected that students will • 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). Additional resources: www.healthsmartva.org https://everfi.com/

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- Items that can be recycled at home include clean glass bottles; 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.
- 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)
- Community: Pick up and dispose of waste and recyclables properly; have a community cleanup day.

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Topic: Body Systems
Standards:
4.1.a   Identify the major structures and functions of the immune system.
4.2.a   Describe how the immune system defends against germs.
4.3.a   Describe the effects of nutrition, personal hygiene, and sleep on the immune system.

Essential Understandings	Essential Knowledge and Skills
The immune system is responsible for protecting the body from germs, viruses, and other foreign substances. • The immune system is made of tissues and organs that produce, store, and carry white blood cells that fight infections and other diseases. White blood cells are a type of blood cell that is made in bone marrow and found in the blood and tonsils, spleen, bone marrow, lymph nodes, and lymphatic vessels. They help the body fight infection. (NIH National Cancer Institute) (1.a) • When germs, such as bacteria or viruses, invade the body, they attack and multiply. This invasion, called an infection, is what causes illness. The immune system uses white, or immune cells, for fighting infection. 　o The largest type of white blood cells swallows up and digest germs, plus dead or dying cells. White blood cells leave behind parts of the invading germs called antigens. The body identifies antigens as dangerous and stimulates antibodies to attack them. 　o There are also defensive white blood cells. They produce antibodies that attack the antigens left behind. 　o Another type of defensive white blood cell attacks cells in the body that have already been infected. (CDC) (2.a) • To strengthen the immune system, it is important to maintain healthy lifestyle. (3.a)	In order to meet these standards, it is expected that students will • label/list structures where white blood cells are found (1.a); • describe how the immune system protects the body from germs (bacteria, viruses) and other harmful substances (2.a); • explain the concept of infection (2.a); • list strategies for building immunity against disease (3.a). Additional resources: www.healthsmartva.org https://everfi.com/

o Eat a diet high in fruits, vegetables, and whole grains, and low in saturated fat. o Exercise regularly. o Get adequate sleep. o Take steps to avoid infection, such as washing your hands frequently. o Get regular medical checkups, which may include vaccines/shots. o Avoid alcohol and substance use/misuse.	

Topic: Nutrition
Standards:

4.1.b   Identify foods that contain saturated and trans fat.

4.1.c   Describe the importance of protein for growth and development.

4.1.d   Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.

4.2.b   Describe the effects of saturated and trans fat on overall health.

4.2.c   Identify a variety of animal and plant-based protein foods.

4.2.d   Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages.

4.3.b   Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes.

4.3.c   Design snack options that include protein, vegetables, and fruit.

4.3.d   Explain how serving sizes, additives, preservatives, and added sugar affect one's health over time (e.g., increased vulnerability to disease and obesity).

Essential Understandings	Essential Knowledge and Skills
Fat is an important part of a healthy diet. Some kinds of fat are better than others and are actually good for your health. Eating more unsaturated fat than saturated and trans fat can reduce your risk of heart disease and improve "good" (HDL) cholesterol levels. (Talking About Trans Fat) • Fat from foods gives you energy. Fat fuels the body, helps absorb some vitamins, and insulates the body. Some foods, including most fruits and vegetables, have almost no fat. Foods that have fat include nuts, oils, butter, milk and meats like beef. (1.b) • Major types of fat. (1.b) o **Saturated fat:** Saturated fat is found in beef, pork, and chicken. Leaner animal products, chicken breast, or pork loin often have less saturated fat.	In order to meet these standards, it is expected that students will • analyze a variety of food labels for saturated fat, trans fat, additives, preservatives, sodium, sugar, and serving sizes (3.b, 2.d); • compare and contrast two food labels and/or two beverage labels (one healthier than the other), such as two cereals, and explain which would be the healthier choice and why (1.b, 2.b, 2.d, 3.d);

Saturated fat can be found in desserts and baked goods, cheeses and foods containing cheese, hot dogs, ice cream, fried potatoes (if fried in saturated fat), whole milk, and full-fat dairy foods.

o **Trans fat:** Trans fat is naturally found in small amounts in some animal products, such as meat, whole milk, and milk products. Trans fat can be found in cakes, cookies, doughnuts, crackers, icings, margarines, and microwave popcorn. Trans fat is listed on the food label.

o **Unsaturated fat:** Unsaturated fat is found in plant foods and fish. These fats are good for heart health, especially when they are used in place of saturated and trans fats. Unsaturated fats are found in salmon, avocados, olives, and walnuts, and vegetable oils like soybean, corn, canola, and olive oil.

- Saturated fat and trans fat can raise cholesterol and increase the chance of getting heart disease and/or diabetes. (2.b)
- Choose the right amount of fat and the right kind of fat—lean meats, fish, and heart-healthy oils. Reduce the amount of processed foods, fast foods, and fried foods. (3.b)

Protein is one of the five MyPlate food groups and is important for building, maintaining, and replacing tissues in the body.
- Protein builds, maintains, and replaces the tissues in the body. Muscles, organs, skin, and the immune system are made up mostly of protein. (1.c)
- Protein is in foods like eggs, meat, poultry (chicken), seafood, milk, and plant-based proteins. (2.c)
- Plant-based proteins include nuts (peanuts and almonds), beans, soybeans (soy products, tofu, and edamame), quinoa, lentils, chickpeas, beans with rice, and dark leafy greens and vegetables. (2.c)

- analyze snack options using USDA's MyPlate recommendations (3.c);
- explain the importance of protein for body function and list examples of foods with protein (1.c);
- create a snack that includes lean protein, fruit, and/or vegetables (3.c);
- compare and contrast a variety of food labels for serving size and sugar content (2.d);
- explain the effects of saturated fat and trans fat on overall health and how to use serving size to moderate intake (1.b, 3.b).

Additional resources:
www.healthsmartva.org
https://everfi.com/

Eating a variety of healthy foods every day contributes to good overall health. Food labels should be evaluated to make nutritional decisions. (12 Common Food Additives—Should you avoid them?)

- Additives and preservatives: Used to add nutrients, enhance flavor, enhance the appearance or texture of a product, or used to extend a product's shelf life. Some of these substances have been associated with adverse health effects and should be avoided, while others are safe and can be consumed with minimal risk. (1.d, 2.d)
  - o Artificial food coloring: More research is needed to evaluate the safety and potential health effects of artificial food coloring for humans.
  - o Sodium nitrite is found in bacon, sausage, hot dogs, and ham. A higher intake of nitrites may be linked to higher risk of several types of cancer.
  - o High-fructose corn syrup is found in soda, juice, candy, breakfast cereals, and snack foods. High-fructose corn syrup is associated with weight gain and diabetes.
  - o Artificial sweeteners (e.g., Aspartame, Sucralose, Acesulfame K., Saccharine) are used to enhance sweetness while reducing caloric content. Certain types may cause mild side effects like headaches but are generally considered safe in moderation.
  - o Natural sugars (e.g., stevia, monk fruit).
  - o Artificial flavors are chemicals that mimic the taste of other ingredients. Some animal studies have found that artificial flavoring may be toxic to bone marrow cells. More research is needed to evaluate the effect in humans.
- Sodium: Most people get the amount of sodium they need. Packaged, canned, and processed foods available in the supermarket, in restaurant foods, and in fast foods tend to have larger amounts of sodium. Too much sodium can increase the risk for high blood pressure. The American Heart Association

recommends about 1500 milligrams of sodium per day (less than one-quarter teaspoon). (1.d, 2.d)

- Added sugar: Sweeteners and syrups that are added when foods or beverages are processed or prepared (e.g., candy, soft drinks, baked goods, processed foods); add calories but no nutrients. Eating too much added sugar is linked to weight gain and disease like obesity, diabetes, and heart disease. The American Heart Association recommends a maximum of 150 calories (37.5 grams or 9 teaspoons) for men and 100 calories (25 grams or 6 teaspoons) for women of added sugar a day. (Heart.org) One 12-oz can of cola contains about 140 calories from sugar and a regular-sized Snickers bar contains 120 calories from sugar.

- Serving sizes: Nutrition Facts labels list a serving size, which is an amount of food, such as one cup of cereal or two cookies. Nutrients listed are based on one serving size (which may not be the whole package/container). (1.d, 2.d, 3.d)
  - o If there are 30 cookies in a box and 15 servings in a box of cookies, then the nutrients listed are for two cookies, not all 30 cookies.
  - o Serving sizes help people understand how much they are eating. If you ate four cookies, that would be two servings. That would mean twice the nutrients listed but also twice the calories and twice the sugar, additives, preservatives, and sodium listed in the food or beverage.

Topic: Physical Health

Standards:

4.1.e   Describe the benefits of rest, sleep, and a physically active lifestyle.

4.2.e   Explain how physical activity, rest, and sleep affect physical and mental health.

4.3.e   Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.

Essential Understandings	Essential Knowledge and Skills

A balanced healthy lifestyle includes sufficient physical activity, healthy food choices, and sleep.
• Physical activity is movement that makes the heart beat faster. Physical activity helps control weight, builds lean muscle, reduces fat, promotes strong bone, muscle and joint development, and decreases the risk of obesity. Physical activity also helps people feel better. (1.e, 2.e)
• Recommendations for physical activity: 60 minutes daily of moderate to vigorous physical activity (activity that increases heart rate). (3.e)
• Sleep helps your brain, mood, and dealing with stress. Lack of sleep can affect mood, energy, attention, and academic performance. (1.e, 2.e)
• Elementary students between the ages of 6-12 need 9-12 hours of sleep a night to maintain health (How Much Sleep Do I Need). (3.e)
• In order to get enough sleep, go to bed at the same time every night, avoid screen time right before bedtime, be calm and quiet before going to bed, don't eat much before bedtime, and don't drink (especially caffeine) before bedtime. (3.e)
• Rest is a state of being calm but still alert to surroundings. Rest can include stopping activity and relaxing, sitting or lying down, eyes open or shut, and being quiet. Rest does not involve napping or sleeping, but resting can lead to sleeping. There is not a recommendation for rest; however, the body usually gives signs that rest is needed, such as feeling tired. (1.e, 2.e)
	In order to meet these standards, it is expected that students will
	• create a physical activity plan for 60 minutes a day, including inside and outside of school activities (1.e, 2.e, 3.e)
	  o track activities for three days to one week and reflect on meeting the goal of 60 minutes per day.
	  o reflection should include why physical activity is important and if they noticed a difference in how they felt when getting enough physical activity;
	• create a sleep and rest plan (1.e, 2.e, 3.e)
	  o track rest and sleep for three days to one week and reflect on meeting sleep goal of 9-12 hours each night
	  o reflection should include why rest and sleep are important and whether they noticed a difference in how they felt when getting enough sleep.

	Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Disease Prevention/Health Promotion
Standards:
4.1.f   Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread).
4.1.g   Describe the types and causes of noncommunicable/chronic diseases.

4.2.f   Analyze strategies for preventing communicable diseases.
4.2.g   Explain the role of heredity in some chronic diseases.

4.3.f   Develop a plan to prevent the spread of communicable disease.
4.3.g   Explore methods to reduce risks associated with noncommunicable/chronic disease.

Essential Understandings	Essential Knowledge and Skills

Note: Teachers may want to instruct this content with the Body Systems topic.
 	
Communicable disease (cold, flu, some viruses) is spread from one person to another and can be spread by germs getting on hands and then hands touching the face or touching others spreading the disease.
• Diseases that spread from one person to another are communicable diseases. (1.f)
• Communicable disease may be caused by (1.f)
   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
	In order to meet these standards, it is expected that students will
	• identify communicable disease causes and how they are spread (1.f);
	• create strategies/plans 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 the risk of noncommunicable/chronic disease. (3.g)

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always important to your cover mouth/nose when sneezing or coughing and wash hands often. Antiviral drugs (not antibiotics) can ease symptoms and shorten length of illness.
- 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
  - ▪ 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)
  - 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 your 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 uniforms), personal items (i.e., combs, brushes, towels), or forks, spoons, or beverage containers.

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Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. • 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 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)	

Topic: Substance Use/Misuse Prevention

Standards:

4.1.h   Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.1.i   Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.2.h   Examine factors that can influence an individual's decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.2.i   Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.

4.3.h   Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.

4.3.i   Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.

Essential Understandings	Essential Knowledge and Skills
All drugs (medicines and medications) will affect the body and how it functions. The brain continues developing until roughly 25 years of age. Alcohol, drugs, cannabis, insufficient physical activity, and poor nutrition affect brain development. Drugs that are misused or abused have negative and sometimes lasting effects on body systems. • Alcohol is a depressant. It slows down or depresses the brain; 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; might feel relaxed and happy and later start crying or get in an argument. Drinking too much alcohol can lead to alcohol poisoning, which can cause death. Long-term use of alcohol will cause liver failure, cancer, and affect motor (movement) functions. (1.h)	In order to meet these standards, it is expected that students will • create a chart with body organs/systems listed and identify harmful substances and how they affect the organ/system (1.h); • describe how alcohol, tobacco, inhalants, and marijuana/cannabis affect the body and mind (1.h); • describe reasons why students may start using drugs, include a description of peer pressure (2.h, 2.i); • list reasons why students avoid using drugs (3.h);

- Tobacco: Tobacco in any form is unsafe. Nicotine is found in tobacco and tobacco products. It affects brain function and leads to addiction. Nicotine is quickly absorbed into the bloodstream. Within 10 seconds of entering the body, nicotine reaches the brain. It causes the brain to release adrenaline, creating a buzz of pleasure and energy. The buzz fades quickly and leaves the person feeling tired, a little down, and wanting the buzz again. This feeling is what makes a person light up the next cigarette. A person will need to smoke more cigarettes to get the nicotine's pleasurable effects and prevent withdrawal symptoms. This cycle repeats again and again, leading to addiction. Addiction keeps people smoking even when they want to quit. Smoking harms nearly every organ of the body causing many diseases, including cancer, heart disease, and respiratory (lung) diseases. (CDC)(1.h)
- Nicotine products: Nicotine products, including e-cigarettes, vape pens, vape pods, and hookahs (water pipes) are filled with tobacco, nicotine, and other harmful chemicals. The use of e-cigarettes is unsafe for all ages. E-cigarettes are advertised as "less harmful" and have flavors to attract kids. Most e-cigarettes contain nicotine. Nicotine is highly addictive and can harm adolescent brain development, which continues into the early to mid-20s. Young people who use e-cigarettes may be more likely to smoke cigarettes in the future. Health experts report serious lung illnesses in some people who vape, including some deaths. There is still much that is not known about the short- and long-term effects of these devices. (NIDA/CDC) (1.h)
- Marijuana (NIDA): the dried leaves and flowers of the *Cannabis* plant. Of the more than 500 chemicals in marijuana, THC (*delta-9-tetrahydrocannabinol*) is responsible for the drug's mind-altering effects. THC is the ingredient that makes a person high. THC distorts how the mind perceives the world. Marijuana/cannabis is used by smoking, inhaling smoke, inhaling vapor through devices and can be in tea and foods. (1.h)

- create a positive message about refusing drugs or alcohol; include a slogan or catchphrase that can empower others and write a brief summary about the picture (3.i);
- apply and justify use of refusal/resistance skills to a variety of situations (1.i, 2.i, 3.i).

Additional resources:
www.healthsmartva.org
https://everfi.com/

o   Using marijuana/cannabis can cause breathing problems, increased heart rate, and intense nausea and vomiting.
o   Short-term effects on the brain: When a person smokes marijuana/cannabis, THC quickly passes from the lungs into the bloodstream. The blood carries the chemical to the brain and other organs throughout the body. Effects include:
  ▪   Altered senses (for example, seeing brighter colors).
  ▪   Altered sense of time.
  ▪   Changes in mood.
  ▪   Impaired body movement.
  ▪   Difficulty with thinking and problem-solving.
  ▪   Impaired memory.
  ▪   Hallucinations, delusions, and psychosis possible when taken in high doses.
o   Long-term effects on the brain: Marijuana/cannabis affects brain development. It may impair thinking, memory, motivation, and learning functions and affect how the brain builds connections between the areas necessary for these functions. Researchers are still studying how long marijuana's effects last and whether some changes may be permanent. (1.h)
•   Inhalants: Inhalants are various products—such as nail polish remover, paint thinner, spray paints, markers, glues, butane lighters, and cleaning fluids—found in the home or workplace. They contain dangerous substances that have *psychoactive* (mind-altering) properties when inhaled. These products are not intended for getting high, but some people use them for that purpose. When these substances are used for getting high, they are called inhalants. Inhalants are the only substance used more by younger than by older teens. (1.h)
o   Short-term effects may include dizziness, disorientation, emotional volatility, loss of coordination, distortion of perception, cognitive

impairment (thinking is impaired), hallucinations, tremors, lightheadedness, diminished sensitivity to pain, and slurred speech.
- o Long-term effects of inhalant use may include liver and kidney damage, hearing loss, bone marrow damage, loss of coordination and limb spasms (from nerve damage), delayed behavioral development (from brain problems), and brain damage (from cut-off oxygen flow to the brain).

It is possible to overdose on inhalants, can cause seizures and coma, and can even be fatal. Many solvents and aerosol sprays contain a large amount of chemicals. Sniffing these products can cause the heart to stop within minutes. Known as *sudden sniffing death*, this can happen to otherwise healthy young people the first time they use an inhalant. Using inhalants with a paper or plastic bag or in a closed area may cause death from suffocation (being unable to breathe).

Note: other drugs that are a concern in the community may be included.
- No one should smell, sniff, taste or eat unknown substances, including/especially white powder, as these substances may be harmful.
- Always ask a parent or adult about the composition of an unknown substance before smelling, touching, or picking it up – Stop! Ask First.

The adage that "everyone is doing it" is incorrect. It is important to be able to say no and create a safe and drug-free environment. (2.h)
- Reason's people use: Curiosity, peer pressure, a desire to fit in with friends, a desire to be liked, appear older, avoid conflict, experiment, see others doing it, have easy access to it, are influenced by social media, use to control weight, and look cool.
- Pressure is the feeling that you are being pushed toward making a certain choice—good or bad.
- A peer is someone in your own age group.

• Peer pressure is the feeling that someone your own age is pushing you toward making a certain choice, good or bad. (2.i)
Research shows using refusal skills is one of the best ways to prevent substance abuse. (3.h)
• Reasons people avoid: They get involved in activities, talk to trusted adults, practice how to say no, set goals to achieve, understand the consequences, and make a conscious choice not to start.
• Refusal Skills (1.i)
Verbal
   o Say "no." There is no substitute for the word "no." It makes any refusal stronger.
   o Repeat the refusal.
   o Suggest an alternative (suggest something to do instead).
   o Build the friendship. Say something to let the person know you are their 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.
Nonverbal
   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.	

Topic: Safety/Injury Prevention

Standards:

4.1.j   Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.

4.1.k   Describe safe and unsafe use of the Internet, including online gaming.

4.2.j   Explain the health consequences of not following safety practices for recreational activities.

4.2.k   Explain the consequences of unsafe Internet use.

4.3.j   Promote safe participation in recreational activities.

4.3.k   Develop strategies for safe Internet and online gaming use.

Essential Understandings	Essential Knowledge and Skills
Safety measures are put in place to help prevent accidents and tragic events from happening. - Biking: Wear a helmet; wear bright color clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk bike across road; and look for cars before crossing the road. (1.j) - Recreational equipment (scooter, skateboard, in-line skates/rollerblading): Wear a helmet, elbow and knee pads, wrist guards, and sneakers; be aware of others when using a skate park; only ride in appropriate areas; and be aware of others on sidewalks. (1.j) - Water: Learn how to float, and take swim lessons; wear a personal floatation device (lifejacket) when swimming if not comfortable in the water or when boating; do not swim alone; follow a lifeguard's directions, walk around the pool, and don't push or jump on others. Know the laws for wearing a personal floatation device when swimming or boating. (1.j)	In order to meet these standards, it is expected that students will - create a poster illustrating someone handling a situation safely versus unsafely (i.e., riding bike with helmet or without a helmet) (1.j); - create and perform a skit to convince friends to wear safety gear and include the hazards of not following safety practices (2.j, 3.j); - list/identify safe and unsafe uses of Internet/online gaming; explain what to do if someone asks for personal information or wants to meet (1.k, 2.k); - create a personal safety plan for being online (internet use/online gaming) (3.k);

• Falling can happen when biking, skateboarding, or using other recreational activities. Protective equipment helps prevent or lessen the severity of brain and body injuries that may result from falling. Safety is not just about the person doing the activity like biking; bikers need to be aware of the movements of others (e.g., cars, pedestrians, other bikers). (2.j)
 	
The Internet is an amazing place to learn new things; but there are things to be aware of to stay safe. People are not always who they say they are online.
• Internet: Only visit sites approved by a parent/guardian, teacher, or other trusted adult. Do not provide personal information on websites; don't give your name, age, where you live, what school you go to, or a phone number. Ask a parent/guardian before providing information on a website, and tell an adult if something makes you feel uncomfortable (1.k)
• 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 any pictures, or tell them personal information. Kids and adults have been tricked by online strangers. If you feel uncomfortable or do not know a person trying to contact you, tell a parent. (1.k, 2.k)
• Online safety rules (3.k)
   o Tell my parents or other 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.
   o Tell my parents before sharing any personal information (i.e., name, address, phone number, school).
   o I will not meet someone in person that I have only met online.
   o I will not be mean or rude online.
	• identify locations where swim lessons are provided in your community.
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

Topic: Mental Wellness/Social and Emotional Skills

Standards:

4.1.l   Identify feelings and emotions associated with loss and grief and their impact on one's health.

4.1.m Describe self-concept and how it can be influenced by internal and external factors.

4.1.n   Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).

4.1.o   Recognize that every person is different and has different needs.

4.2.l   Describe healthy coping skills for handling the emotions of loss and grief.

4.2.m Describe how developing a healthy self-concept is an ongoing and essential life skill.

4.2.n   Explain how bullying affect individuals and one's health.

4.2.o   Analyze positive strategies for resolving conflict.

4.3.l   Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.

4.3.m Explain how challenges and successes provide learning experiences to help develop a healthy self-concept

4.3.n   Practice initiating, sustaining, and ending conversations.

4.3.o   Describe ways to show compassion for others.

Essential Understandings	Essential Knowledge and Skills
Note: Teachers may want to invite the school counselor, social worker, or psychologist to co-teach this content. Emotions are part of human nature. Everyone experiences different emotions. Some emotions are comfortable, and some may be uncomfortable. It is important to express emotions in a healthy way. • The death of a loved one is a big change and may be difficult to understand. People cope and grieve in different ways. Coping and grieving are two words that describe the way people adjust to or deal with a difficult change or loss in their lives. (1.l)	In order to meet these standards, it is expected that students will • describe the feelings/emotions associated with loss and grief (1.l); • list healthy coping skills for handling loss and grief (2.l); • write a letter to a friend to help them with loss and grief, including coping skills and adults who can help at home and in school (3.l);

- Loss and grief may cause sadness, anger, fear, stomachaches, headaches, and difficulty sleeping. These emotions and responses may affect a person's ability to concentrate and learn in school. (1.l)
- Being aware of emotions, noticing them, and naming them as they are felt can help people manage their emotions. (2.l)
- Naming emotions, noticing how long emotions last, and talking about them with others are ways to manage emotions. (2.l, 3.l)
  - o Talk to a parent or other trusted adult (i.e., school counselor, social worker, or psychologist) or a friend.
    - ▪ School counselors can help students cope with change, develop positive feelings, develop self-knowledge, make effective decisions, develop relationship skills, make healthy choices, and resolve conflicts.
    - ▪ School social workers help students cope with crisis situations and conflict and help students and families access community resources.
    - ▪ School psychologists help students with academic, mental health and behavioral needs.
  - o Think positively. Think about one or two good things about yourself or the situation.
  - o Play a game or sport, ride a bike, dance, run, take a walk, make art or music, read, write about the feelings, or spend time with someone you like.

A healthy self-concept can positively affect life choices and relationships. Self-concept refers to how you see yourself in relation to your environment, relationships with others, and cultural beliefs.
- Self-concept is the mental image one has of oneself (Merriam-Webster); individual perceptions of our behavior, abilities, and unique characteristics; and answers, "Who am I?" (1.m)

- create a picture of healthy self-concept (Who am I?), including strengths, weaknesses, attributes, traits, and relationships (individuals and groups) (1.m);
- explain how facing challenges and solving problems can help build a healthy self-concept (3.m);
- list effective communication skills and use them to practice role-plays of different situations (1.n, 2.n, 3.n);
- use a Venn diagram to compare and discuss attributes, traits, strengths, and weaknesses for two different people (1.o);
- develop posters or other media that can be shared in the school to show classmates how to report bullying, stand up to bullying, and how to show compassion for anyone being bullied (2.o, 3.o).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- Self-concept includes perceived personal attributes, personality traits, strengths, weaknesses, relationships with others, and membership in social groups. (1.m)
- Self-concept is influenced by internal and external factors. Influences can be positive and negative. (1.m)
  - o Internal factors include what you think about yourself and/or others, what you pay attention to, how you interpret the events and circumstances of your life, and how you reframe both failure and success.
  - o External sources include the environment you spend time in and interactions with others.
  - o Successes, challenges, and failures all contribute to development of self-concept. Learning from successes, challenges, and failures can positively affect a healthy self-concept. (3.m)
- Self-concept begins at birth and continues to develop throughout life. Self-concept effectively determines what a person will do or choose not to do at any given moment in time. (2.m)

Communication is an important part of any relationship. Positive relationships require communication, compromise, and understanding.
- Positive and respectful ways to communicate include talking at an appropriate tone, waiting for a turn to speak, allowing others to provide feedback, and body language (eye contact, gestures). (1.n)
- Effective communication gives the best chance of successfully delivering a message. (1.n)
- Verbal communication: The use of words and sounds to send an oral or written message (e.g., conversation, text messages, phone calls, social media posts). The is generally used to describe oral communication. Verbal communication skills may include (1.n)

o   Think before you speak/write.
o   Be clear.
o   Focus on your body language (nonverbal communication).
o   Be an active listener.
▪   Active listening: Focus on what the other person is saying, make sure you understand what they are saying (ask questions), and show respect.
• Nonverbal communication includes facial expressions, body language, gestures, and tone and voice volume. Nonverbal communication skills may include (1.n)
o   Eye contact.
o   Facial expressions (smile, frown).
o   Gestures (nodding).
o   Posture (facing the person with whom you are speaking).
o   Tone of voice.
o   Volume of voice.

Everyone is unique and should be respected for their different strengths and characteristics. Showing respect for others includes being kind, considerate, and cooperative.
• Everyone has different strengths that make them special, unique and different from others. Personal strengths are the things a person is good at and likes to do. Understanding that everyone has different strengths that make each of us unique helps us to understand one another. (1.o)
• Bullying is a serious problem, and often, the person being bullied does not know how to safely seek help. (StopBullying.gov)
o   Bullying is an intentional way to hurt someone's feelings. It is usually targeted at the same person over time. 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 ("cancelling" a person—leaving someone out on purpose, telling other children not to be friends with someone, blocking someone on social media or public shaming, spreading rumors about someone, or embarrassing someone in public). (2.o)

- o Kids who are bullied can feel different, powerless, unpopular, and/or alone. They can also feel sad, lonely, or nervous; feel sick; have problems at school; or may bully other kids. (2.o)
- Showing compassion can include actively listening to others to understand what they are experiencing or feeling, treating others as you would want to be treated, and what you can say and do to support them. (3.o)

Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.

Topic: Violence Prevention

Standards:

4.1.p   Explain the difference between teasing and taunting and when teasing and taunting can be considered bullying.

4.1.q   Describe steps to resolve a conflict.

4.1.r   Recognize harmful or abusive relationships.

4.2.p   Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.

4.2.q   Demonstrate effective communication skills.

4.2.r   Explain why bullying or teasing someone who may have different needs or abilities is inappropriate.

4.3.p   Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others.

4.3.q   Demonstrate strategies to resolve conflict in a variety of situations.

4.3.r   Identify trusted adults at home, in school, and in the community who can help with unsafe or uncomfortable situations.

Essential Understandings	Essential Knowledge and Skills
Everyone does not enjoy teasing, and people do not like being taunted. These situations can make people feel bad and may be considered bullying. Bullying is never the right thing to do. • Teasing is a way to joke with friends that is not intended to be harmful and is stopped when someone is uncomfortable. However, teasing can hurt. Unwanted teasing should be addressed. Teasing may be considered a form of verbal bullying if it becomes harmful and is not stopped. Tell the person teasing how it makes you feel if you feel safe. Get help from an adult if the teasing does not stop or the teasing makes you feel unsafe. (1.p) • Taunting is intended to hurt someone's feelings and can be seen as a form of verbal bullying. Taunting may include mocking, insulting, hassling, or ridiculing (making an object of laughter, belittling). (1.p)	In order to meet these standards, it is expected that students will • explain the differences and similarities between teasing, taunting, and bullying (1.p) • explain why people with different needs or abilities are at higher risk to be bullied and how to help someone who is being bullied (2.p) • role-play scenarios dealing with reporting and/or coping with bullying situations (3.p)

• It is never acceptable to bully anyone for any reason. Children with disabilities—such as physical, developmental, intellectual, emotional, and sensory disabilities—are at an increased risk of being bullied. Any number of factors— physical vulnerability, social skill challenges, or intolerant environments—may increase the risk. Kids with special health needs, such as epilepsy or food allergies, also may be at higher risk of being bullied. Bullying can include making fun of kids because of their allergies or exposing them to the things that can cause an allergic reaction. In these cases, bullying is not just serious, it can mean life or death. One reason children and young adults with special health care needs might be at higher risk for bullying is a lack of peer support. Having friends who are respected by peers can prevent and protect against bullying. (Bullying and Youth with Disabilities and Special Health Needs) (2.p)
 • There are ways to deal with and report bullying and unwanted teasing and taunting. What can kids do? (stopbullying.gov) (3.p)
   o Nobody should be mean to others.
   o Treat everyone with respect.
   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. How to advocate for self appropriately if bullied: (3.p)
   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. Do not fight back. Find an adult to stop the bullying on the spot.
   o Talk to an adult you trust. Do not 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.
 • Avoid bullies and tell a trusted adult if you feel threatened. (3.p)
 • Review class- and school-specific reporting protocols for bullying. (3.p)
	• list conflict resolution skills and apply to a variety of conflict situations (1.q, 2.q, 3.q)
	 • create a story about someone who was able to recognize and get out of an abusive friendship (1.r, 2.r)
	 • identify five trusted adults by tracing around the hand on a piece of paper and on the drawing of each finger write down a grownup that can be trusted; on the palm area, students can describe a trusted adult or identify why seeking help from a trusted adult is important (2.r, 3.r)
	
	 Additional resources:
	 www.healthsmartva.org
	 https://everfi.com/

o   Example: PBIS Bully Prevention's Stop Walk and Talk Strategy—(1) Indicating through words and gesture to stop, (2) walking away if the problem continues, and finally (3) talking to an adult if the issue is still not resolved.
- When you see bullying, there are safe things you can do to make it stop. (3.p)
  o   Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- 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. (3.p)

Resolving arguments/disagreements/conflict can be done without hitting, pushing, or other physical means. Adults can be asked for help if the conflict cannot be resolved.
- 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).
- Skills to address conflict (1.q)
  o   Be able to reduce your own stress quickly (calm down before addressing the conflict).
  o   Be aware of how you and the other person are feeling.
  o   State what the conflict is about.
  o   Use clear communication skills (2.q):
    ▪   Listen carefully to others.
    ▪   Speak directly to each other.
    ▪   Speak honestly and with kindness.
  o   Propose solutions or compromises.
  o   Agree on 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 how to resolve the problem; and compromise on the resolution of the conflict. (3.q)

o Compromise happens when all participants agree on a solution even if it is not everyone's first choice.
 	
A relationship where one does not feel physically safe, mentally safe, or both, is harmful.
• Harmful or abusive relationships (child abuse) can affect anyone, any child. Any time a child feels unsafe or uncomfortable (physically safe, mentally safe, or both) they should tell a trusted adult and keep telling until they get help. A child can experience abuse from a friend/peer, sibling, parent, other family member, babysitter, coach, or anyone. (1.r)
• Note: It is at the discretion of the school division to determine the extent of inclusion of different types of abuse.
• It is important to have a trusted adult to talk with when faced with an uncomfortable situation. Children/students could talk to (3.r):
  o parent or caregiver
  o another family member
  o friend's parent
  o teacher
  o doctor
  o school nurse
  o counselor, social worker, psychologist
  o neighbor
  o sports coach
  o religious leader.	

Topic: Community/Environmental Health

Standards:

4.1.s   Describe the effects of water pollution on health.

4.1.t   Identify community health issues.

4.2.s   Explain the health consequences associated with water pollution.

4.2.t   Discuss the benefits of volunteering and identify local volunteer opportunities.

4.3.s   Develop strategies to reduce water pollution.

4.3.t   Identify possible solutions for a community health issue and volunteer opportunities to address the issue.

Essential Understandings	Essential Knowledge and Skills
The Earth has a limited amount of water that always gets recycled. It is in a closed system. Because we do not lose or gain water from other sources, it is important to protect the water we have. (NIH National Institute of Environmental Health Sciences) • Water plays a big role in supporting our communities. Firefighting, municipal parks, and public swimming pools all need water. Pipes, canals, and pumping stations managed by public water systems are needed to bring a reliable supply of water to taps each day. Water is used to grow food, manufacture goods, keep businesses running smoothly, and used to meet some of the nation's energy needs. • Water pollution: Caused by rainfall or snowmelt moving over and through the ground. As the runoff moves, it picks up and carries away natural and human-made pollutants, finally depositing them into lakes, rivers, wetlands, coastal waters, and ground waters. These pollutants have harmful effects on drinking water supplies, recreation, fisheries, and wildlife. Water pollution can include (EPA) (1.s, 2.s): o Heavy metals and chemicals from construction sites and factories.	In order to meet these standards, it is expected that students will • describe water pollution and its effects on health and reasons to conserve water and reduce water pollution (1.s, 2.s); • create and share strategies for conserving water and reducing water pollution at home, school, and in the community (3.s); • list community health issues (1.t); • research opportunities to address one or more community health issues (1.t); • identify three upcoming community volunteer events that raise awareness about health issues (2.t); • introduce students to various community service options (e.g., scouts, health walks, neighborhood clean ups) (3.t);

o Oil, grease, and chemicals from our vehicles.	• have students create a plan to protect their community and environment (3.t).
o Pesticides and fertilizers from our lawns and gardens.	
o Sewage and food processing waste.	
• Less than 1% of all the water on Earth can be used by people. The rest is salt water or is permanently frozen. As the population size increases, the amount of consumable water decreases. Therefore, it is important to use water wisely, only use what is necessary, and protect water from pollutants. Contaminated water can spread disease and cause illness. (1.s. 2.s) Conserving/reducing water use can be done by practices, such as turning the water off while brushing teeth or running washing machines only when they are full. Water pollution can be reduced by recycling plastics, throwing garbage away in proper containers and not litter (Litter can be washed into lakes, rivers, streams, oceans, and water systems.). Only flush toilet paper in toilets (no paper towels, tissues, plastics, or medications). (3.s)	Additional resources: www.healthsmartva.org https://everfi.com/
Community health issues may affect families, schools, neighborhoods, cities, counties, and the nation.	
• The Virginia Department of Health provides local health districts with data on community health issues. Community health issues may include pollution, prevention of chronic disease, drug use prevention, homelessness, access to healthy foods, lack of exercise, and mental health issues. (1.t)	
• Ways to get involved in the community to address health issues include volunteering at local races, homeless shelters, sporting events, and school projects. (2.t)	
• A benefit people get from volunteering is the satisfaction of incorporating service into their lives and making a difference in their community and country. Other benefits include pride, satisfaction, and accomplishment. In addition, when we share our time and talents we can (2.t):	
o Solve problems.	

o Strengthen communities. o Improve lives. o Connect to others. o Transform our own lives.	

Topic: Body Systems
Standards:
5.1.a   Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
5.1.b   Identify the major structures and functions of the eyes and ears.

5.2.a   Describe the importance of maintaining a healthy integumentary system.
5.2.b   Identify behaviors and environments that can lead to vision and hearing loss.

5.3.a   Describe ways to care for the integumentary system (e.g., personal hygiene, sun safety).
5.3.b   Describe ways to prevent vision and hearing loss and the associated health care professionals (e.g., optometrist, ophthalmologist, audiologist).

Essential Understandings	Essential Knowledge and Skills
Note: Teachers may want to instruct this content with Disease Prevention/Health Promotion content. The integumentary system protects the body's internal organs and tissues. - Integumentary system: The organ system that protects the body's internal organs and tissues, protects against infectious organisms, dehydration, changes in temperature, and helps dispose waste materials (sweat). (2.a) - Major parts of the integumentary system are skin, hair, and nails. - Skin has three layers: epidermis (the layer on the surface of the body; new skin cells form; contains melanin for protection against sun and gives the skin color [the more melanin, the darker the skin]); dermis (contains blood vessels, nerves, sweat and oil glands; sense of touch); and subcutaneous fat (cushions and protects bones and organs, keep the body warm, contains hair follicles). (1.a, 2.a) - Skin care: Keep clean with water and mild soap. Cover scrapes and cuts with a bandage to keep out dirt and prevent infection. Wear sunblock.	In order to meet these standards, it is expected that students will - label the integumentary system and describe its main functions (1.a, 2.a); - list ways to care for skin, hair, and nails (3.a); - label the structures of the eyes and ears and describe the main functions (1.b); - list ways to protect vision and hearing (2.b); - select one professional for eye or ear health and describe the role of the professional (3.b);

Sunblock is the skin's defense against ultraviolet (UV) radiation exposure from the sun, which can cause skin cancer, sunspots, and premature aging (no matter how much melanin a person has). (3.a)	o interview the school nurse about vision and hearing health and school testing (3.b).
o Hair: Located on almost every part of the body. Hair keeps the body warm, protects from dirt and dust (such as eyebrows and eyelashes), and contains melanin which gives the hair color (1.a, 2.a)	
▪ Care: Keep clean. Some wash their hair daily, but others only once or twice per week (depends on activities such as exercising or swimming). Eat a nutritious diet. (3.a)	Additional resources: www.healthsmartva.org https://everfi.com/
o Nails: Protect the tips of the fingers and toes. Nails are used to scratch an itch or pick up small things (1.a, 2.a)	
▪ Care: Keep clean and trimmed. (3.a)	
Eyes (vision) and ears (hearing) are used to navigate the world by helping to process sights and sounds.	
• Eyes: Take in visual information and send the information to the brain to process.	
o Parts of the eye include: (1.b)	
▪ Eyelid (protects the eye).	
▪ Tear ducts: glands that produce tears to keep eyes moist and help wash away germs, dust, and other particles.	
▪ Cornea: The clear dome in front of the colored part of the eye; helps to focus.	
▪ Sclera: The white outer part of the eye.	
▪ Iris: The color of the eye; helps to control amount of light.	
▪ Pupil: The black circle in the center of iris; lets light into the eye.	
▪ Retina: Takes light and changes it to nerve messages for the brain.	
▪ Optic nerve: Carries the nerve messages from the retina to the brain.	
o Care:	

- Wear eye protection (e.g., goggles, special glasses) during sports, activities, or classes (i.e., science labs) that could injure the eyes.
- Wear sunglasses: Too much light can damage your eyes and cause vision problems later in life.
- Limit screen time: Blue light emitted from screens can damage the eyes and may disrupt sleep. (2.b)
- o Eye care professionals (3.b)
  - Optometrist (for eye exams, vision tests, eyeglasses and contact lenses).
  - Ophthalmologist (provide vision services, eye care, medical eye care, surgical eye care).
- Ears: Take in sounds (auditory) and balance information and send the information to the brain to process (Note: Information about the ears is background knowledge for understanding noise pollution in Community/Environmental Health topic.).
  - o The ear has three main parts (1.b):
    - Outer ear (includes the ear canal; gathers sounds).
    - Middle ear (includes ear drum, eustachian tubes, and three small bones; turns sounds into vibrations).
    - Inner ear: Receives vibrations and hair cells change to electrical impulses for the nerves to take to the brain to interpret for both sound and balance.
      - Cochlea, vestibule (process sound and send messages to the brain via the auditory nerve).
      - Semicircular canals (process information about balance and send messages to brain via the vestibular nerve).
  - o Care:
    - Don't insert things like cotton swabs (Q-tips) and fingernails into the ears. These can scratch the ear canal, push earwax deeper into the ear,

or rupture the eardrum. If earwax bothers you, talk to a parent, who can talk with a doctor. ▪ Turn down volume on video games, TV, and phones. ▪ Wear hearing protection (like earplugs or protective earmuffs/ headphones) when around loud noises (i.e., music concert, lawn mowers, or other equipment). (2.b) o Ear care professionals (3.b): ▪ Audiologist (diagnoses and treats hearing and balance problems). ▪ Otolaryngologist (ear, nose, and throat specialist [ENT]): Doctors that treat ear conditions—such as hearing loss, infection, and trouble with balance—and perform surgery if needed.	

Topic: Nutrition
Standards:

5.1.c   Define macronutrients and micronutrients and how the body uses each.

5.1.d   Explain RDA and the concepts of eating in moderation and energy balance in relation to healthy weight.

5.1.e   Describe the effects of caffeine on the body.

5.2.c   Explain the Recommended Dietary Allowance (RDA) for macronutrients and micronutrients.

5.2.d   Analyze food labels for a selected meal that meets RDA and energy balance for health.

5.2.e   Identify the influence of marketing techniques on food and beverage choices (e.g., caffeinated beverages).

5.3.c   Analyze and interpret information on food packaging, including Nutrition Facts Labels, ingredient lists, and health claims.

5.3.d   Design marketing materials to increase the sale and consumption of healthy foods and beverages that meet RDA and energy balance for health.

5.3.e   Promote sale and consumption of healthy beverages.

Essential Understandings	Essential Knowledge and Skills

Eating a variety of healthy foods every day contributes to good overall health and energy balance.
 • Macronutrients: Substances (carbohydrates, fats, and protein) that are essential in larger amounts (compared to micronutrients) for growth and health (1.c, 2.c).
     o Carbohydrates: A major source of energy for the body.
        ▪ Recommended Dietary Allowance (RDA) recommendation: 45-65% of your total daily calories. For 2,000 calories per day, between 900 and 1,300 calories should be from carbohydrates. That translates to between 225 and 325 grams or 8 to 11 ounces of carbohydrates a day.
     o Fats: Provide energy for the body, absorb some vitamins, and insulate the body.
        ▪ RDA recommendation: No more than 5-6% of total daily calories should come from saturated fats, according to the American Heart Association. For
	In order to meet these standards, it is expected that students will
	 • list macro- and micro-nutrients and how they support body function (1.c);
	 • analyze and interpret information on food packaging, including nutrition facts label and ingredient lists (2.c, 3.c);
	 • explain energy balance (1.d);
	 • analyze food labels for a selected meal that meets RDA and energy balance for health (2.d);
	 • list the effects of caffeine on the body (1.e);

2,000 calories per day, saturated fat limit is 16 grams or 140 calories or 1 ounce.
- o Protein: Builds, maintains, and replaces tissue. Muscles, organs, skin, and the immune system are made of mostly of protein.
  - ▪ RDA recommendation: between 2 and 6½ ounces each day or 56-184 grams.
- Micronutrients: Chemical elements or substances that are essential in very small amounts for growth and health; vitamins (D for bones, A helps vision health) and minerals (calcium for bones and teeth, iron to help provide oxygen to muscles, potassium for fluid in cells and muscle function); used for energy, immune system health, blood clotting, growth, bone health, and fluid balance. (1.c, 2.c)
  - o RDA recommendation:
    - ▪ Vitamins: The body is able to get the vitamins it needs from the foods eaten; different foods contain different vitamins. You need to eat different foods to get an assortment of vitamins.
    - ▪ Minerals: The body is able to get the minerals it needs from the foods eaten.

Eating a variety of healthy foods every day leads to good overall health and energy balance. All foods can fit in a healthy diet, with moderation (sometimes foods).
- RDA: The amount of nutrient and calorie intake per day considered necessary for the maintenance of good health, as recommended by the Food and Nutrition Board of the National Research Council/National Academy of Medicine (formerly known as Institute of Medicine). (1.d)
- Moderation in diet generally means avoiding excessive or extreme amounts of empty calories (1.d).
- Energy is another word for "calories."
- Energy balance: The balance of calories consumed through eating and drinking (energy in) compared to calories burned (energy out) through physical activity and basal metabolic rate (BMR). Energy in and out does not have to balance every day.

- • identify marketing techniques used to promote food and beverages (2.e);
- • create marketing slogans and one-page ads for print or social media that promote healthy foods and beverages (non-caffeinated) (3.d, 2.e, 3.e).

Additional resources:
www.healthsmartva.org
https://everfi.com/
Worksheet: (Energy In vs. Energy Out)

It's having a balance over time that helps a person stay at a healthy weight for the long term. Energy balance in children happens when the amount of energy in and energy out supports natural growth without promoting excess weight gain. ([National Institutes of Health](#)) (1.d)

- Nutrition fact labels: Include serving information, calories, nutrients (macro- and micronutrients) and percent daily value (The percentage of how it meets RDA. Five percent is low for a nutrient, while 20% is high in a nutrient.). Ingredients for all foods must be listed on the food label. The label must also list the FDA-certified color additives by name. Ingredients are listed in descending order by weight (the highest amount of an ingredient is listed first). (2.d)

Caffeine is a chemical naturally occurring in tea leaves, coffee beans, cacao (used to make chocolate) and kola nuts (gives cola soda its flavor).

- Caffeine is found in many common foods and drinks, such as coffee, tea, energy drinks, hot cocoa, soda, chocolate, and some medicines. Caffeine is a **stimulant.** Caffeine is not needed for growth and development. (1.e)
- Caffeine may boost a person's energy and make a person feel hyper, but too much caffeine can make a person feel nervous or jumpy, their make hands shake, it may make it hard to fall asleep, or cause a stomachache, headache, or racing heartbeats. Individuals with heart problems should not drink caffeine. (1.e)
- Food and beverage marketing greatly influence children's diets, from the foods they prefer to how much they eat. Marketing reaches children on TV and in print, via packaging and in-store displays, online and through social media, and through smartphones. Recent research suggests that social media's influence on the marketing of unhealthy foods increased children's immediate food intake of unhealthy foods. Marketing influences extend to caffeinated beverages, showing people who say they have more energy, promoting that everyone drinks it, and not showing potential consequences. (2.e)

Topic: Physical Health

Standards: *Note: this is repeated in Disease Prevention document (both are the same)*

5.1.f   Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.

5.1.g   Examine the health risks associated with unprotected sun exposure.

5.1.h   Describe hygiene habits that promote good health.

5.2.f   Review personal health habits that support heart health and the ability to perform various physical activities.

5.2.g   Determine strategies to protect against the harmful effects of the sun.

5.2.h   Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

5.3.f   Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.

5.3.g   Identify strategies to protect against the harmful effects of the sun.

5.3.h   Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Essential Understandings	Essential Knowledge and Skills
Heart disease is the leading cause of death in the United States. Personal habits that influence heart health include a healthy diet, enough sleep, and routine physical activity . • Risk factors for heart disease can include high blood pressure, high blood cholesterol, and smoking. (1.f) • High blood pressure and high blood cholesterol may be influenced by family history (genetic/inherited). Both may be prevented and/or managed by eating a healthy diet, keeping a healthy weight, being physically active, not smoking, and getting enough sleep. (1.d) The sun is important for plants to grow, provides light and warmth, and provides Vitamin D for muscle and bone health. Spending time in the sun can be healthful but can be harmful to skin if exposed to the sun for long periods of time.	In order to meet these standards, it is expected that students will • create a diagram that demonstrates understanding of heart health, including risk factors and preventive strategies (1.f); • create an infographic on one prevention strategy/personal health habit, Explain its importance and explain ways to implement the health habit and ways to promote

- Exposure to ultraviolet (UV) rays causes most cases of melanoma, the deadliest kind of skin cancer. To lower your skin cancer risk, protect your skin from the sun and avoid indoor tanning. (1.g)
- Sun safety (2.g)
  - o Stay in the shade, especially during late morning through mid-afternoon (10 a.m. and 4 p.m.) when the sun's rays are strongest.
  - o Wear a long-sleeved shirt and pants to protect the skin.
  - o Wear a hat with a wide brim that shades the face, head, ears, and neck.
  - o Wear sunglasses that block UVA and UVB rays.
  - o Use/wear sunscreen with SPF 30 or higher with UVA and UVB (broad spectrum) protection. Remember to reapply sunscreen at least every two hours and after swimming, sweating, or toweling off.
    - ▪ Two types of UV light are proven to contribute to the risk for skin cancer (Skin Cancer Foundation):
      - • Ultraviolet A (UVA) has a longer wavelength and is associated with skin aging and eye damage.
      - • Ultraviolet B (UVB) has a shorter wavelength and is associated with skin burning and eye damage.

Good hygiene is important to keep the teeth healthy, the body germ free, and maintain a clean appearance.
- Bathe regularly: Wash the body and hair. The body constantly sheds dead skin cells; regular bathing helps eliminate the dead cells and washes away bacteria and oil. (1.h, 2.h)
- Trim your nails: Keep fingernails and toenails trimmed and clean. Reducing nail issues and athlete's foot infections helps to keep from spreading germs into the mouth (don't bite/chew nails). (1.h, 2.h)
- Brush your teeth with fluoride toothpaste and floss after every meal or at least brush teeth two times a day and floss once a day. Focus on the upper and lower gums and

the healthy habit for peers and family (1.f, 2.f, 3.f);
- create a story of a day in the life of skin in the summer (include possible dangers of sun exposure and ways to protect skin from sun) (1.g, 2.g, 3.g);
- create an action plan that demonstrates good personal hygiene habits and how it can lead to good health; as an option, have students create and track a three- to five-day calendar/checklist (1.h, 2.h);
- list/identify adults and professionals that promote good health and prevent disease (3.h);

Additional resources:
www.healthsmartva.org
https://everfi.com/

even the tongue when brushing. Brushing your teeth minimizes bacteria in the mouth and gum disease, which can lead to heart problems. (1.h, 2.h) • Wash your hands: Use warm water and soap, and scrub both sides of the hands up to the wrist for 20-30 seconds. This helps to prevent the spread of bacteria and viruses. (1.h) • Get enough sleep: Lack of sleep can cause a feeling of being run down, can compromise the body's natural defenses, and can compromise the immune system (immune system instruction occurs in Grade Four health). (1.h, 2.h) • 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 (not smoking, not using alcohol, increasing physical activity, and making healthy food and beverage choices). Talk with parents and health care providers if you have concerns, and maintain regular health checkups with dentists, eye care professionals, and health care providers. (3.h)	

Topic: Disease Prevention/Health Promotion
Standards: *Note: this is repeated in Physical Health document (both are the same)*
5.1.f   Explain the effects of physical activity, sleep, and personal health habits and behaviors on heart health.
5.1.g   Examine the health risks associated with unprotected sun exposure.
5.1.h   Describe hygiene habits that promote good health.

5.2.f   Review personal health habits that support heart health and the ability to perform various physical activities.
5.2.g   Determine strategies to protect against the harmful effects of the sun.
5.2.h   Explain the importance of dental care, hand washing, and other personal hygiene habits for good health.

5.3.f   Support family and peers in making positive food, physical activity, and sleep choices that promote heart health.
5.3.g   Identify strategies to protect against the harmful effects of the sun.
5.3.h   Explore the role of parents/guardians and health professionals as resources to promote health, prevent disease, and create a healthy community.

Essential Understandings	Essential Knowledge and Skills
Heart disease is the leading cause of death in the United States. Personal habits that influence heart health include a healthy diet, enough sleep, and routine physical activity. • Risk factors for heart disease can include high blood pressure, high blood cholesterol, and smoking. (1.f) • High blood pressure and high blood cholesterol may be influenced by family history (genetic/inherited). Both may be prevented and/or managed by eating a healthy diet, keeping a healthy weight, being physically active, not smoking, and getting enough sleep. (1.d) The sun is important for plants to grow, provides light and warmth, and provides Vitamin D for muscle and bone health. Spending time in the sun can be healthful but can be harmful to skin if exposed to the sun for long periods of time.	In order to meet these standards, it is expected that students will • create a diagram that demonstrates understanding of heart health, including risk factors and preventive strategies (1.f); • create an infographic on one prevention strategy/personal health habit. Explain its importance and explain ways to implement the health habit and ways to promote the healthy habit for peers and family (1.f, 2.f, 3.f);

- Exposure to ultraviolet (UV) rays causes most cases of melanoma, the deadliest kind of skin cancer. To lower your skin cancer risk, protect your skin from the sun and avoid indoor tanning. (1.g)
- Sun safety (2.g)
  - o Stay in the shade, especially during late morning through mid-afternoon (10 a.m. and 4 p.m.) when the sun's rays are strongest.
  - o Wear a long-sleeved shirt and pants to protect the skin.
  - o Wear a hat with a wide brim that shades the face, head, ears, and neck.
  - o Wear sunglasses that block UVA and UVB rays.
  - o Use/wear sunscreen with SPF 30 or higher with UVA and UVB (broad spectrum) protection. Remember to reapply sunscreen at least every two hours and after swimming, sweating, or toweling off.
    - ▪ Two types of UV light are proven to contribute to the risk for skin cancer: (Skin Cancer Foundation)
      - • Ultraviolet A (UVA) has a longer wavelength and is associated with skin aging and eye damage.
      - • Ultraviolet B (UVB) has a shorter wavelength and is associated with skin burning and eye damage.

Good hygiene is important to keep the teeth healthy, the body germ free, and maintain a clean appearance.
- Bathe regularly: Wash the body and hair. The body constantly sheds dead skin cells, regular bathing helps eliminate the dead cells and washes away bacteria and oil (1.h, 2.h)
- Trim your nails: Keep fingernails and toenails trimmed and clean. Reducing nail issues and athlete's foot infections and helps to keep from spreading germs into the mouth (don't bite/chew nails) (1.h, 2.h)
- Brush your teeth with toothpaste containing fluoride and floss after every meal or at least brush teeth two times a day and floss once a day. Focus on the upper and lower

- create a story of a day in the life of skin in the summer (include possible dangers of sun exposure and ways to protect skin from sun) (1.g, 2.g, 3.g);
- create an action plan that demonstrates good personal hygiene habits and how it can lead to good health; as an option, have students create and track a three- to five-day calendar/checklist (1.h, 2.h);
- list/identify adults and professionals that promote good health and prevent disease (3.h).

Additional resources:
www.healthsmartva.org
https://everfi.com/

gums, and even the tongue when brushing. Brushing your teeth minimizes bacteria in the mouth. It also helps prevent gum disease, which can lead to heart problems. (1.h, 2.h) • Wash your hands: Use warm water and soap, and scrub both sides of the hands up to the wrist for 20-30 seconds. This helps to prevent the spread of bacteria and viruses. (1.h) • Get enough sleep: Lack of sleep can cause a feeling of being run down and can compromise the body's natural defenses and can compromise the immune system (immune system instruction occurs in Grade Four health). (1.h, 2.h) • 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 (not smoking, not using alcohol, increasing physical activity, and making healthy food and beverage choices). Talk with parents and health care providers if you have concerns and maintain regular health checkups with dentists, eye care professionals, and health care providers. (3.h)	

Topic: Substance Use/Misuse Prevention

Standards:

5.1.i   Analyze the effects of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs on relationships with family, peers, and other individuals.

5.1.j   Explain the connection between mental health and substance use.

5.2.i   Describe effective communication skills to request assistance in situations where alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs are being abused.

5.2.j   Describe how to get help and assistance with mental health and substance use concerns.

5.3.i   Encourage others not to use alcohol, tobacco, nicotine products, marijuana, inhalants, or other harmful drugs.

5.3.j   Identify prevention resources and strategies for avoiding alcohol, tobacco, inhalants, and other drugs.

Essential Understandings	Essential Knowledge and Skills
Relationships with friends, family, and others can be negatively affected by substance use because of secrecy, lies, and the effects of substance use disorders. • A substance use disorder occurs when a person's use of alcohol or another substance (drug) leads to health issues or problems at work, school, or home. (1.i) • All drugs (medicines, medications, and illicit drugs) will affect the body and how it functions. Drugs can change the way a person thinks, feels, and acts. In addition to the physical and psychological harmful effects of substance abuse, it also affects relationships with peers, families, and others. (1.i) • Once a person has a drug addiction, they usually have a single focus: using the substance. Relationships can become secondary to the addiction. People may become secretive about where they are going, who they are with, and what they are doing. The secrecy and lies affect trust, respect, honesty, and loyalty. There are drugs that are known to cause anger and violence. These issues may lead to frustration, anger, or violence in relationships between the non-substance user and the substance user. (1.i)	In order to meet these standards, it is expected that students will • use problem solving skills to analyze different scenarios involving pressure to use substances or situations where substances are being used; • explain how drugs can be harmful, how to avoid the situation or get help leaving a situation, what refusal skills can be used, and how to be a leader in those situations to encourage others not to use (1.i, 2.i, 3.i); • describe the stages of addiction (1.j); • explain the relationship between substance use and mental health (1.j);

• Use resistance and refusal skills to counter peer pressure to use drugs. (2.i)
  o Verbal
    ▪ Say "no." There is no substitute for the word "no." It makes any refusal stronger.
    ▪ Repeat the refusal.
    ▪ Suggest an alternative (suggest something to do instead).
    ▪ Build the friendship. Say something to let the person 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.)
    ▪ Use a firm tone of voice. Be strong and business-like.
  o Nonverbal
    ▪ Direct eye contact (look the person in the face).
    ▪ Serious expression (use your best "I mean it" face).
    ▪ Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.
    ▪ Leave (get out of the situation).
    ▪ Avoid situations where there may be pressure.
• If you are in a situation where substances are being used (2.i)
  o If possible and safe to do so, leave the situation
  o Pretend to get a text/message that you have to call home or go home for a family emergency.
  o Have parents, trusted adults, and friends you can call for help.
    ▪ Create a code word with a parent, good friend, or trusted adult that you can use to help get out of a situation involving drug use that is uncomfortable.
 	
Many individuals who develop substance use disorders (SUDs) are also diagnosed with mental disorders and vice versa. (National Institute on Drug Abuse) Compassion and
	• develop a list of trusted adults and resources for help and assistance with concerns about mental health or substance use (2.j, 3.j).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

understanding about the disease of SUD and mental disorders is important in getting people the help they need.

- Multiple national population surveys have found that about half of those who experience a mental illness during their lives will also experience a substance use disorder and vice versa. (1.j)
- Although drug use and addiction can happen at any time during a person's life, drug use typically starts in adolescence, a period when the first signs of mental illness commonly appear. (1.j)
- Having a mental disorder in childhood or adolescence can increase the risk of later drug use and the development of an SUD. Some research has found that mental illness may precede an SUD. (1.j)
- Help and resources are available for mental health disorders and SUDs. Talk with a parent, trusted adult at school, home, or in the community if you have concerns about yourself, a friend, or a loved one. (2.j)
  - o Parents can help access the health care and resources needed.
  - o School counselors, psychologists, and social workers can also help with accessing community services.
  - o In Virginia, Community Services Boards throughout the state can be accessed for information and treatment.

Topic: Safety/Injury Prevention

Standards:

5.1.k   Analyze why people choose to follow or not follow safety rules at school.

5.2.k   Examine one's role and the role of others in causing or preventing injuries at school.

5.3.k   Promote safety procedures schoolwide.

Essential Understandings	Essential Knowledge and Skills
Safety rules are put in place to help prevent injuries, accidents, and keep tragic events from happening. • Rules help make school safe and welcoming for everyone. School safety rules are put into place to protect people from injury and dangerous situations. (1.k) • People may choose not to follow rules because they are trying to be funny, pushing the limits of a teacher to see what might get them into trouble, on a dare, not understanding the rule or possible consequences if it is not followed, or may think that nothing bad will happen (e.g., not following rules during school safety drills). (1.k) • Planning for safety, following safety rules, and practicing school safety drills helps everyone know what to do in a real emergency and helps keep everyone safe. (2.k) • Review school- and classroom-specific safety rules and their importance. (3.k)	In order to meet these standards, it is expected that students will • create a list of school safety rules; use a t-chart to compare and contrast reasons to follow rules and reasons people may not follow the rules (1.k); • select one rule and explain the effects of following and not following the rule (including the effects/possible consequences on the individual and others) (2.k); • record incidences of students following and not following rules; create ways to reward or remind people of rules (3.k). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Mental Wellness/Social and Emotional Skills
Standards:
5.1.l   Define stress and identify physical and emotional responses caused by stress.
5.1.m   Define positive self-image.
5.1.n   Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships
         with family and friends.

5.2.l   Identify positive and negative ways to manage stress in a variety of situations.
5.2.m   Recognize the importance of developing and maintaining a positive self-image.
5.2.n   Describe the benefits of healthy relationships with family, friends, and other adult mentors.

5.3.l   Practice strategies for managing stress.
5.3.m   Analyze positive and negative influences on self-image (e.g., media, peers).
5.3.n   Identify healthy activities that students can do with friends and family to build positive relationships.

Essential Understandings	Essential Knowledge and Skills
Everyone feels stress. Stress can be positive and negative. • Stress is a state of mental tension and worry due to problems in life. (1.l) • Physical responses may include rapid heartbeat or faster breathing, sweaty palms, or shaky knees. (1.l) • Emotional responses may include feeling tense, nervous, or on edge. (1.l) • The stress response can help a person face a challenge by being more alert or focused. When the stress ends, the response system shuts down and the person can relax. Facing challenges is part of learning and growing up. (1.l) • Sometimes stress occurs when facing difficult situations, and the stress can last longer and leave a person feeling tired or overwhelmed. (1.l) • There are strategies to manage stress, but sometimes, people need help dealing with difficult situations that lead to intense or lasting stress. (2.l)	In order to meet these standards, it is expected that students will • define stress and the physical and emotional responses (1.l); • list positive and negative ways to manage stress (2.l); • select and practice positive stress management strategies (Option: Discuss stress management strategies and have students exercise a strategy of their choosing for two to five minutes (e.g., physical movement, creative expression, talking with a peer, breathing, mindfulness) (3.l);

o Strategies and positive ways to manage stress can include physical activity; using time management and communication skills; counting to 10; thinking positively; using relaxation and breathing exercises; mindfulness; breaking larger problems into smaller problems; making time for hobbies, interests, and fun; eating a healthy diet; getting exercise and enough sleep' positive self-talk ("I can do this"); and spend time with people you enjoy. Talk with a parent, counselor, or friend.

o Negative ways to manage stress may include yelling, acting out (with anger or violence), negative self-talk, overeating, drinking alcohol, smoking, or using caffeine or drugs/pills.

Self-image is important because how we think about ourselves affects how we feel about ourselves and how we interact with others and the world around us.

- Self-image is the way a person thinks about themselves and their strengths, abilities, weaknesses, or appearance. (1.m)
- Self-image is a product of learning through experiences and relationships that help to shape self-image. The image seen in the mirror may be a real or distorted view of who a person really is. Self-image affects how a person feels and acts. People continually take in information and evaluate themselves in several areas, such as physical appearance (How do I look?), performance (How am I doing?), and relationships (How important am I?). (1.m)
- With a positive self-image, a person recognizes their assets/strengths and potential while being realistic about weaknesses, challenges, or areas for growth. With a negative self-image, people may focus on faults and weaknesses. (2.m)
- A positive self-image can boost physical, mental, social, emotional, and spiritual well-being, while a negative self-image can decrease satisfaction and the ability to function in these areas. A positive self-image begins with accepting and loving oneself. (2.m)

- respond in writing to:
  - o When stressed, I feel… and
  - o When I feel stressed I will…(selecting one or more positive strategies) (3.l);
- create a self-portrait and explain/describe outside influences (e.g., media, friends) on self-image (1.m, 2.m);
- list strategies for minimizing negative influences on self-image (3.m);
- select a healthy relationship with a friend, parent, family member, or other adult, and list the positive qualities of the relationship and what keeps the relationship healthy (1.n);
- explain the importance of healthy relationships (2.n);
- list activities to do with family, friends, or others to promote healthy relationships (3.n).

Additional resources:
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- Forms of media include TV, print, movies, music, advertisements, Internet, and social media. The majority of narratives and images posted on social media are positive and celebratory and do not include the ups and downs of everyday life. Social media and other media images may cause people to compare themselves with what they think are the perfect lives and looks of others and may influence what people think will make them popular/unpopular, attractive/unattractive, or happy/unhappy. (3.m)
- According to Common Sense Media: "It is also important to remember that kids today not only are consumers of media but also are active creators. On one hand, kids may grapple with how to present themselves online and manage their online appearances, or they may find themselves comparing the way they look to how their friends look, or they may get a boost of confidence from friends' reactions to their personal photos. On the other hand, kids may see friends, celebrities, and others who use online media to challenge harmful stereotypes about appearance ideals." (3.m)

Research has shown that people with social supports are happier, have fewer health problems, and live longer.
- Components of healthy relationships: mutual respect, trust, honesty, support, fairness, separate identities, good communication, and kindness. (1.n)
- Social skills that promote healthy relationships: communication (verbal and nonverbal), listening, empathy, cooperation, express feelings in a positive way, negotiation, and compromise. (1.m)
- Benefits of healthy relationships: boosts happiness, increases sense of belonging and purpose, reduces stress, helps to cope with challenges, improves self-confidence, self-image, and self-worth. Research has shown that people with social supports are happier, have fewer health problems, and live longer. (2.m)

Topic: Violence Prevention

Standards:

5.1.o   Identify effective verbal and nonverbal communication skills for resolving conflict situations.

5.1.p   Define cyberbullying and its impact on one's health and well-being.

5.1.q   Recognize the influence of violence in the media on behaviors.

5.1.r   Define and describe harassment.

5.2.o   Ability to analyze the role of feelings/emotions in conflict resolution situations.

5.2.p   Describe how to report cyberbullying at school and at home.

5.2.q   Demonstrate how to show respect for individual differences.

5.2.r   Describe how to respond to and report harassing behaviors.

5.3.o   Demonstrate effective communication skills to defuse or resolve conflict.

5.3.p   Describe ways to offer friendship and support to someone who has been cyberbullied.

5.3.q   Advocate for a caring school environment.

5.3.r   Practice ways to respond to and report harassing behaviors.

Essential Understandings	Essential Knowledge and Skills

Resolving arguments/disagreements/conflicts can be done without hitting, pushing, or other physical means. Adults can be asked for help.
• Conflict can occur when people want different things (play video games vs. ride bikes), think different things/have different opinions, or may be related to being able to express emotions (feelings of frustration).
• Skills to address conflict (1.o)
   o Be able to reduce your own stress quickly (calming down before addressing the conflict).
   o Be aware of how you and the other person are feeling. (2.o)
   o Identify the conflict.
	In order to meet these standards, it is expected that students will
	• evaluate scenarios to determine the conflict, the level and types of emotion, and strategies to defuse or address the conflict (1.o, 2.o);
	• demonstrate effective communication skills to defuse and address conflict situations through role-play (3.o);

o Use clear communication skills.
     ▪ Listen carefully to others.
     ▪ Speak directly to each other.
     ▪ Speak honestly and with kindness.
     ▪ Focus on your body language (nonverbal communication).
        ● Eye contact
        ● Facial expressions (e.g., smile, frown)
        ● Gestures (e.g., nodding, shaking head)
        ● Posture
        ● Tone of voice
        ● Volume of voice
 o Propose solutions or compromises.
 o Agree on solution or compromise to try.
 o Ask an adult for help if the conflict is not addressed or resolved.
 o 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 and how they may be feeling; negotiate how to resolve the problem; and compromise on the resolution of the conflict. Compromise is when all participants agree on a solution even if it is not everyone's first choice. (1.o, 2.o)
 	
 • There are times when conflicts or arguments can be helped by using strategies to defuse them, meaning to make the situation less tense or less emotional before addressing solutions. Ways to defuse an argument/conflict include speaking to the other person with a calm voice, having a mediator, or taking a break from the situation when needed. (3.o)
 	
 Cyberbullying is a serious problem. Kids who are bullied can experience negative physical, emotional, and mental health issues, as well as issues in school.
 • Cyberbullying: Bullying that takes place over digital devices; it can occur through text, apps, or online in social media, forums, or gaming where people can view,
	• define cyberbullying and describe the possible effects on the individual being bullied (1.p);
	 • describe how to report cyberbullying and how to help someone being cyberbullied (2.p, 3.p);
	 • describe the possible effects of violence displayed in media on behaviors (1.q);
	 • develop and promote strategies for a caring school environment that is respectful and welcoming to students, school personnel, and families/community (2.q, 3.q);
	 • apply the definition/description of harassment to evaluate situations to determine whether harassment is occurring and how to respond, report, and get help (1.r, 2.r, 3.r).
	
	 Additional resources:
	 www.healthsmartva.org
	 https://everfi.com/

participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else and can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- Some youths bully to fit in, to control the behavior of others, may have been bullied, do not understand others' emotions, may not have skills to handle social situations, or may come from an environment where bullying occurs. (1.p)
- Effects of cyberbullying are the same as bullying that may be done face-to-face, including depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, loss of interest in activities, physical health complaints, and decreased academic achievement (missing, skipping, or dropping out of school). Some of these issues may persist into adulthood. (1.p)
- Reporting: When cyberbullying happens, it is important to document and report the behavior so it can be addressed. (2.p)
    - o Steps to take immediately:
        - ▪ Do not respond to and do not forward cyberbullying messages (unless sharing with a trusted adult for help).
        - ▪ Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred.
        - ▪ Save and print screenshots, emails, and texts. Use this evidence to report cyberbullying to online service providers.
        - ▪ Block the person who is cyberbullying.
    - o Report to parents, online service providers, law enforcement (if it includes threats of violence or private images), and school personnel (teacher, counselor, or administrator).
    - o Review school-specific reporting protocols for cyberbullying.

• Be kind to the person 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 aren't alone. (3.p) Violence in the media can influence people and affect behavior and health in a negative way. • Although experts agree that no single factor can cause a nonviolent person to act aggressively, some studies (though not all) suggest that heavy exposure to violent media can be a risk factor for violent behavior. Research shows that viewing (or playing) violent content could increase the chance that a child will act aggressively. Heavy exposure to violent media can lead to desensitization—being less affected by violence. (Common Sense Media) (1.q) • Respecting similarities and differences (ways to respect people who are different from us): (2.q) o Listen to others when they speak. o Be sensitive to other people's feelings. o Ask people questions; try to learn something from the other person. o Show interest and appreciation for other people's cultures and backgrounds. o Be considerate of others. o Do not insult, tease or taunt, or make fun of people. o Do not talk about people behind their backs. • A safe and caring school environment is one in which students feel positively connected to others, respected, that their work is meaningful, and that they are good at what they do. A safe and caring school has an environment where students, staff and parents feel safe, comfortable, and accepted. It is a culture of high expectations for students and adults—staff, parents, and community members. (Inclusive Schools Network) (3.q) Harassment is a repetitive behavior that is intended to disrupt or upset another individual. Harassment can be in person or online.	

- Harassment means to annoy or bother someone in a constant or repeated way; may include threats, intimidation, or putting a person in fear of their safety. Harassment is unwanted, unwelcomed, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. (1.r)
- Responding to harassment may include telling the person to stop. If it does not stop, tell an adult—a parent, teacher, school counselor, or other adult you trust. Most schools have policies that address harassing and bullying behaviors. The policies are in place to help students. (2.r)
- Review school-specific reporting protocols for harassment. (2.r, 3.r)

Topic: Community/Environmental Health

Standards:

5.1.s   Describe the effects of air and noise pollution on health and the environment.

5.2.s   Describe strategies to decrease the effects of air quality and noise pollution on body function and the environment.

5.3.s   Research community service opportunities to address air, noise, and other environmental health issues for peers and
community groups to volunteer and work on together.

Essential Understandings	Essential Knowledge and Skills
Caring for the environment is a global responsibility. Air pollution: Hazardous air pollutants are those known to cause cancer and other serious health effects. (1.s) • Outdoor air pollution examples include: (1.s) o Fine particles produced by the burning of fossil fuels (i.e., the coal and petroleum used in energy production). o Noxious gases (sulfur dioxide, nitrogen oxides, carbon monoxide, chemical vapors, etc.) such as from vehicle emissions. o Ground-level ozone (a reactive form of oxygen and a primary component of urban smog). o Tobacco smoke. • Outdoor air pollution can make its way indoors by way of open windows, doors, and ventilation. • Indoor air pollution involves exposures to particulates, carbon oxides, and other pollutants carried by indoor air or dust. Examples include gases (i.e., carbon monoxide, radon), household products and chemicals, building materials (i.e., asbestos, formaldehyde, lead), tobacco smoke, mold, and pollen. • According to research, health effects associated with air pollution exposure include respiratory diseases (including asthma and changes in lung function), cardiovascular diseases, adverse pregnancy outcomes (such as preterm birth), and even death. (1.s)	In order to meet these standards, it is expected that students will • describe air and noise pollution and strategies to reduce or prevent pollutants (1.s); • select one or more strategies to design a pollution solution project (2.s); • research opportunities in the community to address air, noise, and other environmental issues and how students can help (3.s). Additional resources: www.healthsmartva.org https://everfi.com/

- In 2013, the World Health Organization concluded that outdoor air pollution is carcinogenic to humans. (1.s)
- Indoor air pollution can be reduced by making sure that a building is well ventilated and cleaned regularly to prevent the buildup of agents like dust and mold. It is also important to remove any known pollutants and or irritants (e.g., aerosols, stringent cleaning supplies) whenever possible. (2.s)
- Outdoor air pollution exposures can be reduced by checking the Air Quality Index (AQI) especially during summer months, avoiding heavy traffic when possible, and avoiding secondhand tobacco smoke. (2.s)

Noise pollution: unwanted or disagreeable sound.
- Primary sources of noise in the United States include road and rail traffic, air transportation, and occupational and industrial activities. Additional individual-level exposures include amplified music, recreational activities (including concerts and sporting events), and firearms. Personal music player use appears to be common among adolescents and may involve potentially harmful sound levels. Exposures from recreational activities and music are not "noise" in the sense of being unwanted sound, but adverse health effects are possible even from desirable sounds. (1.s)
- Chronic environmental noise causes adverse health effects, including sleep disturbance, annoyance, stress, noise-induced hearing loss (NIHL), cardiovascular disease, endocrine effects, and increased incidence of diabetes. The effects of sleep disturbance, annoyance, and stress can affect learning and productivity. (Environmental Noise Pollution in the United States: Developing an Effective Public Health Response). (1.s)
- Review parts of the ear: The tiny hair cells in the inner ear receive vibrations from the middle ear and change them to electrical impulses to be sent to the brain to interpret. High decibels of noise can damage the hair cells. When those hair cells are damaged, they do not heal and can cause hearing loss. Sound is measured in decibels

—85 decibels and above can be harmful to hearing. The louder and longer you listen to a sound, the more likely that damage will occur to your hearing. (EPA)
- o   Whisper: 20 decibels.
- o   Talking at a normal volume: 60 decibels.
- o   Washing machine/vacuum cleaner: 80 decibels.
- o   Gas lawn mower: 85 decibels.
- o   Stereo headphones with volume turned up: 105 decibels.
- o   Police siren: 125 decibels.
- o   Fireworks: 140 decibels.
- To protect hearing and health from the effects of loud sound, turn down the volume, wear hearing protectors, such as earplugs or earmuffs, and make your environment noise-free. (2.s)

Topic: Body Systems
Standards:

6.1.a   Identify and describe the major structures and functions of the renal and urinary systems (kidneys, ureters, bladder, and urethra).

6.2.a   Describe the importance of proper hydration to support renal function.

6.3.a   Describe strategies to promote renal health.

Essential Understandings	Essential Knowledge and Skills

The renal (kidney) and urinary systems are responsible for removing waste and excess water from the body.
• Major structures and functions of the renal and urinary systems include: (1.a)
  o Kidneys: Bean-shaped organs the size of your fist that sit under the ribs along the back. The kidneys filter the blood to remove waste and excess water; the waste and excess water combine to make urine.
  o Ureters: One tube from each kidney carries urine from the kidneys to the bladder.
  o Bladder: A sac that holds urine; when the bladder is full, the smooth muscle of the bladder contracts to move urine into the urethra.
  o Urethra: A tube that carries urine out of the body.
• Hydration is important for all body functions. All fluids help, but water is best. Sixty percent of body mass is water. Drinking water helps us feel better and think better. Dehydration is not drinking enough water for body function and can make a person feel dizzy or sick. (2.a)
• Kidney disease can be caused by high blood pressure, diabetes, cardiovascular disease, or a family history of kidney diseases. To keep kidneys healthy (3.a):
  o Eat healthy and exercise regularly.
  o People with diabetes need to control blood sugar.
  o Drink plenty of fluids, six to eight eight-ounce glasses of water a day (depending upon activity level).
	In order to meet these standards, it is expected that students will
	• use a diagram to label the parts (structures) of the urinary system and describe the functions of each part (1.a, 2.a);
	• list strategies to promote kidney health (including hydration) (2.a, 3.a).
	
	Additional resources:
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o Don't smoke. Smoking can damage blood vessels, which decreases blood flow and kidney function. • It is important to listen to your body when it is time to eliminate waste and excess water from your bladder in order to prevent a urinary tract infection (UTI) in the urethra, bladder, ureters or kidneys.	

Topic: Nutrition
Standards:

6.1.b   Compare the Recommended Dietary Allowance (RDA) of macronutrients (i.e., carbohydrates, fat, protein) for adolescent males and females.

6.1.c   Explain ingredients in foods that may cause an allergic reaction.

6.2.b   Analyze the benefits of following RDAs for macronutrients when selecting beverages and planning meals and snacks.

6.2.c   Interpret information on a food label to identify a food product that may cause an allergic reaction.

6.3.b   Create a one-day plan for meals, snacks, and beverages that includes the RDA for macronutrients.

6.3.c   Promote the understanding of the effect of food allergies on individuals.

Essential Understandings	Essential Knowledge and Skills

Eating a variety of healthy foods every day leads to good overall health and energy balance. All foods can fit in a healthy diet with moderation (sometimes foods).
• Recommended Dietary Allowance (RDA): The average daily level of intake sufficient to meet the nutrient requirements of nearly all (97%-98%) healthy people. RDAs and Dietary Reference Intakes (DRIs) are set by the Food and Nutrition Board of the National Research Council/National Academy of Medicine (formerly known as Institute of Medicine). (dietaryguidelines.gov) (1.b)
• Macronutrients: Substances that are essential in larger amounts (compared to micronutrients) for growth and health; macronutrients include carbohydrates, fats, protein. (1.b)
• USDA Dietary Guidelines 2020-2025: Differences vary depending on activity level, height, special needs; these amounts are general guidelines. (1.b)
   o   For ages 9-13
      ▪   Carbohydrates: 130 grams or 4.5 ounces (45-65% kcal)
	In order to meet these standards, it is expected that students will
	• create a one-day plan for meals, snacks, and beverages that includes the daily recommended macronutrients for an average sixth-grade student (1.b, 2.b, 3.b);
	• analyze a variety of food labels' ingredients list to identify potential food allergens (1.c, 2.c);
	• create strategies to help people understand the effects of food allergies on individuals and how to help those with food allergies (3.c).
	
	Additional resources:

▪ Protein: 34 grams or 1.2 ounces (10-30% kcal) ▪ Fats: Less than 10% of kcal/calories - Benefits of following RDAs along with physical activity leads to energy balance. Energy balance: The balance of calories consumed through eating and drinking compared to calories burned through physical activity. What a person eats and drinks is energy in. What a person burns through physical activity is energy out. Energy in and out does not have to balance every day. It's having a balance over time that helps a person stay at a healthy weight for the long term. Energy balance in children happens when the amount of energy in and energy out supports natural growth without promoting excess weight gain. (National Institute of Health) (2.b) People who have allergic reactions to food can be supported by helping to keep surfaces and hands clean and getting help from an adult if needed. - Common foods that may cause allergies include tree nuts, peanuts, eggs, milk, fish, shellfish, soy, and wheat/gluten. (1.c) - Nutrition Fact Label: Lists ingredients for all foods. Ingredients are listed in descending order by weight (the highest amount of an ingredient is listed first). Reading the food label can help prevent an allergic reaction. FDA requires that the name of the food source of a major food allergen must appear. (2.c) - o Foods that may cause an allergic reaction are listed in parentheses following the name of the ingredient. ▪ Examples: "lecithin (soy)," "flour (wheat)," and "whey (milk)." - o Foods that may cause an allergic reaction can also be listed immediately after or next to the list of ingredients in a "contains" statement. ▪ Example: "Contains Wheat, Milk, and Soy." - There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions to food are important measures to prevent serious health consequences. (3.c)	www.healthsmartva.org https://everfi.com/

- 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 have to be careful and need a plan for handling emergencies when they might need to get special medicine to stop these symptoms from getting worse. (3.c) - Strategies for schools to help those with food allergies may include: - no nuts/peanuts in any food brought into a classroom. - an "allergy-free" table in the cafeteria. - foodless classroom celebrations. - 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. - knowing how to get help from an adult if someone is having a food allergy problem. (3.c)	

Topic: Physical Health

Standards: *Note: this is repeated in Disease Prevention document (both are the same)*
6.1.d   Describe causes of heart disease, cancer, and diabetes.
6.1.e   Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.
6.1.f   Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.
6.1.g   Describe persuasive tactics used by various types of media.

6.2.d   Identify strategies to prevent heart disease, cancer, and diabetes.
6.2.e   Describe the effect of immunizations and vaccines on individuals and others.
6.2.f   Explain the effect of external influences (e.g., family, peers, screen time, social media) on personal health choices.
6.3.g   Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.

6.3.d   Promote strategies to prevent heart disease, cancer, and diabetes.
6.3.e   Identify strategies to reduce illness at home and at school.
6.3.f   Monitor personal progress toward physical activity, nutrition, and sleep goals.
6.2.g   Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products.

Essential Understandings	Essential Knowledge and Skills
Noncommunicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. • Common noncommunicable diseases include cardiovascular/heart disease, cancer, and diabetes. Heart Disease (Centers for Disease Control [CDC]) • In the United States, the most common type of heart disease is coronary artery disease (CAD; decreased blood flow to the heart), which can lead to heart attack.	In order to meet these standards, it is expected that students will • identify the causes of and strategies to prevent heart disease, cancer, and diabetes (1.d, 2.d);

Heart disease also includes symptoms of high blood pressure, chest pain, heart attacks, and strokes. (1.d)
- Causes: High blood pressure, high blood cholesterol, and smoking are key risk factors for heart disease. Other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including diabetes, overweight and obesity, unhealthy diet, physical inactivity, and excessive alcohol use. (1.d)
- Prevention: Risk factors for cardiovascular disease that cannot be controlled are age and family history (genetics). Risk factors for cardiovascular disease that can be controlled include smoking, having high blood pressure, being overweight, and not exercising. (2.d)

Cancer (NIH National Cancer Institute)
- There are more than 100 types of diseases known collectively as cancer. Cancer results from an overgrowth of cells, tiny units that make up all living things. Cancer (malignancy) occurs when cells begin to grow and multiply in an uncontrolled way. These cells gather to form tumors. Tumors are lumps that can interfere with the body's normal processes. The most common types of cancer include bladder, breast, cervical, colorectal, gynecologic, head and neck, kidney, liver, lung, lymphoma, myeloma, prostate, skin, and thyroid.
- Causes: It is usually not possible to know exactly why one person develops cancer and another does not. Research has shown that certain risk factors may increase a person's chances of developing cancer. Cancer risk factors include exposure to chemicals or other substances (i.e., tobacco, alcohol), as well as certain behaviors like sun exposure, diet, or obesity. Risk factors also include things people cannot control, like age and family history. A family history of certain cancers can be a sign of a possible inherited cancer syndrome. These types of risk factors act on the body slowly over time, so the cancers that may result from them may not show up until a person is an adult. Healthy choices begin early in life. (1.d)

- promote a prevention strategy for heart disease, cancer, and diabetes using persuasive tactics (3.d, 1.g);
- list available vaccines and compare/contrast the benefits and risks of immunizations (1.e, 2.e);
- explain an external influence on personal health choices and the effects of the influence (1.f, 2.f);
- create a plan to meet goal(s) for improving or maintaining health-enhancing physical activity, nutrition, and/or sleep; monitor progress for three to five days (3.f);
- identify a variety of media advertisements (TV, social media, radio,) for physical activity, nutrition, sleep, or personal health products; analyze for persuasive tactics and accuracy of claims (1.g, 2.g, 3.g).

Additional resources:
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- To lower the risk of getting cancer, maintain a healthy lifestyle, avoid exposure to known cancer-causing substances, and take medicines or vaccines that can prevent cancer from developing. (2.d)

Diabetes (CDC)
- Diabetes is a chronic (long-lasting) health condition that affects how the body turns food into energy. Most of the food a person eats is broken down into sugar (also called glucose) and released into the bloodstream. When a person's blood sugar goes up, it signals the pancreas to release insulin. Insulin acts like a key to let the blood sugar into the body's cells for use as energy.
- When a person has diabetes, their body doesn't make enough insulin or can't use the insulin it makes as well as it should. When there is not enough insulin or cells stop responding to insulin, too much blood sugar stays in the bloodstream. Over time, that can cause serious health problems, such as heart disease, vision loss, and kidney disease. There isn't a cure yet for diabetes.
- Types and prevention
  - Type 1: Thought to be caused by an autoimmune reaction (the body attacks itself by mistake) that stops the body from making insulin. Approximately 5-10% of the people who have diabetes have type 1. Symptoms of type 1 diabetes often develop quickly. It's usually diagnosed in children, teens, and young adults. If a person has type 1 diabetes, they will need to take insulin every day to survive. Currently, no one knows how to prevent type 1 diabetes. (1.d, 2.d)
  - Type 2: The body does not use insulin well and can't keep blood sugar at normal levels. About 90-95% of people with diabetes have type 2. It develops over many years and is usually diagnosed in adults (but more often now in children, teens, and young adults). A person may not notice symptoms, so it's important to get blood sugar tested by a health care provider if a person is at risk. Type 2 diabetes can be prevented or delayed with healthy lifestyle changes, such as losing weight, eating healthy food, and being active. (1.d, 2.d)

Vaccines can prevent infectious diseases that once killed or harmed many infants, children, and adults. Without vaccines, children and adults are at risk for getting seriously ill and suffering pain, disability, and even death. (CDC)

- A vaccine is a substance that is usually injected into a person to protect against a particular disease. Immunization means to give (someone) a vaccine to prevent infection by a disease.
- Vaccines work by preparing the body's immune system for future exposure to disease-causing viruses or bacteria. After receiving the vaccine, if the virus or bacteria that cause the real disease should enter the body, the immune system is prepared and responds quickly and forcefully to attack the disease-causing agent to prevent the person from getting sick with the disease. Vaccines are frequently given by injection (a shot), but some are given by mouth and one is sprayed into the nose. Babies are particularly at risk for infections. Vaccines reduce babies' risks by working with their body's natural defenses to help safely develop immunity to disease.
- Some vaccines are required for school-age children before entering school and at certain grade levels. Some students are exempt from immunizations for religious or medical reasons.
- Types – Name (description) – age(s) of vaccination (1.e)
  - Diphtheria, tetanus (lockjaw), pertussis (whooping cough) – (DTaP) one shot for all three given multiple times between infancy and age 7; booster shot at age 10 or 11.
  - Bacterial meningitis (an infection of the tissue covering the brain and spinal cord, which can lead to lasting brain damage and deafness) – between infancy and age 5.
  - Coronavirus (COVID-19) vaccine – age dependent upon FDA approvals.
  - Hepatitis A (virus that causes jaundice [yellow skin or eyes], tiredness, stomachache, nausea, and diarrhea) – 12 months and older.

- o Hepatitis B (can lead to chronic hepatitis [liver inflammation], liver cancer, and death) – newborns to adults. - o Human pappillomavirus (HPV) (virus that causes some cancers) – three shots given on a schedule between for ages 9 to 45. - o Influenza/Flu – annual shot or nasal spray to protect against different types of flu. - o Measles (respiratory disease), mumps (fever, swollen cheeks, and jaw), and rubella (type of measles) (MMR) – 12 months and older. - o Meningococcal (bacterial illness that affects the lining that surrounds the brain and spinal cord; two different types) – children through adult, depending on type. - o Streptococcus pneumoniae (bacterial infection affecting blood, middle ear, spinal cord, and pneumonia) – infant to adult. - o Polio (virus that can cause paralysis or death) – as young as 6 weeks of age. - o Rotavirus (can cause severe diarrhea and dehydration) – as young as 6 weeks of age. - o Varicella Virus/Chickenpox (can cause skin infections, pneumonia) – 12 months of age and older. - Effect of vaccines/immunizations on individuals and others (2.e): - o Vaccinations are a highly effective, safe, and easy way to help keep people healthy, and they limit the effect of spreading diseases to others. - o On-time vaccination throughout childhood is essential because it helps provide immunity before children are exposed to potentially life-threatening diseases. - o Vaccines are tested to ensure that they are safe and effective for children to receive at the recommended ages. - o There are some allergens, such as eggs, that may cause adverse reactions with some vaccines. Parents should discuss their child's allergies with their health care provider.	

• Strategies to reduce illness at home and at school: Talk with a health care provider about available vaccines. If a person is ill with a communicable disease, they should stay home to limit spreading illness to others. (3.e) There are external influences that can affect personal health choices in positive and negative ways. • Family: Research has shown that friends and families are one of the biggest influences on lifestyles and nutrition. Family can influence factors that are inherited that may affect personal health, from food choices to types of physical activity people engage in. (1.f. 2.f) • Peers: Peers influence teenagers to do things they might not do on their own. Research has shown that the mere presence of peers—not their direct verbal/nonverbal pressure—affects adolescents' decision-making. (1.f, 2.f) • Culture: can influence health attitudes, beliefs, and practices. (1.f) • Environment: the way community is designed to include access to health care, healthy foods, and places for activity; social networks and social supports. (1.f, 2.f) • Screen time: can provide access to health information and applications that promote healthy food choices and physical activity; can negatively affect sleep, mental, emotional, and social health, physical health (posture, lack of physical activity, vision, weight gain, increase risk of diabetes and heart disease); still much that is not known about long-term effects of screen time on health (1.f, 2.f) • Social media: can inspire but can also foster unrealistic expectations for health; can provide information to support healthy choices but can also promote negativity, false information and unhealthy products (1.f, 2.f) The goal of advertisements is to sell; to influence buyers by promoting a product, service, or company. • Advertisement techniques may include (1.g): o Bandwagon (everyone else is doing it).	

o Fear (scare people into buying/believing something). o Conflict (uses an unresolved problem or situation). o Shock (uses controversy to gain attention). o Problem/Benefit (convince someone they have a problem and the product is the solution). o Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story). o Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers). o Association (linking a product to certain values, groups, or people). o Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.	

Topic: Disease Prevention/Health Promotion

Standards: *Note: this is repeated in Physical Health document (both are the same)*

6.1.d   Describe causes of heart disease, cancer, and diabetes.

6.1.e   Identify a variety of immunizations and vaccines available to prevent communicable disease and illness.

6.1.f   Identify influences (e.g., family, peers, culture, screen time, media) on personal health choices.

6.1.g   Describe persuasive tactics used by various types of media.

6.2.d   Identify strategies to prevent heart disease, cancer, and diabetes.

6.2.e   Describe the effect of immunizations and vaccines on individuals and others.

6.2.f   Explain the effect of external influences (e.g., family, peers, screen time, social media) on personal health choices.

6.2.g   Analyze a variety of media to identify tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health products

6.3.d   Promote strategies to prevent heart disease, cancer, and diabetes.

6.3.e   Identify strategies to reduce illness at home and at school.

6.3.f   Monitor personal progress toward physical activity, nutrition, and sleep goals.

6.3.g   Analyze the reliability of health product claims for physical activity, nutrition, sleep, or other areas of personal health.

Essential Understandings	Essential Knowledge and Skills
Non-communicable diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. • Common noncommunicable diseases include cardiovascular/heart disease, cancer, and diabetes. Heart Disease (Centers for Disease Control (CDC) • In the United States, the most common type of heart disease is coronary artery disease (CAD; decreased blood flow to the heart), which can lead to heart attack.	In order to meet these standards, it is expected that students will • identify causes of and strategies to prevent heart disease, cancer, and diabetes (1.d, 2.d); • promote a prevention strategy for heart disease, cancer, and diabetes using persuasive tactics (3.d, 1.g);

Heart disease also includes symptoms of high blood pressure, chest pain, heart attacks, and strokes. (1.d)
- Causes: High blood pressure, high blood cholesterol, and smoking are key risk factors for heart disease. Other medical conditions and lifestyle choices can also put people at a higher risk for heart disease, including diabetes, overweight and obesity, unhealthy diet, physical inactivity, and excessive alcohol use. (1.d)
- Prevention: Risk factors for cardiovascular disease that cannot be controlled are age and family history (genetics). Risk factors for cardiovascular disease that can be controlled include smoking, having high blood pressure, being overweight, and not exercising. (2.d)

Cancer (NIH National Cancer Institute)
- There are more than 100 types of diseases known collectively as cancer. Cancer results from an overgrowth of cells, tiny units that make up all living things. Cancer (malignancy) occurs when cells begin to grow and multiply in an uncontrolled way. These cells gather to form tumors. Tumors are lumps that can interfere with the body's normal processes. The most common types of cancer include bladder, breast, cervical, colorectal, gynecologic, head and neck, kidney, liver, lung, lymphoma, myeloma, prostate, skin, and thyroid.
- Causes: It is usually not possible to know exactly why one person develops cancer and another does not. Research has shown that certain risk factors may increase a person's chances of developing cancer. Cancer risk factors include exposure to chemicals or other substances (i.e., tobacco, alcohol), as well as certain behaviors like sun exposure, diet, or obesity. Risk factors also include things people cannot control, like age and family history. A family history of certain cancers can be a sign of a possible inherited cancer syndrome. These types of risk factors act on the body slowly over time, so the cancers that may result from them may not show up until a person is an adult. Healthy choices begin early in life. (1.d)

- list available vaccines and compare/contrast the benefits and risks of immunizations (1.e, 2.e);
- explain an external influence on personal health choices and the impacts of the influence (1.f, 2.f);
- create a plan to meet goal(s) for improving or maintaining health-enhancing physical activity, nutrition, and/or sleep; monitor progress for 3-5 days (3.f);
- identify a variety of media advertisements (TV, social media, radio,) for physical activity, nutrition, sleep, or personal health products; analyze for persuasive tactics and accuracy of claims (1.g, 2.g, 3.g);

Additional resources:
www.healthsmartva.org
https://everfi.com/

- To lower the risk of getting cancer maintain a healthy lifestyle, avoid exposure to known cancer-causing substances, and take medicines or vaccines that can prevent cancer from developing. (2.d)

Diabetes (CDC)

- Diabetes is a chronic (long-lasting) health condition that affects how the body turns food into energy. Most of the food a person eats is broken down into sugar (also called glucose) and released into the bloodstream. When a person's blood sugar goes up, it signals the pancreas to release insulin. Insulin acts like a key to let the blood sugar into the body's cells for use as energy.
- When a person has diabetes, their body doesn't make enough insulin or can't use the insulin it makes as well as it should. When there is not enough insulin or cells stop responding to insulin, too much blood sugar stays in the bloodstream. Over time, that can cause serious health problems, such as heart disease, vision loss, and kidney disease. There isn't a cure yet for diabetes.
- Types and prevention
  - o Type 1: Thought to be caused by an autoimmune reaction (the body attacks itself by mistake) that stops the body from making insulin. Approximately 5-10% of the people who have diabetes have type 1. Symptoms of type 1 diabetes often develop quickly. It's usually diagnosed in children, teens, and young adults. If a person has type 1 diabetes, they will need to take insulin every day to survive. Currently, no one knows how to prevent type 1 diabetes. (1.d, 2.d)
  - o Type 2: The body doesn't use insulin well and can't keep blood sugar at normal levels. About 90-95% of people with diabetes have type 2. It develops over many years and is usually diagnosed in adults (but more often now in children, teens, and young adults). A person may not notice symptoms, so it's important to get blood sugar tested by a health care provider if a person is at risk. Type 2 diabetes can be prevented or delayed with healthy lifestyle changes, such as losing weight, eating healthy food, and being active. (1.d, 2.d)

Vaccines can prevent infectious diseases that once killed or harmed many infants, children, and adults. Without vaccines, children and adults are at risk for getting seriously ill and suffering pain, disability, and even death. (CDC)

- A vaccine is a substance that is usually injected into a person to protect against a particular disease. Immunization means to give (someone) a vaccine to prevent infection by a disease.
- Vaccines work by preparing the body's immune system for future exposure to disease-causing viruses or bacteria. After receiving the vaccine, if the virus or bacteria that cause the real disease should enter the body, the immune system is prepared and responds quickly and forcefully to attack the disease-causing agent to prevent the person from getting sick with the disease. Vaccines are frequently given by injection (a shot), but some are given by mouth and one is sprayed into the nose. Babies are particularly at risk for infections. Vaccines reduce babies' risks by working with their body's natural defenses to help safely develop immunity to disease.
- Some vaccines are required for school-age children before entering school and at certain grade levels. Some students are exempt from immunizations for religious or medical reasons.
- Types – Name (description) – age(s) of vaccination (1.e)
  o Diphtheria, tetanus (lockjaw), pertussis (whooping cough) (DTaP) – one shot for all three given multiple times between infancy and age 7; booster shot at age 10 or 11.
  o Bacterial meningitis (an infection of the tissue covering the brain and spinal cord, which can lead to lasting brain damage and deafness) – between infancy and age 5.
  o Coronavirus (COVID-19) vaccine – age dependent upon FDA approvals.
  o Hepatitis A (virus that causes jaundice [yellow skin or eyes], tiredness, stomachache, nausea, and diarrhea) – 12 months and older.

- o Hepatitis B (can lead to chronic hepatitis [liver inflammation], liver cancer, and death) – newborns to adults.
- o Human papillomavirus (HPV) (virus that causes some cancers) – 3 shots given on a schedule for ages 9 to 45.
- o Influenza/Flu – annual shot or nasal spray to protect against different types of flu.
- o Measles (respiratory disease), mumps (fever, swollen cheeks, and jaw), and rubella (type of measles) (MMR) –12 months and older.
- o Meningococcal (bacterial illness that affects the lining that surrounds the brain and spinal cord; two different types) – children through adult, depending on type.
- o Streptococcus pneumoniae (bacterial infection affecting blood, middle ear, spinal cord, and pneumonia) – infant to adult.
- o Polio (virus that can cause paralysis or death) – as young as 6 weeks of age.
- o Rotavirus (can cause severe diarrhea and dehydration) - as young as 6 weeks of age.
- o Varicella Virus/Chickenpox (can cause skin infections, pneumonia) – 12 months of age and older.
- Effect of vaccines/immunizations on individuals and others (2.e):
- o Vaccinations are a highly effective, safe, and easy way to help keep people healthy, and they limit the effect of spreading diseases to others.
- o On-time vaccination throughout childhood is essential because it helps provide immunity before children are exposed to potentially life-threatening diseases.
- o Vaccines are tested to ensure that they are safe and effective for children to receive at the recommended ages.
- o There are some allergens, such as eggs, that may cause adverse reactions with some vaccines. Parents should discuss their child's allergies with their health care provider.

- Strategies to reduce illness at home and at school – Talk with a health care provider about available vaccines. If a person is ill with a communicable disease, they should stay home to limit spreading illness to others. (3.e)

There are external influences that can affect personal health choices in positive and negative ways.
- Family: Research has shown that friends and families are one of the biggest influences on lifestyles and nutrition. Family can influence factors that are inherited that may affect personal health, from food choices to types of physical activity people engage in. (1.f. 2.f)
- Peers: Peers influence teenagers to do things they might not do on their own. Research has shown that the mere presence of peers—not their direct verbal/nonverbal pressure—affects adolescents' decision-making. (1.f, 2.f)
- Culture: can influence health attitudes, beliefs, and practices (1.f)
- Environment: the way community is designed to include access to health care, healthy foods, and places for activity; social networks and social supports (1.f, 2.f)
- Screen time: can provide access to health information and applications that promote healthy food choices and physical activity; can negatively affect sleep, mental, emotional, and social health, physical health (posture, lack of physical activity, affect vision, weight gain, increase risk of diabetes and heart disease); still much that is not known about long-term effects of screen time on health (1.f, 2.f)
- Social media: can inspire but can also foster unrealistic expectations for health; can provide information to support healthy choices but can also promote negativity, false information and unhealthy products (1.f, 2.f)

The goal of advertisements is to sell; to influence buyers by promoting a product, service, or company.
- Advertisement techniques may include (1.g):
  o Bandwagon (everyone else is doing it).

o Fear (scare people into buying/believing something). o Conflict (uses an unresolved problem or situation). o Shock (uses controversy to gain attention). o Problem/Benefit (convince someone they have a problem and the product is the solution). o Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story). o Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers). o Association (linking a product to certain values, groups, or people). o Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.	

Topic: Substance Use/Misuse Prevention
Standards:
6.1.h   Differentiate between proper use and misuse of prescription and nonprescription medications.
6.1.i   Recognize social influences/influencers on both the reduction and promotion of the use of alcohol, tobacco, nicotine products, and other drugs.
6.1.j   Define addiction and substance use disorder.
6.1.k   Identify different types of opioids.
6.1.l   Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance use.

6.2.h   Evaluate the influence of media and marketing techniques on prescription, nonprescription, and unregulated medication choices.
6.2.i   Identify the benefits of a smoke- and tobacco/nicotine-free environment.
6.2.j   Describe characteristics of substance use disorder.
6.2.k   Differentiate between legal and illegal drugs that fall into the opioid category.
6.3.l   Identify mental and health professionals and explain their role in preventing the use/abuse of prescription opioids and other drugs.

6.3.h   Describe where to access accurate information on the proper use of prescription, nonprescription, and unregulated medications.
6.3.i   Examine the changes in school and community policies and laws regarding tobacco/nicotine-free environments.
6.3.j   Describe the types of support available at school and in the community for substance use disorders.
6.3.k   Describe the dangers of opioids in the home and the community effects of the national opioid epidemic.
6.2.l   Analyze family and peer pressure as influences on the use and nonuse of opioids, alcohol, tobacco, inhalants, and other drugs.

Essential Understandings	Essential Knowledge and Skills
All drugs (medicines, medications, and illicit drugs) affect the body and how it functions. Some effects are helpful, but some are harmful if used incorrectly or at all. • Prescription medications require a doctor/health care provider order.	In order to meet these standards, it is expected that students will

- Nonprescription medications or over-the-counter medications, such as aspirin and cough medicine, can be bought at the store without visiting the doctor.
- Unregulated medications may include vitamins and supplements (herbal, dietary). the Food and Drug Administration (FDA) is not authorized to review dietary supplement products for safety and effectiveness before they are marketed; therefore, dietary supplements are not subject to the strict standards governing the sale of prescription and nonprescription drugs.
- Proper drug use: It is important to follow doctor's orders for prescription medication or the safety regulations on nonprescription medicines. Medicine should only be used for the illness or problem it is meant for and only for the person it is meant for. Medicine can be harmful to the body if taken incorrectly. It can lead to illness or injury of the body organs. Many medicines can look similar, but each medicine has a unique function and when taken by accident, or in excess, can be harmful to the body. (1.h)
- Children should only take medicine given to them by a parent, doctor, nurse, or other trusted adult, not from a peer or a stranger. (1.h)
- Drug misuse: When a person is prescribed a drug but does not follow directions on the label, it is considered drug misuse. Prescription drug misuse can include taking the incorrect dose, taking a dose at the wrong time, forgetting to take a dose, and stopping medicine too soon (Institute for Safe Medication Practices). (1.h)
- Drug abuse: The use of a medication without a prescription in a way other than as prescribed or for the experience or feelings created when taking the medicine is drug abuse (National Institute on Drug Abuse). For example, when a person takes a prescription drug to feel good or "get high." (1.h)
- Review persuasive tactics from Disease Prevention/Health Promotion content. (2.h)
- Accurate information about prescription, nonprescription, and unregulated medications can be accessed from health care providers, FDA, and National Institutes of Health (NIH) MedlinePlus. (3.h)

- list appropriate use and misuse of prescription, nonprescription/over-the-counter, and unregulated medications (1.h);
- identify marking techniques and influences on medication choice and where to access accurate information (2.h, 3.h);
- respond to the statement, "but everyone is doing it (taking drugs)"; include what influences students in positive and negative ways regarding substance use and how students can be leaders in prevention (1.i, 1.l, 2.l);
- list the benefits of a smoke- and tobacco/nicotine-free environment (2.i);
- list school or local laws/policies related to smoke/nicotine-free environments and why they are important (3.i);
  - Option: Identify gaps in laws/policies and write supporting letters to school administrators/state legislators.
- create a conversation (written or oral) with a peer that may be thinking about or has started using drugs and explain addiction, substance use disorder, and resources for help and assistance (1.j);
- create a fact sheet to explain the opioid crisis to a parent or peer (1.k, 2.k, 3.k);

Social learning is considered the most important single factor in addiction. It includes patterns of use in the addict's family or subculture, peer pressure, and advertising or media influence. (Encyclopedia of Children's Health) - Influences include other people (peers, parents, and adults), popular media (make it seem like it is OK/cool), for escape and self-medication (manage stress or regulate their lives without a healthy outlet), boredom, rebellion, instant gratification (shortcut to happiness), lack of confidence, and misinformation about the risks of drug use. (Top 8 Reasons Why Teens Try Alcohol and Drugs) (1.i) - Social status is important to teens. Teens may use drugs to fit in, impress new friends, or to be social. (Teenagers and Drugs) There is particular concern during transitions—elementary to middle school, middle school to high school, and relocating/moving. (1.i) - Prevention may include the effects of alcohol, marijuana/cannabis, and drug use on things teens personally care about and personal short- and long-term goals. Protective factors include supportive parents, a strong parent-child bond, parental monitoring, self-control, engaging in healthy activities, friends/peers who support nonuse, academic competence, and strong neighborhood attachment (Preventing Drug Use among Children and Adolescents) (1.i) - Smoke and tobacco/nicotine-free environments protect people from exposure to secondhand smoke (2.i) - Smoke travels through walls, ventilation systems, and hallways, which exposes nonsmokers to the same health threats faced by smokers. Smoke-free environments are helpful for children, who have still-developing lungs and are easily harmed by smoke exposure. Children exposed to tobacco smoke are at risk for asthma and other respiratory illnesses, and earaches. - Tobacco smoke can be measured in high quantities more than 20 feet from an outdoor source. (Smoke-free Housing) - School and community policies and laws (3.i):	List mental and health professionals that can help with preventing the use/misuse of substances and how they can help (3.l). Additional resources: www.healthsmartva.org https://everfi.com/

o In Virginia, smoking is prohibited in government buildings, health care facilities, restaurants, bars, retail stores, public schools, and recreational and cultural facilities. o Virginia law states that, "'Smoke'" or 'smoking' means the carrying or holding of any lighted pipe, cigar, or cigarette of any kind, or any other lighted smoking equipment, or the lighting, inhaling, or exhaling of smoke from a pipe, cigar, or cigarette of any kind." (§15.2-2820 *Code of Virginia*) • Review school policies for smoke and tobacco/nicotine (3.i). The preferred term for drug addiction is substance use disorder (SUD). Compassion and understanding about this disease are important in helping people access resources for assistance. • Drug addiction/SUD/substance abuse disorder is defined as a chronic, relapsing disorder characterized by compulsive drug seeking and use despite adverse consequences. It is considered a brain disorder because it involves functional changes to brain circuits involved in reward, stress, and self-control, and those changes may last a long time after a person has stopped taking drugs. (National Institute on Drug Abuse) SUD/substance abuse disorder is characterized by symptoms such as excessive use of a substance, difficulty limiting its use, craving, impaired social and interpersonal functioning, a need for increased amounts of the substance to achieve the same effects, and withdrawal symptoms upon discontinuance. (The American Heritage Medical Dictionary) (1.j, 2.j) • Support available for substance use disorders include (3.j) o School (school counselors, psychologists, social workers, substance abuse counselors). o Community (Community Services Board, health care providers, SAMHSA's National Helpline at 1-800-662-HELP, behavioral health treatment centers and services (https://www.findtreatment.gov/); and recovery and recovery support services.	

The misuse of and addiction to opioids—including prescription pain relievers, heroin, and synthetic opioids such as fentanyl—is a serious national crisis that affects public health as well as social and economic welfare. (Opioid Overdose Crisis)

- All opioids are chemically related and interact with opioid receptors on nerve cells in the body and brain. Regular use—even as prescribed by a doctor—can lead to dependence and, when misused, opioid pain relievers can lead to addiction, overdose incidents, and deaths. Opioids are a class of drugs that include the illegal drug heroin, synthetic opioids such as fentanyl, and pain relievers available legally by prescription, such as oxycodone (OxyContin), hydrocodone (Vicodin), codeine, morphine, and many others (Prescription Opioids Drug Facts). Pain medications may be prescribed for sports injuries, dental work, or surgery. Opioids are highly addictive and should only be taken under a doctor's care. (1.k, 2.k)
- National opioid epidemic (3.k)
  - In 2016, the federal government declared opioid addiction a public health emergency.
  - From 1999–2019, nearly 500,000 people died from an overdose involving any opioid, including prescription and illicit opioids. (Understanding the Epidemic)
  - The economic burden of opioid use disorder and fatal opioid overdose was estimated to be $1.02 trillion in 2017, with a majority of the costs attributed to reduced quality of life from opioid use disorder and the value of life lost due to fatal opioid overdose. (Health Topics – Opioid Overdose)
  - Review prescription/nonprescription precautions.
    - Keeping pain medications/opioids in the home can lead to an increased risk of theft and accidental poisoning. Prescription opioids and all medications should be in a locked container or safely disposed (do not flush leftover medication; check with the local Community Services Board for national take-back days and information about safe disposal of medications).

▪ Parents and children can talk with physicians about non-opioid pain options for surgical procedures or other medical needs.
 	
Adolescents need to be aware of the social effects that influence the use and nonuse of substances in order to make healthy decisions to avoid risk-taking behaviors related to substance use.
• Research has found that adolescents possess the knowledge, values, and processing efficiency to evaluate risky decisions as competently as adults; however, adolescents are particularly sensitive to social stimuli (acceptance, fitting in, pressure) and this may affect their capacity to "put the brakes on" acting impulsively. (The Teenage Brain: Peer Influences on Adolescent Decision Making) (1.l)
• Review influences and protective factors for use and nonuse of drugs (see 1.i). (2.l)
• In addition to parents, there are health professionals that can help adolescents make healthy decisions to avoid risk-taking behaviors related to substance use. (3.l)
   o School counselors, psychologists, social workers
   o School substance abuse counselors
   o Health care providers
   o Community Services Board staff and resources for community prevention initiatives	

Topic: Safety/Injury Prevention
Standards:
6.1.m   Identify strategies to prevent injuries, including safety habits in vehicles, on the Internet, in public areas, and during recreational activities.
6.1.n   Describe basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.

6.1.o   List types and purposes of school safety drills.

6.2.m   Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
6.2.n   Use a decision-making process to determine when medical assistance is needed.
6.2.o   Describe the consequences of not following school safety drill procedures.

6.3.m   Develop a plan to remain injury-free, including avoiding risk-taking behaviors online and in the community and using safety equipment.
6.3.n   Demonstrate basic first aid and emergency procedures for common injuries, including sunburn, cuts, scrapes, and insect stings.
6.3.o   Demonstrate appropriate behaviors during lockdown, fire/evacuation, tornado, earthquake, and other safety drills.

Essential Understandings	Essential Knowledge and Skills
Safety rules are in place to help prevent injuries, accidents, and keep tragic events from happening. • Motor vehicle safety: Children 12 and younger should always ride in the back seat, wear and keep safety belts buckled, remain seated, be encouraged not to play with door locks and window switches, and limit distractions by keeping voices and sounds low. (1.m) • Internet safety: Only visit sites approved by a parent/guardian, teacher, or other trusted adult; do not provide personal information—including your name, age, address/neighborhood, name of school, or phone number— on websites. (1.m) o Online safety rules:	In order to meet these standards, it is expected that students will • list strategies to prevent injuries when riding in motor vehicles, online, in the community, and for recreational activities (1.m); • select an area of injury prevention to make a plan and detail strategies, including what to do when faced with peer pressure situations (2.m, 3.m);

- ▪ Tell a trusted adult if something online makes you feel uncomfortable or if a stranger/someone you do not know wants to talk or meet with you, or wants pictures of you.
- ▪ Tell a trusted adult before sharing any personal information—name, address, phone number, school.
- ▪ Do not meet someone in person that you have only met online.
- ▪ Do not be mean or rude online.
- Safety in the community/public areas:
  - o Ensure that parents/guardians know where you are/where you are going and the route(s) you will take.
  - o Be aware of your surroundings.
  - o Do not talk to or go places with people you do not know.
  - o Know neighbors and places you can go to get adult help if needed (police, community centers, open school buildings).
- Recreational activities (1.m)
  - o Biking: Wear a helmet; wear bright color clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk your bike across the road; look for cars before crossing the road.
  - o Recreational equipment (scooter, skateboard, in-line skates/rollerblading): Wear a helmet, gloves, elbow and knee pads, wrist guards, and sneakers; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on sidewalks.
  - o Water: Learn how to float and swim, wear a personal flotation device (life jacket) when boating or if not comfortable in the water when swimming; do not swim alone; follow the lifeguard's directions; walk around the pool; and don't push or jump on others.

- list common injuries and describe basic first aid procedures (1.n);
- demonstrate basic first aid procedures and use decision-making skills to determine when medical assistance is needed (2.n, 3.n);
- describe school safety drills, associated safety procedures, and the need to follow safety procedures (1.o, 2.o);
- demonstrate appropriate behavior during school safety drills (3.o);
- identify locations where swim lessons are provided in your community
- describe the importance of following online safety rules (3.m).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- The section of the brain most involved in emotional and social interaction becomes very active during puberty, while the section most critical for regulating behavior is still maturing into early adulthood. This helps to explain why adolescents engage in risky behaviors; however, research has found that adolescents possess the knowledge, values, and processing efficiency to evaluate risky decisions as competently as adults. Accepting responsibility for personal actions to avoid risk-taking behaviors and injury is a sign of maturity. Having the skills of decision making, being goal-oriented, and having supportive friends and family can help with responding to peer pressure, dares, and engaging in risky behaviors to fit in. (2.m)

First aid is the emergency care or treatment given to a sick or injured person before regular medical aid can be obtained. (Merriam-Webster)
- Call 911 for emergency services in any situation when the scene of the injury is unsafe or the person is unresponsive or not breathing,. Seek adult assistance.
- Tell a parent/guardian of any injuries.
- Basic first aid for common injuries including:(1.n)
  o Sunburn: see Mayo Clinic First Aid Sunburn.
  o Cuts and scrapes: see Mayo Clinic Cuts and scrapes: First Aid.
  o Insect bites and stings: see Mayo Clinic Insects bites and stings: First Aid.
  o Additional first aid for common injuries may be included at teacher discretion.
- Decision-making process: (2.n)
  o Identify the decision to be made.
  o List all of the possible options.
  o Evaluate the pros and cons of each option.
  o Make your decision based on the evaluation of each option.
  o Reflect on the decision that was made.

School safety drills are designed to keep students and school personnel safe when a danger exists inside or outside the school building.

- Types and purposes of school safety drills may include (1.o):
  - o Lockdown: Used to prevent people from leaving the building (stay in classrooms) due to a threat inside or outside the school, or due to a dangerous person, chemical, or other threat (Virginia requires four lockdown drills each school year *[Code of Virginia §22.1-137.2]*)
  - o Fire/evacuation: Used to get people out of a building safely when conditions inside have become life-threatening (Virginia requires four fire/evacuation drills each school year *[Code of Virginia §22.1-137]*)
  - o School bus evacuation/emergency: Exiting a school bus safety due to an emergency inside or outside the bus (Virginia requires at least one bus emergency drill each school year *[Code of Virginia §22.1-184]*)
  - o Tornado: The outside of the building is unsafe because of dangerous wind or precipitation; go to interior spaces of building with no windows to avoid injury and take cover (Virginia requires two tornado drills each school year *[Code of Virginia §22.1-137.1]*)
  - o Earthquake: When moving around could cause serious injury, students and employees learn the areas in their building or classrooms that will be safest to be in and how to take cover to avoid serious injury (Virginia does not have a requirement for earthquake drills).
  - o Note: School drills may have different names. Teachers should use the school-specific names and include any other types of drills conducted by the school.
- School safety drills play an important role in keeping students and staff safe in the event of an emergency. Drills are used to train school staff to know their responsibilities. It's equally important for students to know the planned procedures so they can work cooperatively with adults. Familiarizing teachers and students with the emergency plan helps to reduce anxiety, panic, and

confusion and helps everyone remain calm. Mock drills serve as a means to evaluate the reaction of adults and students, how effectively they follow the emergency procedures, and the length of time it takes to evacuate and account for everyone. It gives an opportunity to reduce evacuation time, ensures that everyone is using the most effective exit route, ensures all students are accounted for, and teaches students to follow instructions and remain calm. (2.o) • Review classroom- and school-specific expectations for school safety drills. (3.o)	

Topic: Mental Wellness/Social and Emotional Skills

Standards:

6.1.p   Define body image and explain the importance of having a positive body image.

6.1.q   Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).

6.1.r   Define mental health and describe what it means to be mentally healthy.

6.1.s   Describe personal strengths and areas for growth.

6.1.t   Identify potential positive and negative responses to stress and criticism.

6.1.u   Explain the importance of personal boundaries for physical, emotional, and social health.

6.2.p   Describe how culture, media, and other external factors influence perceptions about body image.

6.2.q   Explain the importance of understanding the feelings and perspectives of others.

6.2.r   Identify protective and risk factors for mental illnesses and challenges.

6.2.s   Describe strategies to work through adversity and challenges.

6.2.t   Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.

6.2.u   Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

6.3.p   Analyze the influence of media on issues related to body image.

6.3.q   Demonstrate ways to show respect for individual differences, opinions, and beliefs.

6.3.r   Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.

6.3.s   Ability to set and monitor a personal goal to address one area of growth.

6.3.t   Ability to a plan to manage stress.

6.3.u   Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

Essential Understandings	Essential Knowledge and Skills
Having a positive body image affects self-esteem and self-image.	In order to meet these standards, it is expected that students will

- Body image is a subjective picture of one's own physical appearance, established both by self-observation and by noting the reactions of others. (Merriam-Webster) (1.p)
- A healthy body image means a person feels comfortable in their body and feels good about the way they look. This includes how they think and feel about their appearance and how they judge their self-worth. A negative body image may occur when someone is overly focused on comparing their size, shape, or appearance to unrealistic ideals. A negative body image can put a person at higher risk of certain mental health conditions, such as eating disorders and depression. (U.S. Department of Health & Human Services Office on Women's Health) (1.p)
- Culture is the beliefs, customs, and arts of a particular society, group, place, or time (Merriam-Webster). Culture can include family, community, and peer groups. Body image can be influenced by the different cultures that a person is part of, how a person feels about themselves, and how they feel about their body. (2.p)
- Forms of media include TV, print, movies, music, advertisements, Internet, and social media. Images and behaviors portrayed by the media can positively and negatively influence what people think is normal, expected, achievable, or will make a person happy or popular. Comparisons with unrealistic or unattainable bodies can lead to negative self-image/body image (body shame and low body esteem), which can lead to serious behaviors. There can be positive images and behaviors in media that challenge harmful stereotypes about appearance ideals. (3.p)

Teamwork is the cooperative or coordinated effort of a group of people acting together as a team or in the interests of a common cause. Teamwork skills are needed in family, school, and work/career collaborations throughout life.

- select a variety of advertisements and analyze the possible impact on body image; include definition of body image and the importance of a positive body image (1.p, 2.p 3.p);
- analyze group dynamics to determine factors that influence success in positive and/or negative ways (1.q);
- participate in a group collaboration towards a goal and track/reflect on factors that were used and ways that respect for individual differences, opinions, and beliefs were demonstrated (2.q, 3.q);
- describe what it means to be mentally health (1.r);
- list risk and protective factors for mental illnesses and challenges;
- list resources for help and assistance with mental health concerns (2.r, 3.r);
- list personal strengths and areas of interest for growth (1.s);
- select an area for growth to develop a SMART goal and action steps; include possible challenges and strategies to address/manage the challenges (2.s, 3.s);
- describe/role play a stressful situation that involves criticism and identify both positive and negative ways to respond (1.t, 2.t, 3.t);

- Factors that contribute to group success may include respecting individual differences and opinions, empathy, honesty, awareness, collaboration, compromise, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, and using effective face-to-face and online communication skills. (1.q)
- Respecting individual differences, perspectives, and opinions, and having empathy will affect group success by ensuring that everyone's voices are heard, people feel valued, individuals' strengths and talents are used, everyone is engaged and committed to the success of the group, and everyone learns through the contributions of others. (2.q)
- Ways to show respect for individual differences may include (3.q):
  - Try to learn something from the other person.
  - Show interest and appreciation for the culture and background of others.
  - Don't insult, tease, or make fun of people.
  - Listen to others when they speak.
  - Be considerate of people's likes and dislikes.
  - Don't talk about people behind their backs.
  - Be sensitive to other people's feelings.

According to the World Health Organization (WHO), health is a state of complete physical, mental, and social well-being, not merely the absence of disease or infirmity.
- "[Mental health is] a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. With respect to children … having a positive sense of identity, the ability to manage thoughts, emotions, as well as to build social relationships, and the aptitude to learn and to acquire an education, ultimately enabling their full active participation in society." (WHO Mental Health Action Plan 2013-2020) (1.r)

- explain the importance of setting personal boundaries and respecting the boundaries of others (1.u);
- role-play conversations/situations for setting and respecting personal boundaries (2.u, 3.u).

Additional resources:
www.healthsmartva.org
https://everfi.com/

• Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood. (mentalhealth.gov) (1.r)
• Risk factors and protective factors can affect mental illnesses and challenges. (2.r)
    o A risk factor is something that helps create problems. Risk factors may include lower self-esteem, poor social skills (communication and problem-solving skills), early substance use, a head injury, parent-child or family conflict, parental substance use, peer rejection, poor academic achievement, stressful or traumatic events, or aggression toward peers.
    o A protective factor is something that helps lower the likelihood of problem outcomes or reduces the negative effects of risk factors on problem outcomes. Protective factors may include academic achievement, high self-esteem, emotional self-regulation, good coping and problem-solving skills, engagement and connections with others, supportive relationships with family members, clear expectations for behavior and values (family and school), mentors, opportunities for school and community involvement, physical and psychological safety (school, neighborhood, community), and positive norms. (Risk and Protective Factors)
• Resources that can help oneself and others with mental illnesses and challenges (3.r):
    o Parents/guardians.
    o School personnel: counselors, social workers, psychologists (Note: teachers will want to ensure that students know the school-specific personnel in these positions).	

- o Community Services Boards in many areas of the state can be accessed for information and treatment. - o Public and private mental health service providers: mental health hospitals and facilities, social workers, psychologists, psychiatrists. - o Hotlines and services such as PRS CrisisLink ▪ Staff answer 24/7; Call: 800-273-TALK [8255]; Text: "CONNECT" to 855-11; Lifeline Chat: SuicidePreventionLifeline.org/chat Everyone has different strengths that make them unique/different from others. • Personal strengths are the things a person is good at and likes to do. Strengths may include (1.s): - o things of interest (music, art, science, building things, cooking, reading) - o skills (painting, playing an instrument, playing a sport) - o good qualities (kindness, humor, leadership) • Strengths and skills can change throughout life with a desire to learn or with the interest, time, experience, and practice (learning to play the piano). Skills to be a leader and social skills (being kind, communication) are ongoing life skills • Adversity and challenges are a part of life and help to build strength, character, perseverance, and resilience. (2.s) - o Adversity is a state or instance of serious or continued difficulty or misfortune. (Merriam-Webster) - o Strategies for working through adversity and challenges may include: ▪ Healthy habits—getting enough sleep, eating well, and exercising—can reduce stress, which may, in turn, boost resilience. ▪ Caring relationships with adults. Looking to loved ones for help and emotional support, increasing self-care, and focusing on the	

aspects of the situation that are under your control. Learning to be OK with making mistakes, big or small, is a critical skill.
- Goal setting using SMART (specific, measurable, attainable, realistic, timely) goals. Plans to meet goals should include thinking about potential challenges (things that might stop progress) in advance and include possible strategies to address those challenges. (3.s)

Everyone—adults, teens, and even children—experiences stress. Learning healthy ways to cope and getting the right care and support can help reduce stressful feelings and symptoms. (CDC)
- Stress is a reaction to a situation where a person feels threatened or anxious. Stress can be positive, also called eustress (e.g., preparing for a wedding), or negative (e.g., dealing with a natural disaster). (1.t)
    - o Positive responses to stress may include increased alertness, motivation, and focus. Talking with friends, family, or others may also help work through stress. Positive responses can lead to growth, adaptation, and learning that promotes coping skills and resilience. (1.t)
    - o Negative responses to stress may include overeating, smoking, and the use of alcohol or drugs. (1.t)
- Criticism, the act of criticizing: to consider the merits and demerits of and judge accordingly; to find fault with, point out the faults of (Merriam-Webster). (1.t)
    - o Positive responses to criticism may include asking for clarification and learning from constructive criticism (speaks to an issue and offers a learning experience) while ignoring/walking away from irrelevant (has nothing to do with the situation) or destructive criticism (meant to hurt someone).
    - o Negative responses to criticism can include anger, name-calling, conflict, and other responses associated with distress. (1.t)

- Responses to stress/distress may cause physical health problems including headaches, upset stomach, or chest pain, and may cause emotional problems including anxiety, worry, panic attacks, or depression. Having social supports (supportive friends, family, and others) may help a person's ability to cope with stress and criticism. Negative responses to stress and criticism can impact relationships with others. (2.t)
- Creating a plan to manage stress includes: identifying what does/may cause stress, identifying how a person is responding (emotions, feelings), and identify strategies and positive ways to manage stress that work for the individual such as physical activity/exercise, time management, communication, counting to 10, thinking positive, relaxation and breathing exercises, mindfulness, breaking down larger problems into smaller problems, making time for hobbies, interests, and fun, eating a healthy diet, getting enough sleep, positive self-talk ("I can do this"), and talking with a parent, counselor, or friend. (3.t)

Personal boundaries can be defined as the limits we set with other people, which indicate what we find acceptable and unacceptable in their behavior towards us (Psychology Today).
- Boundaries improve relationships and self-esteem. Healthy personal boundaries help maintain a positive self-concept. Boundaries may include physical closeness to another person (personal space), emotions and thoughts, time and energy, and things or possessions. Boundaries may be flexible depending on the people or situation. (1.u)
- Boundaries are a personal choice and vary from one person to the next. Communicate boundaries using "I" statements and assertive communication. Example, I feel ---- when --- because---. What I need is ----. Say, "No" – it is okay to say no without explanation. Use features on tech devices such as setting a cut-off time for reading and answering texts. (2.u)

• Respecting boundaries of others includes respecting and accepting others as they are, being an active listener, and listening for verbal and watching for nonverbal cues (if someone steps back, the other person may be too close). (2.u, 3.u) Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.	

Topic: Violence Prevention

Standards:

6.1.v   Analyze the role of emotions and media influences on conflict and violence.

6.1.w   Describe the possible effects of bullying and cyberbullying, including the increased risk for harm and violence when bullying aggression persists.

6.1.x   Explain what a gang is and identify gang-related behaviors.

6.2.v   Explain methods to reduce violence and peacefully resolve conflict.

6.2.w   Recognize the role of family, peers, community, and the media in preventing bullying and cyberbullying.

6.2.x   Explain the importance of friends or adult mentors in avoiding gang involvement.

6.3.v   Practice ways to resolve conflict peacefully.

6.3.w   Evaluate a plan to prevent or manage the effects of bullying and cyberbullying.

6.3.x   Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.

Essential Understandings	Essential Knowledge and Skills
Youth violence is a serious problem that can have lasting, harmful effects on victims and their families, friends, and communities. (Youth Violence) • Although experts agree that no single factor can cause a nonviolent person to act aggressively, some studies (though not all) suggest that heavy exposure to violent media can be a risk factor for violent behavior. Research shows that viewing (or playing) violent content could increase the chance that a child will act aggressively. Heavy exposure to violent media can lead to desensitization—being less affected by violence. (Tips on How to Deal with Media Violence) There is a small, reliable association between violent video game use and aggressive outcomes, such as yelling and pushing. However, these research findings are difficult to extend to more violent outcomes. (APA Reaffirms Position on Violent Video Games and Violent Behavior) (1.v)	In order to meet these standards, it is expected that students will • analyze a variety of conflict situations or situations that may escalate to use of violence to explain the role of emotions, possible media influences, and possible methods to reduce potential violence and resolve conflict peacefully (1.v, 2.v, 3.v); • examine a variety of bullying and cyberbullying situations to explain the possible effects and how peers, family, community, and the media

- Emotions can help and hinder problem solving. When it comes to dealing with conflict, many if not most people ignore or suppress emotions. Yet no matter how hard people try to remain unemotional, during a conflict their hearts tend to beat faster, their palms sweat, and their breathing quickens. All of these physical signs attest to underlying emotions that can complicate the discussion. (1.v)
- Youth violence can include fighting, bullying, threats with weapons, and gang-related violence. A young person can be involved with youth violence as a victim, offender, or witness. Youth violence has serious and lasting effects on the physical, mental, and social health of young people. Youth violence is preventable. Strategies to prevent youth violence include (Youth Violence): (2.v)
  - o Promote family environments that support healthy development.
  - o Provide quality education early in life.
  - o Strengthen youth's skills (communication, problem-solving, conflict resolution and management, empathy, impulse control, and emotional regulation and management).
  - o Connect to caring adults and activities.
  - o Create protective community environments.
- Skills to address conflict (2.v):
  - o Be able to reduce your own stress quickly (calming down before addressing the conflict).
  - o Be emotionally aware of yourself and the other person (how are you feeling, how is the other person feeling).
  - o State what the conflict is about.
  - o Communication skills
    - ▪ Listen carefully to others.
    - ▪ Speak directly to each other.
    - ▪ Speak honestly and with kindness.
    - ▪ Focus on your body language (nonverbal communication).
      - ▫ Eye contact

can help prevent the bullying (1.w, 2.w, 3.w);
- evaluate the school's current bullying/cyberbullying prevention measures and make recommendations to strengthen plans to prevent or manage the effects of bullying and cyberbullying (3.w);
- explain what a gang is and ways to help students avoid gang involvement (1.x, 2.x);
- research and present local gang statistics related to violence (1.x);
- use communication skills to demonstrate resistance to negative pressure for engaging in violence, gangs, weapons, alcohol, tobacco, and other drugs (3.x).

Additional resources:
www.healthsmartva.org
https://everfi.com/

> ☐ Facial expressions (smile, frown)
> ☐ Gestures (nodding)
> ☐ Posture (face person you are speaking with)
> ☐ Tone of voice
> ☐ Volume of voice
> o Propose solutions or compromises.
> o Agree on a solution or compromise to try.
> o Ask an adult for help if the conflict is not addressed.

Bullying and cyberbullying are serious problems. Kids who are bullied can experience negative physical, school, and mental health issues. (Effects of Bullying)
- Cyberbullying is bullying that takes place over digital devices and can occur through text, apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (What is Cyberbullying) (1.w)
- Effects of cyberbullying are the same as bullying that may be done face-to-face, including depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, loss of interest in activities that used to be enjoyable, physical health complaints, decreased academic achievement (missing, skipping, or dropping out of school), and substance use. Some of these issues may persist into adulthood. A small number of bullied children might retaliate through extremely violent measures. Kids who bully others can also engage in violent and other risky behaviors into adulthood. (1.w)
- Everyone can have a role in preventing and responding to bullying and cyberbullying. (2.w)

- o Peers can help prevent bullying and cyberbullying by understanding what it is, how to respond, how to support someone who is bullied, and how to report and get help.
    o Families/parents can open lines of communication about bullying before their child is involved in bullying to make it easier for them to tell when something happens. It is also important to work with the school to help prevent bullying before it starts or share what is happening with the school if it is happening.
    o Schools can help by establishing a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens are key to making sure all students are able to learn and grow.
    o Community members can help by knowing what bullying is and how to respond.
    o Media can help prevent bullying with accurate reporting that is presented in a balanced way and that considers the effect of the reporting on the children and families involved.   - Preventing bullying should include promoting an understanding of what bullying and cyberbullying are, how to recognize it, how to respond, how to support someone who is bullied, and how to report and get help. Managing bullying should include how to respond and clear expectations and support for reporting. (3.w)
    o Reporting: When cyberbullying happens, it is important to document and report the behavior so it can be addressed.
        ▪ Do not respond to and don't forward cyberbullying messages.
        ▪ Keep evidence of cyberbullying. Record the dates, times, and descriptions of instances when cyberbullying has occurred.
        ▪ Save and print screenshots, emails, and texts. Use this evidence to report cyberbullying to online service providers.
        ▪ Block the person who is cyberbullying.
        ▪ Report to parents, online service providers, law enforcement (if it includes threats of violence or private images), and school personnel (teacher, counselor, or administrator).	

• Review school-specific reporting protocols for bullying and cyberbullying. Gang members generally range in age from 13 to 24 but can be as young as 9. Gangs can include all ethnic groups. Many gang members are boys, but 10% of all gang members are girls and that number is growing. (Fairfax County Public Schools Preventing Gang Involvement) • A gang is a group of two or more persons, whether formal or informal, and which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating. (1.x) • Gang activities: All use threat, intimidation, and violence to control neighborhoods and boost their illegal money-making activities, which include robbery, drug and gun trafficking, prostitution and human trafficking, and fraud (Gangs). In a school setting, gang members may engage in threats and intimidation, physical bullying and cyberbullying, fighting, recruiting, and criminal activities such as the introduction and use of weapons, assault, sex trafficking, vandalism, and illegal drug sales (Gangs in Schools). Gangs are typically organized upon racial, ethnic, or political lines and employ common names, slogans, aliases, symbols, tattoos, style of clothing, hairstyles, hand signs or graffiti (About Violent Gangs). (1.x) • Having friends who are involved in school and activities in the community, respect and accept one another, and help provide a sense of belonging can help prevent someone from joining a gang. • Adult mentors: Mentoring works on the foundation that youths benefit from close, enduring, caring relationships with adults. By providing adult support and guidance through adolescence, mentoring has been found to provide benefits to both youths and mentors, including the prevention of juvenile delinquency and youth gang involvement. Mentoring is popularly used in school and after-school programs, as well as in the broader community. (Prevention Efforts) (2.x)	

• Resistance is an act or instance of opposing ([Merriam-Webster](#)). Resistance skills give people confidence to say, "No," to violence, gangs, weapons, alcohol, tobacco, and other drugs. (3.x)
  o Resistance skills help people assert themselves, make their voices heard, and express opinions. These skills can help to make the appropriate and healthy decision when faced with negative pressure to engage in activities that make the person uncomfortable, goes against values/beliefs, or are not a healthy or safe choice. Resistance skills can include:
    ▪ Identifying the right decision.
    ▪ Valuing your own opinion.
    ▪ Stating your views assertively.
       ☐ Use verbal and nonverbal communication skills.
       ☐ Say "No", repeatedly if needed.
       ☐ Use "I" statements.
       ☐ Walk away or avoid negative pressure situations.
    ▪ Clarifying and questioning.	

Topic: Community/Environmental Health

Standards:

6.1.y   Assess environmental health and safety issues in the community.

6.1.z   Recognize that all individuals have a responsibility to protect and preserve the environment.

6.2.y   Explain the role of the Environmental Protection Agency (EPA) and local agencies in protecting the environment.

6.2.z   Create and monitor progress toward a personal goal, service learning, or group project to protect the environment.

6.3.y   Identify careers and professions associated with environmental health.

6.3.z   Develop a plan to work collaboratively with peers, families, and community groups to address community environmental health and safety issues.

Essential Understandings	Essential Knowledge and Skills
Environmental health is the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting exposures to hazardous physical, chemical, and biological agents in air, water, soil, food, and other environmental media or settings that may adversely affect human health. (National Environmental Health Association) • Environment is the conditions that surround someone or something; the conditions and influences that affect the growth, health, and progress of someone or something. (Meriam-Webster) • Environmental health and safety issues information can be found at EPA in Virginia, airnow.gov, and Virginia Department of Health local health districts. (1.y) • The federal Environmental Protection Agency (EPA), as well as local government agencies, work to protect human health and the environment including clean air, water, and land; enforce federal environmental laws; clean up contaminated lands	In order to meet these standards, it is expected that students will • use reliable sources to identify environmental health and safety issues in the community (school, neighborhood, county) (1.y); • identify agencies that work to protect the environment (2.y); • select an environmental health career/ profession and explain job focus/ responsibilities (3.y); • select an environmental health or safety issue to develop a plan toward a personal goal, service learning, or group project to protect the environment (2.z, 3.z). Additional resources:

and toxic sites; and ensure the safety of chemicals in the workplace for communities, individuals, businesses, and state and local governments. (2.y)	www.healthsmartva.org
• Environmental health professionals work in state, county, and city health and environmental agencies, environmental consulting companies, private corporations, federal government (EPA, CDC), and international organizations. Environmental health professionals specialize in a particular area. (3.y)	https://everfi.com/
o Reducing air, water, soil, noise, or radiation pollution.	
o Protecting our food supply.	
o Improving safety in schools, public areas, and the workplace.	
o Ensuring safe living conditions in housing.	
o Promoting public health with a focus on environmental hazards.	
o Research, education, public policy, improved practices, new technologies.	
• Individuals who succeed in this field tend to be team players with a strong interest in science, a commitment to public welfare, and an ability to see the big picture. The work enables those in the field to apply science to making the world a better place. Some public health workers inspect facilities containing hazardous substances or respond to emergency situations. Some ensure worker safety in factories and plants. Others travel to inspect facilities or work from offices. (3.y)	
• Examples of career and professions include built environment specialist, environmental health advocate, environmental health practitioner, food safety specialist, occupational health and safety expert, air pollution specialist, solid waste specialist, hazardous waste specialist, emergency management specialist, industrial hygienist, occupational safety expert, emergency response specialist, epidemiologist, surface water specialists, drinking and groundwater specialists, environmental science, science and engineering, air quality technician, disease control, food and restaurant quality control and inspections, public utilities, sanitation services, and toxicologist. (3.y)	
Caring for the environment is everyone's responsibility. (1.z)	

• There are many ways to get involved in the community to address environmental health and safety issues, such as volunteering for community and school clean-up activities. (2.z, 3.z)	

Topic: Body Systems

Standards:

7.1.a   Identify and describe the major structures and functions of the circulatory system.

7.2.a   Describe how healthy food choices and physical activity keep the circulatory system healthy.

7.3.a   Promote strategies for maintaining a healthy circulatory system.

Essential Understandings	Essential Knowledge and Skills

The circulatory system is the network of blood vessels (arteries, veins, and capillaries) that carry blood to and from all areas of the body. Blood carries the oxygen and nutrients that the organs need to work properly; and blood also carries carbon dioxide to the lungs so that it can be released out of the body through breathing out. (NIH National Heart, Lung, and Blood Institute)
• The heart is located in the center of the chest, near the lungs. It has four chambers surrounded by muscle and other heart tissue. The four chambers include (1.a):
  o Right and left atrium, located at the top.
  o Right and left ventricle, located at the bottom.
• Blood flows from the right atrium into the right ventricle and from the left atrium to the left ventricle.
• Chambers are separated by heart valves, which make sure that the blood keeps flowing in the right direction. Valves allow blood to flow out of a chamber and then close to allow the chamber to refill with blood. Valves include (1.a):
  o Tricuspid: separates the right atrium and right ventricle; acts like a door between the atrium and ventricle to prevent blood from flowing backward into the atrium.
  o Pulmonary: separates the right ventricle and the pulmonary artery, which carries blood to the lungs to drop off carbon dioxide and pick up oxygen.
  o Aortic: separates the left ventricle and aorta; opens to allow oxygen-rich blood to leave the heart from the left ventricle through the aorta to the rest of the body.
	In order to meet these standards, it is expected that students will
	• create a diagram that illustrates the circulatory system; label structures and describe the functions of each structure (1.a);
	• research and present three strategies (food choices and physical activity) to promote heart and circulatory health (2.a);
	• develop and present a public service announcement or other promotional advocacy strategy to promote circulatory system health (3.a).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- o Mitral: separates the left atrium and left ventricle; acts like a door between the atrium and ventricle to prevent blood from flowing backward into the left atrium.
- Adding oxygen to blood (1.a):
  - o Oxygen-poor blood from the body enters the heart through two large veins, the superior vena cava and the inferior vena cava. The blood enters the heart's right atrium and is pumped to the right ventricle, which pumps the blood to the lungs.
  - o The pulmonary artery then carries oxygen-poor blood from the heart to the lungs. Lungs add oxygen to blood.
  - o Oxygen-rich blood from the lungs then enters the left atrium via pulmonary veins and is pumped to the left ventricle. The left ventricle generates the high pressure needed to pump the blood to the whole body through blood vessels.
  - o When blood leaves the heart to go to the rest of the body, it travels through a large artery called the aorta.
- The heart is a muscle that needs blood to get oxygen and nutrients. Coronary arteries branch off from the aorta so that oxygen-rich blood is delivered to the heart as well as the rest of the body. (1.a)
- Interruptions, blockage, or diseases that affect how the heart or blood vessels pump blood can cause complications such as a heart attack or stroke. (2.a)
- To prevent heart disease (CDC) (2.a, 3.a):
  - o Choose healthy meals and snacks to help prevent heart disease and its complications. Eat plenty of fresh fruits and vegetables and fewer processed foods.
    - ▪ Eating a lot of food high in saturated fat and trans fat may contribute to heart disease.
    - ▪ Eating foods high in fiber and low in saturated fats, trans fat, and cholesterol can help prevent high cholesterol.
    - ▪ Limiting salt (sodium) can also lower blood pressure.

▪ Limiting sugar can lower blood sugar levels to prevent or help control diabetes. o Physical activity can help maintain a healthy weight and lower blood pressure, blood cholesterol, and blood sugar levels. Children, adolescents, and adults should follow the Centers for Disease Control (CDC) Physical Activity Guidelines for Americans. (2.a., 3.a)	

Topic: Nutrition
Standards:
7.1.b   Describe the value of nutrient-dense foods.

7.1.c   Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber.

7.1.d   Identify decision-making steps for selecting healthy foods and beverages.

7.1.e   Explain how allergens cause an allergic reaction.

7.2.b   Analyze the effects of nutrition on daily performance (i.e., mind and body).

7.2.c   Explain the cognitive and physical benefits of eating a healthy breakfast.

7.2.d   Use a decision-making process to evaluate daily food intake and nutritional requirements.

7.2.e   Discuss the concept of an allergen-safe zone.

7.3.b   Encourage nutrient-dense food choices at home, at school, and in restaurants.

7.3.c   Educate peers and family members on the importance of eating a healthy breakfast and being physically active.

7.3.d   Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events.

7.3.e   Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones.

Essential Understandings	Essential Knowledge and Skills
Nutrient-dense foods are high in nutrients but relatively low in calories. • Nutrient-dense foods contain vitamins, minerals, complex carbohydrates, lean protein, and healthy fats. Examples include fruits and vegetables, whole grains, low-fat or fat-free milk products, seafood, lean meats, eggs, peas, beans, and nuts. (National Cancer Institute) (1.b) • Nutrient-dense foods provide the macronutrients and micronutrients for the body to function without adding empty calories and help to maintain health-enhancing weight. (1.b) • Nutrition affects brain health, mood, cognition (thought, mental processes), creativity, energy, and physical performance. (2.b)	In order to meet these standards, it is expected that students will • create messaging to promote nutrient-dense food choices (what and why they are important) for a variety of audiences (peers, parents) and situations (home, school, restaurants) (1.b, 2.b, 3.b); • research/describe the importance of iron, calcium, potassium, vitamin D, and dietary fiber on body function (1.c);

- Restaurants: Most restaurants provide menus and nutritional information online that could be evaluated prior to dining. Nutritional information may be available on menus or asking the server how foods are prepared are ways to make healthy food choices when dining out. (3.b)

A majority of Americans consume sufficient amounts of most nutrients; some nutrients, including iron (girls and women), calcium, potassium, vitamin D, and dietary fiber, are not consumed in sufficient amounts/below the recommended levels. (USDA Dietary Guidelines 2020-2025)
- Iron: Needed to make healthy oxygen-carrying red blood cells. Iron is an important component of hemoglobin, the substance in red blood cells that carries oxygen from the lungs to the heart and to the rest of the body (systemic circulation). The recommendation for ages 9-13 is 8 milligrams (.0003 ounces) per day. Iron is found in lean meats, poultry, and seafood, legumes (beans and peas) and dark-green vegetables, as well as foods enriched or fortified with iron, such as many breads and ready-to-eat cereals. (1.c)
- Calcium: Makes up much of the bones and teeth and helps heart health, muscle function, and nerve signaling. The recommendation for ages 9-13 is 1,300 milligrams (.5 ounce) per day. Calcium is found in dairy (milk, cheese, yogurt, seafood, leafy greens, legumes, dried fruit, tofu, and foods fortified with calcium). (1.c)
- Potassium: A mineral important for nerves and muscles, including the heart. The recommendation for ages 9-13 is 4,500 milligrams (.16 ounce) per day. Potassium is found in vegetables, fruits, and dairy, white potatoes, beet greens, white beans, plain yogurt, and sweet potatoes. Note: Too much potassium can cause kidney problems. (1.c)
- Vitamin D: Helps the body absorb calcium, facilitates immune system function, and is important for the normal growth and development of bones and teeth. The recommendation for ages 9-13 is 600 International Units (IU) per day. Vitamin D is

- develop a presentation to be used at school or at home that supports and explains the importance of consuming a healthy breakfast and also highlights menu items for breakfast that includes healthy breakfast foods that can be easily made when in a hurry (2.c, 3.c);
- use a decision-making process to evaluate and reflect on daily food and beverage intake and nutritional requirements (1.d, 2.d);
- explore opportunities to engage with the local school wellness committee to advocate for healthy nutrition and beverage choices at all school-sponsored activities (including before, after, and during school activities such as classroom celebrations) (3.d);
- share allergen-free strategies with others that includes knowledge of how allergens cause reactions (1.e, 2.e, 3.e).

Additional resources:
www.healthsmartva.org
https://everfi.com/

found in seafood such as salmon, herring, mackerel, and tuna, and foods fortified with vitamin D, especially almond milk, cow's milk, soy beverage (soymilk), yogurt, orange juice, and breakfast cereals. (Note: Vitamin D is unique in that sunlight on the skin enables the body to make vitamin D. Recommendations for vitamin D assume minimum sun exposure.) Vitamin D fortified milk – one cup equals 65% of the daily recommended allowance. (1.c)

- Dietary fiber: Helps to maintain a healthy weight and lower the risk of diabetes (by helping lower glucose levels), heart disease (by helping lower blood cholesterol), and some types of cancer. The recommendation for ages 9-13 is 22-25 grams (.7 to .9 ounces) per day. Dietary fiber is found in whole-wheat flour, wheat bran, oats, nuts, beans, vegetables (cauliflower, green beans, potatoes, peas, carrots), and fruits (apples, citrus fruits). (1.c)

- Eating a healthy breakfast is associated with improved cognitive function (especially memory), reduced absenteeism, and improved mood. (School Meals) Carbohydrates for breakfast provides the body energy to get started and gives fuel to the brain. Protein provides the body with fuel to repair tissue and is a longer lasting energy source than carbohydrates. Protein also helps one feel full until the next meal. (2.c)
  - o Carbohydrates (e.g., whole-grain cereals, bread, fresh fruit, or vegetables)
  - o Protein (e.g., low-fat milk, yogurt, cottage cheese, nuts, legumes)

Setting personal goals and identifying nutritional needs will help decision making.
- Decision-making process for selecting healthy foods and beverages: (1.d)
  - o Identify the decision to be made.
  - o List all of the possible options.
  - o Evaluate the pros and cons of each option, using criteria such as
    - ▪ Is this option healthful? Is this a "sometimes" food/beverage?
    - ▪ What do I need to add to meet my nutrition goals/needs?
  - o Make your decision based on the evaluation of each option.

o   Reflect on the decision that was made.
- In compliance with Public Law 111-296, Healthy, Hunger-Free Kids Act of 2010 (HHFK), division-level wellness committees are required, and many school divisions may require each individual school to have a wellness committee of school staff, parents, students, and food and nutrition services staff to support ongoing requirements of wellness policy implementation, assessment, and public updates. (3.d)

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.
- A food allergy occurs when the body has a specific and reproducible immune response to certain foods. The body's immune response can be severe and life threatening, such as anaphylaxis. Although the immune system normally protects people from germs, in people with food allergies, the immune system mistakenly responds to food as if it were harmful. There is no cure for food allergies. Strict avoidance of the food allergen is the only way to prevent a reaction. (Food Allergies) (1.e)
- Symptoms and the severity of allergic reactions to food can be different among individuals and can be different for one person over time. Anaphylaxis is a sudden and severe allergic reaction that may cause death. Not all allergic reactions will develop into anaphylaxis. Allergic reactions to food may include an upset stomach, runny nose, itchy skin rash such as hives, or trouble breathing. People at risk for serious allergic reactions have to be very careful and need a plan for handling emergencies when they might need to get special medicine to stop these symptoms from getting worse. (1.e)
- Strategies for schools to assist those with food allergies may include:
  o   No nuts/peanuts in any food brought into a classroom.
  o   Designate an "allergen-free" table in the cafeteria.
  o   Hold foodless classroom celebrations.

o Offer gluten-free (wheat-free) options for class parties. o Keep surfaces clean in classrooms and cafeterias where food is eaten. o Wash hands before and after eating. o Do not share food. o Know how to get help from an adult if someone is having a food allergy problem. (2.e)	

Topic: Physical Health

Standards:

7.1.f   Explain the concept of active transportation (e.g., walking, biking).

7.2.f   Analyze the physical and mental health benefits of active transportation.

7.3.f   Design and promote safe walking and bike routes to and from school or another location in the community.

Essential Understandings	Essential Knowledge and Skills
Active transportation is any mode of nonmotorized transportation, such as walking or jogging, biking, and any other human-powered transportation (i.e., rolling, wheelchair users). • Active transportation includes safe walking and biking to school, work, or services that has the benefits of increasing physical activity and reducing congestion and air pollution. Public transportation can also increase physical activity as people walk or bike to and from public transportation. (1.f, 2.f) • Physical activity can reduce rates of obesity, diabetes, heart disease, stroke, and other chronic health conditions. (2.f) • Physical activity affects mental health positively by building confidence, managing anxiety and depression, and increasing self-esteem and cognitive skills. Exercise also releases endorphins, which correlates to happiness. (2.f)	In order to meet these standards, it is expected that students will • explain active transportation and the benefits (1.f, 2.f); • design a walking and biking route to school or other neighborhood/community destinations, including safety tips and maps (3.f); • Discuss how you can get involved locally to make your community safer to actively transport (city council, city planning, streetlights, are there bike lanes, crosswalks, etc.) (3.f); • create an illustration of a safe walking/biking path to a favorite recreational site (3.f). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Disease Prevention/Health Promotion

Standards:

7.1.g   Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.

7.1.h   Explain the impact of weather- or climate-related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.

7.1.i   Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities.

7.1.j   Identify government agencies that provide consumer protections for health products and services.

7.2.g   Compare current personal sleep and rest habits with recommended guidelines for teenagers.

7.2.h   Describe ways to prevent weather- or climate-related physical environmental conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.

7.2.i   Identify resources in the community that are dedicated to promoting health.

7.2.j   Identify state and federal laws that provide consumer protections.

7.3.g   Engage family to create a personal plan to meet recommended guidelines for sleep and rest.

7.3.h   Determine strategies to protect against the harmful effects of the sun, heat, and cold.

7.3.i   Define public health and describe the associated health and medical careers and the training required for these occupations.

7.3.j   Evaluate and promote a health care product or service for students, families, schools, or communities that will help others to make positive health choices.

Essential Understandings	Essential Knowledge and Skills
Getting enough sleep is as important as eating the right foods and exercising daily. • Sleep helps your brain, mood, and dealing with stress. Lack of sleep can affect mood, energy, attention, and academic performance. The ability to stay focused and concentrate can be affected by a lack of sleep and may lead to behavior problems. Insufficient sleep has been linked to increased risk for poor mental health, injuries, and the development and management of a number of chronic diseases and	In order to meet these standards, it is expected that students will • explain the importance of sleep and keep a sleep log for three to five school nights; compare log with recommended guidelines (1.g, 2.g);

conditions, including type 2 diabetes, cardiovascular disease, obesity, and depression. (1.g)
- Different age groups need different amounts of sleep. Centers for Disease Control and Prevention (CDC) guidelines for ages 6-12 is 9-12 hours and teens ages 13-18 is 8-10 hours. (How Much Sleep Do I Need) (2.g)
- Good sleep habits (sleep hygiene) (Tips for Better Sleep) (3.g):
  o Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends.
  o Make sure your bedroom is quiet, dark, relaxing, and at a comfortable temperature.
  o Remove electronic devices, such as TVs, computers, and smartphones, from the bedroom.
  o Avoid large meals and caffeine before bedtime.
  o Get some exercise. Being physically active during the day can help you fall asleep more easily at night.

Weather and climate can trigger illnesses (e.g., allergies and asthma) and cause cold- and heat-related illnesses including hypothermia, heat exhaustion, heat stroke, dehydration, and sunburn.
- Weather is a common allergy trigger. Dry, windy days blow pollen into the air, causing hay fever. On rainy or humid days, moisture makes mold indoors and outside along with dust mites that also thrive in humid air. Seasonal allergies include tree pollen in spring; grass pollen, ragweed, and other weeds in summer; ragweed in fall; and indoor allergies in winter. (1.h)
- Asthma (Asthma): A disease that affects the lungs, causes wheezing, breathlessness, chest tightness, and nighttime or early morning coughing; can be controlled but not cured; medication may be needed and staying away from possible weather-related triggers such as bad weather—thunderstorms, high humidity, or freezing temperatures (asthma may also be triggered by strenuous

- create a personal goal and plan with family/caregivers to meet/continue to meet recommended sleep guidelines (3.g);
- describe how climate/weather affects allergies, asthma, sunburn, dehydration, heat stroke, heat exhaustion, and hypothermia and identify prevention strategies (1.h, 2.h, 3.h);
- conduct an evaluation of the community for available health services (physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities) (1.i, 2.i);
- explain what public health professionals do and select one career/position and describe the training to be in that career (3.i);
- identify state/federal consumer protection agencies and use information from a state or federal consumer protection agency to evaluate a health care product or service (1.j, 2.j, 3.j);
- create an advertisement to promote a health care product or service for good health (3.j).

Additional resources:
www.healthsmartva.org
https://everfi.com/

physical activity, some medicines, foods and food additives, dust mites, tobacco smoke, and strong emotional states) (1.h) • Sunburn (Sun Exposure – Sunburn; Skin Cancer Awareness): Sunburn is an often painful sign of skin damage from spending too much time outdoors without wearing a protective sunscreen or ultraviolet (UV) protective clothing. Years of overexposure to the sun lead to premature wrinkling, aging of the skin, age spots, and an increased risk of skin cancer. Eyes can also get burned from sun exposure. UV rays, not the temperature, do the damage. Anyone can get skin cancer. Sunburns get better on their own, but they still affect your health. Each time you get a blistering sunburn, it damages skin cells and increases your chance of developing skin cancer. That's especially true if you get sunburns as a kid or teen. Symptoms usually start about four hours after sun exposure, worsen in 24-36 hours, and resolve in three to five days. Symptoms may include red, warm, and tender skin, swollen skin, blistering, headache, fever, nausea, and fatigue. The pain from sunburn is worse six to 48 hours after sun exposure. Skin peeling usually begins three to eight days after exposure. (1.h) • Dehydration: Exercising at an intensity that causes sweating and hot weather and humidity can cause the body to sweat leading to water loss. Dehydration is a result of the amount of water lost through perspiration, fever, vomiting, and diarrhea, and results in the body not having enough water for normal body function. Not replacing the fluid can make a person feel ill. Even mild dehydration can affect physical and mental performance. Signs of dehydration include thirst, muscle fatigue, reduced cognitive processing, dizziness, confused or dazed states of awareness, infrequent urination and dark-colored urine, and dry mouth. Plain water is the best option to replace the fluid loss. (1.h) • Heat-related illness (Frequently Asked Questions about Extreme Heat): People suffer heat-related illness when the body's temperature control system is overloaded. The body normally cools itself by sweating. But under some conditions, sweating just isn't enough. In such cases, a person's body temperature	

rises rapidly. Very high body temperatures may damage the brain or other vital organs. Several factors affect the body's ability to cool itself during extremely hot weather. When the humidity is high, sweat will not evaporate as quickly, preventing the body from releasing heat quickly. Other conditions that can limit the ability to regulate temperature include old age, youth (newborn to age 4), obesity, fever, dehydration, heart disease, mental illness, poor circulation, sunburn, and prescription drug use and alcohol use. (1.h)

o Heat exhaustion: A milder form of heat-related illness that can develop after several days of exposure to high temperatures and inadequate or unbalanced replacement of fluids. Those most prone to heat exhaustion are adults over 65, those with high blood pressure, and those working or exercising in a hot environment. A person with heat exhaustion often might have cool and moist skin, indicating that the body's ability to cool itself is still present, but the person's pulse rate is fast and weak, and breathing is rapid and shallow. If untreated, heat exhaustion may progress to heat stroke.

o Heat stroke: The most serious heat-related illness. It occurs when the body becomes unable to control its temperature: The body's temperature rises rapidly, the sweating mechanism fails, and the body is unable to cool down. Body temperature may rise to 106°F or higher within 10 to 15 minutes. Heat stroke can cause death or permanent disability if emergency treatment is not provided. It is characterized by the following symptoms: a body temperature greater than 103°F (39.4°C); red, hot, and dry skin (no sweating); rapid, strong pulse; throbbing headache; dizziness; nausea; confusion; and unconsciousness.

Cold-related Illness (1.h)

• Hypothermia (Prevent Hypothermia & Frostbite): Caused by prolonged exposure to very cold temperatures. When exposed to cold temperatures, the body begins to lose heat faster than it is produced. Lengthy exposures will eventually use up the body's stored energy, which leads to lower body temperature. Body temperature that is too low affects the brain, making the victim unable to think clearly or move

well. This makes hypothermia especially dangerous because a person may not know that it's happening and won't be able to do anything about it. While hypothermia is most likely at very cold temperatures, it can occur even at cool temperatures (above 40°F) if a person becomes chilled from rain, sweat, or submersion in cold water. Symptoms/warning signs include shivering, exhaustion or feeling very tired, confusion, fumbling hands, memory loss, slurred speech, and drowsiness.

- Prevention/protection:
  - o Heat-related protection/prevention includes wearing appropriate clothing (lightweight, light-colored, loose fitting); staying cool indoors (home, shopping malls, public library); cutting down on exercise in high heat; wearing sunscreen (SPF 30 or higher UVA/UVB broad spectrum), wearing a hat and sunglasses (that block UVA and UVB rays), avoiding hot and heavy meals, staying hydrated, and staying away from drinks high in sugar. If feeling parched/thirsty or dizzy outdoors, take a break and sit in the shade or someplace cool and drink water.
  - o To prevent dehydration: The easiest way to avoid dehydration is to drink lots of fluids, especially water, especially on hot days. Drinking water does not add calories to your diet and is great for your health. The amount that people need to drink will depend on age, size, level of physical activity, and the weather. Wear appropriate clothing, layers, and limit prolonged exposure to very cold temperatures to prevent hypothermia. (2.h)

Access to health care services affects one's overall physical, social, and mental health status and quality of life.
- School resources to support physical, emotional, and social health include access to the school nurse or a public health nurse, school counselors, school psychologists, school social workers, health and physical education instruction, and facilities and programs for physical activity, social gatherings, sports, and athletics. (1.i)

- Community resources vary by area. Resources that support physical, emotional, and social health services may include emergency response systems (e.g., fire, rescue, police); hospitals, county health departments, health care providers (e.g., physicians, nurses, dentists, eye doctors), local stores that have health care products, and safe space and facilities for recreational and leisure opportunities (e.g., recreation centers, public fields, recreation sport leagues). (2.i)
- Public health is the art and science of dealing with the protection and improvement of community health by organized community effort and including preventive medicine and sanitary and social science. Public health promotes and protects the health of people and the communities where they live, learn, work and play. (What is Public Health) (3.i)
  o Work focuses on prevention and protection to include wellness activities and promoting healthy behaviors. In addition, public health professionals:
    ▪ Work in labs to determine what causes certain diseases and to develop vaccines to protect us from them (i.e., scientists, lab technicians, researchers, epidemiologists, and public health doctors).
    ▪ Educate people how to eat more nutritious foods, protect their children from toxic substances, and avoid safety hazards (i.e., health educators, public health nurses, nutritionists, dieticians, and environmental health professionals).
    ▪ Analyze data to better understand how infectious diseases are spread (i.e., scientists, statisticians, and analysts).
    ▪ Manage health care clinics and nursing homes (i.e., health care administrators, nurses, and therapists).
    ▪ Work for government agencies that monitor the quality of the air we breathe and the water we drink (i.e., air pollution specialist, solid waste specialist, hazardous waste specialist, surface water specialists, drinking and ground water specialists, environmental science, science and engineering, and air quality technician.)

- Study soil and food samples to uncover health hazards (i.e., food safety specialist, disease control, and food and restaurant quality control and inspections).
- Work with firefighters, police, hospitals, and emergency specialists to develop plans and strategies to prevent and mitigate manmade and natural disasters (i.e., built environment specialist, occupational safety expert, emergency response specialist, and emergency management specialist).
- Develop policies that affect how we access health care services (i.e., environmental health advocate).
- First responders and health care providers.

- Federal laws govern the agencies that provide consumer protections for health products and services.
  - Food and Drug Administration (FDA): The FDA protects public health by ensuring the safety, efficacy, and security of human and veterinary drugs, biological products, and medical devices; by ensuring the safety of the nation's food supply, cosmetics, and products that emit radiation; regulating the manufacturing, marketing, and distribution of tobacco products; working to reduce tobacco use by minors; helping to speed innovations that make medical products more effective, safer, and more affordable; and by helping the public get the accurate, science-based information they need to use medical products and foods to maintain and improve their health. (1.j)
  - Federal Trade Commission (FTC) Bureau of Consumer Protection: The Bureau of Consumer Protection stops unfair, deceptive, and fraudulent business practices by collecting complaints and conducting investigations, suing companies and people that break the law, developing rules to maintain a fair marketplace, and educating consumers and businesses about their rights and responsibilities. It provides consumer tips for health and fitness products and services. (1.j)

- o U.S. Consumer Product Safety Commission: Protects the public against unreasonable risks of injury or death from consumer products through education, safety standards activities, regulation, and enforcement. Protects consumers and families from products that pose a fire, electrical, chemical, or mechanical hazard. Ensures the safety of consumer products, such as toys, cribs, power tools, cigarette lighters, and household chemicals. (1.j)
- Virginia state law that provides consumer protections (2.j):
- o Virginia Consumer Protection Act of 1977 – §59.1-197. Promotes fair and ethical standards of dealings between suppliers and the consuming public.
  - Advertising or sale of goods or services for personal or household uses.
  - Advertising or sale of business opportunities requiring a person's money or property and personal services.
  - Can file complaints for:
    - Misrepresenting the goods or services as those of another.
    - Misrepresenting the geographic origin of goods or services (such as a label that says "Made in the USA").
    - Misrepresenting that the goods or services have certain quantities, uses, ingredients, or benefits.
    - Advertising secondhand or used goods without clearly indicating that the goods are not brand new.
    - Advertising goods with the intent not to sell them as advertised or with the intent not to sell at the advertised price.
- Federal laws that provide consumer protections (3.j):
- o The Federal Food, Drug, and Cosmetic Act of 1938: Authorized the FDA to demand evidence of safety for new drugs, issue standards for food, and conduct factory inspections.
- o The Kefauver-Harris Amendments of 1962: Strengthened the rules for drug safety and required manufacturers to prove their drugs' effectiveness.

o The Medical Device Amendments of 1976: Applied safety and effectiveness safeguards to new devices. o Consumer Product Safety Act 1972: Authorized the U.S. Consumer Product Safety Commission to develop standards and bans. It also gives CPSC the authority to pursue recalls and to ban products under certain circumstances.	

Topic: Substance Use/Misuse Prevention
Standards:
7.1.k   Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.
7.1.l   Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.
7.1.m   Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).

7.2.k   Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.
7.2.l   Explain the purpose of the Food and Drug Administration (FDA) and differentiate between FDA-approved and non-FDA-approved substances.
7.2.m   Identify short-term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.

7.3.k   Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
7.3.l   Create strategies to identify types of advertising techniques used in a variety of media, including social media, that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.
7.3.m   Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).

Essential Understandings	Essential Knowledge and Skills
Drug addiction is a chronic disease. Drug use is linked to risky behaviors such as needle sharing and can also weaken the immune system. This combination greatly increases the likelihood of contracting human immunodeficiency virus (HIV), hepatitis, and other infectious diseases (Health Consequences of Drug Use). • Drugs that may cause cancer include alcohol, marijuana/cannabis, tobacco, and steroids. (Young adult males who use marijuana/cannabis and began their use during adolescence are at risk for an aggressive form of testicular cancer.) Most drugs can have adverse cardiovascular effects, ranging from abnormal heart rate to heart attack. Drug use can	In order to meet these standards, it is expected that students will • define/describe addiction and substance use disorder (1.k); • explain the risks of use and addiction to alcohol, tobacco, and other drugs, including health effects and risk for trauma, violence, injury, and

lead to respiratory problems. Smoking cigarettes, marijuana/cannabis, and crack cocaine can cause bronchitis, emphysema, lung damage, and lung cancer. The use of some drugs, such as opioids, may cause breathing to slow, block air from entering the lungs, or make asthma symptoms worse. (Health Consequences of Drug Use) Alcohol can cause stroke, high blood pressure, cirrhosis (scarring of the liver), and cancer (Alcohol's Effect on the Body). (1.k)

- Addiction is a compulsive physiological need for and use of a habit-forming substance. The preferred term for drug addiction is substance use disorder (SUD) or substance abuse disorder. Drug addiction/SUD is defined as a chronic, relapsing disorder characterized by compulsive drug seeking and use despite adverse consequences. (Understanding Drug Use) (2.k)
- Drug addiction/SUD is considered a brain disorder because it involves functional changes to brain circuits involved in reward, stress, and self-control, and those changes may last a long time after a person has stopped taking drugs. These changes to the brain affect how a person thinks (impairs judgment) and acts, which can lead to risky behaviors that may cause chronic disease, viral infections, and injury to self and others (e.g., driving under the influence, engaging in violent/aggressive behaviors, or engaging in illegal behaviors to obtain money for or to obtain the drug). Compassion and understanding about SUD are important for people to obtain the treatment needed for the disorder. (2.k)

All drugs (i.e., medicines, medications, and illicit drugs) will affect the body and how it functions. Some effects are helpful, but some are harmful if used incorrectly or at all.
- Prescription medications require a doctor's order to obtain. They are used to treat a specific illness or condition. (1.l)
- Controlled substances are drugs that require permission from a doctor to use (Merriam-Webster). In legal terms, controlled substances are regulated under federal law with legal consequences for illegal use and distribution (The Controlled Substances Act DEA). (1.l)

communicable and chronic diseases (1.k, 2.k)
- describe ways to promote a drug-free lifestyle (3.k);
- explain the use and concerns with prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products (1.l);
- research and compare the harmful effects of vaping versus smoking cigarettes (1.l);
- explain the role of the FDA and the approval process (2.l);
- critique media (social media, print, television, movies, gaming, music) representations and advertising techniques for alcohol, tobacco, nicotine products, marijuana/cannabis, and/or other drugs (3.l);
- explain positive social norms for a drug-free lifestyle (1.m);
- role-play situations in which refusal skills should be used (2.m);
- explain the negative consequences of engaging in risky behaviors (2.m);
- promote a drug-free lifestyle that includes positive social norms about

• Nicotine vaping products: Vapes, vaporizers, vape pens, hookah pens, vape pods, electronic cigarettes (e-cigarettes or e-cigs), and e-pipes are some of the many terms used to describe electronic nicotine delivery systems (ENDS). These products use an "e-liquid" that may contain nicotine, as well as varying compositions of flavorings, propylene glycol, vegetable glycerin, and other ingredients. The liquid is heated to create an aerosol that the user inhales. ENDS may be manufactured to look like conventional cigarettes, cigars, or pipes. Some resemble pens or USB flash drives. (Vaporizers, E-cigarettes, and other Electronic Nicotine Delivery Systems) There is no medical use for nicotine products. Note: There are nicotine products such as patches and gum that are designed for smoking cessation. (1.l) • Hemp (What is Hemp?): Another name for the Cannabis sativa plant and its products. This same species of plant is also called marijuana. Hemp and marijuana are both names for the Cannabis sativa plant, but people usually use these terms to talk about two different varieties of the plant. Varieties grown to make hemp rope and other products you might see on store shelves (e.g., hats, shampoo) have a lot less of the chemical that makes marijuana users feel high. Those varieties are sometimes called "industrial hemp." Varieties grown for use as a drug have been specifically bred to have lots of delta-9-tetrahydrocannabinol (THC), which is the chemical that makes users feel high. (1.l) • Marijuana-derived cannabidiol (CBD) products (Say What? "Cannabidiol [CBD]"): CBD stands for cannabidiol (pronounced ca-nuh-bi-DYE-ol). CBD is a "non-psychoactive" ingredient in marijuana and hemp. This means it does not make a person high. CBD is typically found in very small amounts in the marijuana/cannabis plant. Unlike THC, the chemical in marijuana that causes the high, there are no known harms of taking CBD on its own. So far, scientific research has found that CBD can help to treat two types of seizure disorders in children when it's in a medication (called Epidiolex) that's been approved by the FDA. Scientists are studying whether CBD might be effective in treating other conditions including anxiety, sleep, pain, and drug and alcohol use disorders. CBD products—like lotion, bath oil, or honey—have not been proven to be effective medical treatments for any conditions. (1.l)	drug use and family, school, and community activities to engage in (3.m). Additional resources: www.healthsmartva.org https://everfi.com/

- o Note: The FDA has seen only limited data about CBD safety, and these data point to real risks that need to be considered before taking CBD for any reason. Some CBD products are being marketed with unproven medical claims and are of unknown quality. The FDA will continue to update the public as it learns more about CBD.
- FDA (Food and Drug Administration): Protects public health by ensuring the safety, efficacy, and security of human and veterinary drugs, biological products, and medical devices, and by ensuring the safety of the nation's food supply, cosmetics, and products that emit radiation. FDA also has responsibility for regulating the manufacturing, marketing, and distribution of tobacco products to protect public health and to reduce tobacco use by minors. (2.l)
  - o To get a drug approved, drug manufacturers must conduct lab, animal, and human clinical testing and submit their data to FDA. FDA's Center for Drug Evaluation and Research (CDER) is comprised of a team of physicians, statisticians, chemists, pharmacologists, and other scientists who review the company's data and proposed labeling. FDA approval of a drug means that data on the drug's effects have been reviewed by CDER and the drug is determined to provide benefits that outweigh its known and potential risks for the intended population. (All drugs/medications have side effects.) All medications must receive FDA approval; however, there are some over-the-counter drugs and dietary supplements that do not require FDA approval to be sold. This includes but is not limited to vitamins and certain weight-loss supplements. (FDA Dietary Supplements)
- Advertising techniques: The goal of advertisements is to sell and influence buyers by promoting a product, service, or company. Advertisement techniques may include: (3.l)
  - o Bandwagon (everyone else is doing it).
  - o Fear (scare people into buying/believing something).
  - o Conflict (uses an unresolved problem or situation).
  - o Shock (uses controversy to gain attention.)
  - o Problem/Benefit (convince someone they have a problem and the product is the solution).

o   Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story).
o   Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers).
o   Association (linking the product to certain values, groups, or people).
o   Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.

Social norms are the behaviors, attitudes and/or standards that the majority of people in a group think are acceptable or unacceptable, the norm.

- What people do is influenced by what they think their peers are doing. If people think a certain behavior is typical or the norm, they are more likely to participate in it because they believe most are doing it and they want to belong. However, sometimes a norm or behavior is misread or misperceived and people think that their peers engage in risky behavior much more than they really do. (Steps to Conducting a Prescription Drug Abuse Prevention Positive Social Norms Campaign) Example misconceptions: All cool teens use drugs, everyone drinks and drives, and drugs will not harm you if you do it just once. Correcting misconception and establishing drug-free social norms may include messaging and facts: Drug use is not cool, drunken driving is foolish and may lead to injury and death, most teens do not use drugs, and the consequences of first-time/one-time drug use. (1.m)
- Short-term effects of substance use can range from changes in appetite, wakefulness, heart rate, blood pressure, and/or mood, to heart attack, stroke, psychosis, overdose, and even death. These health effects may occur after just one use. These effects often depend on the specific drug or drugs used, how they are taken, how much is taken, the person's health, and other factors. Between March 2019 and March 2021, the United States saw an increase in drug overdose deaths by 29.6%, while Virginia saw a 39% increase. (National Center for Health Statistics)
- Drug use can also have indirect effects on the people who are taking drugs and on those around them. This can include affecting a person's nutrition; sleep; decision-making and

impulsivity; and risk for trauma, violence, injury, and communicable diseases. (Health Consequences of Drug Misuse) (2.m)
- Strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances: having personal goals for current and future pursuits; engaging in family, school, and/or community activities; having trusted adults to talk with; having the confidence, skill, and positive self-image/self-esteem to say "No"; and engaging with peers/friends that are supportive of a drug-free lifestyle. Parents and children can talk with physicians about non-opioid pain options for surgical procedures or other medical needs. (3.m)
- Refusal Skills (3.m)
  - Verbal
    - Say "no." There is no substitute for the word "no." It makes any refusal stronger.
    - Repeat the refusal.
    - Suggest an alternative (suggest something to do instead).
    - Build the friendship (say something to let the person know you are his/her friend and want to spend time with him/her.) This is especially important because a major reason for ineffective refusals is not wanting to hurt the other person's feelings or make him/her mad.
    - Use a firm tone of voice. Be strong and business-like.
  - Nonverbal
    - Direct eye contact (look the person in the face).
    - Serious expression (use your best "I mean it" face).
    - Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.
    - Leave (get out of the situation).
    - Avoid situations where there may be pressure.

Topic: Safety/Injury Prevention

Standards:

7.1.n   Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online.

7.2.n   Explain the importance of recognizing harmful and risky behaviors related to personal safety.

7.3.n   Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online.

Essential Understandings	Essential Knowledge and Skills

Prevention is the act or practice of preventing; to keep from happening or existing (Merriam-Webster). While all safety issues cannot be prevented, knowing the safety issues, and having the knowledge and skills to take precautions, recognize, and address issues if they occur, can help lessen the effects on self and others.
• Babysitting and caring for younger siblings: Children need constant attention/supervision. Safety concerns include accidental poisoning (drinking, eating), injuries (falls, cuts), choking on objects, food or other allergens, and the hazards that are associated with baths and pools (other bodies of water). It is important to have a list of emergency phone numbers and contact information in case of an emergency. Trainings and certifications for babysitting and CPR are available (e.g., Red Cross, community centers, some hospitals, and online). (1.n, 2.n)
• Being alone at home: Safety concerns include preventing injury or illness, use of kitchen items (e.g., appliances, utensils), strangers coming to the door (e.g., keeping doors and windows locked), plumbing or electrical issues (e.g., toilet overflows), fires, and online safety concerns. (1.n, 2.n)
• Safety in the neighborhood: Safety concerns include injury, strangers with ill intentions, and dangerous situations. Safety tips include (1.n, 2.n):
   o   Ensure that parents/guardians know where you are/where you are going and the route(s) you will take.
   o   Be aware of your surroundings.
	In order to meet these standards, it is expected that students will
	• list safety hazards that teens may experience at home, school, and in the neighborhood/community, to include babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online (1.n);
	• select one safety hazard and further explain associated harmful and risky behaviors and ways to stay safe and healthy (2.n, 3.n);
	• identify locations where swim lessons are provided in your community.
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- o Do not talk to or go places with people you do not know. - o Know neighbors and places you can go (police, community centers, open school buildings) to get adult help if needed. - Recreational activities can improve health and well-being but also can cause injuries. (1.n, 2.n) - o Biking: Wear a helmet; wear bright color clothing; only bike on roads or trails you are comfortable on; ride on a sidewalk, trail, or the right side of the road; use hand/arm signals to let others know you are turning; stop at stop signs; walk your bike across roads; look for cars before crossing the road. - o Recreational equipment (scooter, skateboard, in-line skates/rollerblading): Wear a helmet, elbow and knee pads, wrist guards, and sneakers; be aware of others when using a skate park; only ride in appropriate areas; be aware of others on sidewalks. - o Water: Learn to float and swim; wear a personal flotation device (life jacket) when boating or when swimming if not comfortable in the water; do not swim alone; follow the lifeguard's directions; walk around the pool; and don't push or jump on others. - Online safety: People are not always who they say they are, and this could be dangerous. Kids and adults have been tricked by online strangers. If you feel uncomfortable or do not know a person trying to contact you, tell a trusted adult. Do not give personal information on websites or gaming applications, including name, age, where you live, your phone number or what school you attend. Only visit sites approved by a parent/guardian, teacher, or another trusted adult. (1.n, 2.n)	

Topic: Mental Wellness/Social and Emotional Skills
Standards:

7.1.o   Identify the body's physical and psychological responses to stress.

7.1.p   Identify the characteristics of healthy interpersonal relationships.

7.1.q   Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.

7.1.r   Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.

7.1.s   Identify healthy verbal, nonverbal, written, and visual communication.

7.1.t   Define disordered eating and describe types of eating disorders.

7.1.u   Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.

7.2.o   Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.

7.2.p   Explain how empathy, compassion, and acceptance of others support healthy relationships.

7.2.q   Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.

7.2.r   Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.

7.2.s   Describe the relationship between healthy communication skills and healthy relationships.

7.2.t   Describe the warning signs, risk factors, and protective factors for eating disorders.

7.2.u   Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities).

7.3.o   Develop achievable goals for handling stressors in healthy ways.

7.3.p   Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships.

7.3.q   Promote strategies for coping with disappointment and adversity.

7.3.r   Promote help-seeking for mental health concerns.

7.3.s   Demonstrate healthy verbal, nonverbal, written, and visual communication skills.

7.3.t   Identify school and community resources for help and support with eating disorders.

7.3.u   Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with
        mental illnesses and challenges.

Essential Understandings	Essential Knowledge and Skills

Stress can affect your health. It is important to pay attention to how you deal with minor and major stressors, so you know when to seek help. (5 Things You Should Know About Stress).
• Stress is how the brain and body respond to any demand. Stress may cause (1.o):
  o Breathing or heartbeat to increase.
  o Fear and worry, anger, irritability.
  o Changes in sleep or eating patterns.
  o Difficulty sleeping or concentrating.
  o Worsening of chronic health problems.
  o Worsening of mental health conditions.
  o Increased use of tobacco, and/or alcohol, and other substances.
• Emotional flexibility: The ability to respond in a context-appropriate emotional manner and recover from one's initial emotional responses when the context changes. Emotional flexibility has been associated with psychological health. (Building Blocks of Emotional Flexibility) (2.o)
• Stress management: A range of strategies to help people better deal with stress and difficulty (adversity) in life. Taking practical steps to manage stress may reduce the risk of negative health effects. (2.o)
• Stress-reduction techniques (such as slowing heart rate, lowering blood pressure, slowing breathing rate, improving digestion, reduce muscle tension, and reducing anger and frustration) can be used before or during stress to lessen the possible responses. While there are strategies to manage stress, sometimes, people need help to deal with difficult situations that lead to intense or lasting stress. (2.o)
	In order to meet these standards, it is expected that students will
	• identify responses to stress (1.o.);
	• explain stress management and reduction techniques (including emotional flexibility) (2.o);
	• develop personal goals and strategies to manage stress (3.o);
	• identify characteristics of healthy relationships and the importance of empathy, compassion, and acceptance (1.p. 2.p);
	• create ways to show empathy, compassion, and acceptance of others to support healthy relationships at home and/or school (3.p);
	• identify effects on health and strategies for coping with disappointment, stress, anxiety, anger, and adversity (2.q);
	• select, apply, and reflect on one or more coping strategies for disappointment, stress, anxiety, anger, and adversity to share with others (3.q);
	• list different emotions and feelings and situations that may cause the emotions and feelings(1.r);

Research has shown that people with social supports are happier, have fewer health problems, and live longer.

- Benefits of healthy relationships include boosting happiness, increased sense of belonging and purpose, reduces stress, helps to cope with challenges, and improves self-confidence, self-image, and self-worth. Components of healthy relationships include mutual respect, trust, honesty, support, fairness, separate identities, good communication, and kindness. (1.p)
- Social skills that promote healthy relationships include empathy, compassion, and acceptance. (2.p, 3.p)
  - o Empathy: The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another and allowing people to understand and relate to others; can be shown by active listening, thinking about how you might feel in the same situation, being sensitive of other people's feelings.
  - o Compassion: A feeling of wanting to help someone who is sick, injured, in trouble, needs help, needs a friend, and is an important part of good communication; can be shown by offering help to someone, advocating for others.
  - o Acceptance: The act of accepting someone as they are. Appreciating differences helps to understand how people are unique and special, can be shown by offering friendship to others, not judging others, showing interest and appreciation for other people's cultures and backgrounds, learning about others.

Everyone experiences disappointment, adversity, stress, and anxiety. There are ways to cope.

- Disappointment: An emotion that happens when something was not as good as expected or something that was hoped for or expected did not happen (e.g., rain caused a game to not happen), causing sadness or feelings of hopelessness. (1.q)

- practice identifying emotions and healthy ways to respond (written or role-plays) (2.r);
- list and promote resources that can help peers with mental health concerns (3.r);
- describe healthy communication skills (verbal, nonverbal, written, and visual communication) and how they can affect relationships in a positive way (1.s, 2.s);
- apply healthy communication skills (verbal, nonverbal, written, and visual communication) to a variety of situations (3.s);
- apply knowledge of eating disorders to share awareness with others including school and community resources for help and support (1.t, 2.t, 3.t);
- define and describe anxiety and depression (1.u);
- explain when mental illnesses and challenges require support or assistance and the health care professionals who can help (2.u, 3.u);
- promote help-seeking for mental health illnesses and challenges, sharing information and resources for help and assistance including school and community resources (3.u).

Additional resources:
www.healthsmartva.org
https://everfi.com/

- Adversity is a state or instance of serious or continued difficulty or misfortune. (Merriam-Webster). Adversity can help develop persistence, self-control, conscientiousness, self-confidence, and curiosity. Overwhelming (strong, frequent, or prolonged) adversity can lead to feelings of helplessness and hopelessness. (1.q)
- Strategies for coping with (2.q)
  o Disappointment: Accept that disappointment happens to everyone. Learn from the experience—disappointments can teach you about yourself and what you really want. Make a plan to move forward; start with small steps.
  o Stress: Review information provided in this content section.
  o Anxiety (body's natural response to stress): Challenge negative thoughts; practice focused, deep breathing; go for a walk or other physical activity; write down your thoughts; and/or consult with a health care provider if needed.
  o Anger is a normal emotion. Name the anger as an emotion when it occurs and think about positive ways to respond before acting.
    ▪ Strategies for dealing with adversity and challenges may include factors that appear to make a person more resilient, such as a positive attitude, optimism, the ability to regulate emotions, and the ability to see failure as a form of helpful feedback (Resilience). Healthy habits—getting enough sleep, eating well, and exercising—can reduce stress, which may, in turn, boost resilience. Looking to loved ones for help and emotional support, increasing self-care, and focusing on the aspects of the situation that are under your control. Learning to be OK with making mistakes, big or small, is a critical skill. Talk about feelings with a parent or other adult you trust.

Being aware of our emotions can help us talk about feelings more clearly, avoid or resolve conflicts better, and move past difficult feelings more easily.
- Emotions come and go. Most of us feel many different emotions throughout the day. Some last just a few seconds. Others might linger to become a mood. (1.r)

• Knowing what we are feeling and why called emotional awareness. To build emotional awareness (KidsHealth Understanding Your Emotions for Teens) (1.r):
  o Make a habit of tuning in to how you feel in different situations throughout the day. Simply notice whatever emotion you feel, then name that emotion in your mind. Notice that each emotion passes and makes room for the next experience.
  o Rate how strong the feeling is. After you notice and name an emotion, rate how strongly you feel the emotion on a scale of 1–10, with 1 being the mildest feeling and 10 the most intense.
  o Share your feelings with the people closest to you. This is the best way to practice putting emotions into words.
• Expressing/learning to cope with emotions in a healthy way is a skill. (2.r)
  o Name and accept emotion.
  o Consider ways to express the emotion that does not harm self or others.
    ▪ Write about it.
    ▪ Express through art.
    ▪ Physical activity.
    ▪ Crying.
    ▪ Talk with someone.
  o Get help, if needed (if feelings of sadness or worry or other difficult emotions last more than a couple of weeks).
• For help and support with feelings and emotions, talk with parents/guardians, school counselor, school psychologist, school social worker, health care provider (therapist), or another adult you trust. (3.r)
 	
Communication is an important part of any relationship. Positive relationships require communication, compromise, and understanding. (1.s)
• Positive and respectful ways to communicate include talking in an appropriate tone, waiting for a turn to speak, allowing others to provide feedback, and body language (eye contact, gestures).	

- Effective communication gives the best chance of successfully delivering a message.
- Verbal communication: The term usually associated with oral communication, it is 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:
  o Be friendly.
  o Think before you speak.
  o Be clear.
  o Focus on your body language (nonverbal communication).
  o Be an active listener.
    ▪ Active listening: Focus on what the other person is saying, make sure you understand what they are saying (ask questions), and show respect.
- Nonverbal communication includes facial expressions, body language, gestures, tone, and voice volume. Nonverbal communication skills may include:
  o Eye contact.
  o Facial expressions (smile, frown).
  o Gestures (nodding).
  o Posture (face the person you are speaking with).
  o Tone of voice.
  o Volume of voice.
- Written communication skills are those necessary to get your point across in writing—grammar, punctuation, and word choice. Written communication does not always convey feelings, emotions, and intent of the words.
- Visual communication does not always convey the context of a situation or the reality of a situation.
- Photos, videos, and comments made online usually can't be taken back once they're posted. Even when a person thinks something has been deleted, it can be impossible to completely erase it from the Internet.

- Healthy communication skills allow people in a relationship to talk about successes, failures, everyday life, stresses, and anything else. Communication is two-way, making it just as important to listen as to speak. Healthy relationships include trust, respect, and honesty which can be expressed through all forms of communication. (2.s)

Eating disorders are serious illnesses. Complete recovery is possible with treatment and time. (1.t, 2.t)
- Disordered eating is different from the term "eating disorder." The term "disordered eating" is a descriptive phrase, not a diagnosis. Disordered eating is used to describe irregular eating behaviors that may or may not warrant a diagnosis of a specific eating disorder. Eating concerns falling short of a diagnosis deserve attention and treatment because they may turn into more problematic eating disorders and put individuals at risk of serious health problems. (What is Disordered Eating?)
- Eating disorders are serious and often fatal medical illnesses that are associated with severe disturbances in people's eating behaviors and related thoughts and emotions. Eating disorders are caused by a combination of genetic, biological, behavioral, psychological, and social factors. An eating disorder is not a trend or a choice. They affect people of all ages, races and ethnicities, and genders. People with eating disorders can be underweight, normal weight, or overweight. Complete recovery is possible with treatment and time. Common eating disorders include anorexia nervosa, bulimia nervosa, and binge-eating disorder. (Eating Disorders)
  - o Anorexia nervosa: People with anorexia nervosa see themselves as overweight, even when they are dangerously underweight, typically weigh themselves repeatedly, severely restrict the amount of food they eat, often exercise excessively, and/or may force themselves to vomit or use laxatives to lose weight. Symptoms include:
    - Extremely restricted eating.

- ▪ Extreme thinness.
- ▪ A relentless pursuit of thinness and unwillingness to maintain a normal or healthy weight.
- ▪ Intense fear of gaining weight.
- ▪ Distorted body image, a self-esteem that is heavily influenced by perceptions of body weight and shape, or a denial of the seriousness of low body weight.

o Bulimia nervosa: Recurrent and frequent episodes of eating unusually large amounts of food and feeling a lack of control over these episodes. This binge eating is followed by behavior that compensates for the overeating, such as forced vomiting, excessive use of laxatives or diuretics, fasting, excessive exercise, or a combination of these behaviors. People with bulimia nervosa may be slightly underweight, normal weight, or overweight. Symptoms include:
- ▪ Chronically inflamed and sore throat.
- ▪ Swollen salivary glands in the neck and jaw area.
- ▪ Worn tooth enamel and increasingly sensitive and decaying teeth as a result of exposure to stomach acid.
- ▪ Acid reflux disorder and other gastrointestinal problems.
- ▪ Intestinal distress and irritation from laxative abuse.
- ▪ Severe dehydration from purging of fluids.
- ▪ Electrolyte imbalance (too low or too high levels of sodium, calcium, potassium, and other minerals), which can lead to stroke or heart attack.

o Binge-eating disorder: Loss of control over food intake. Unlike bulimia nervosa, periods of binge-eating are not followed by purging, excessive exercise, or fasting. As a result, people with binge-eating disorder often are overweight or obese. Binge-eating disorder is the most common eating disorder in the United States. Symptoms include:
- ▪ Eating unusually large amounts of food in a specific amount of time, such as a two-hour period.

- - Eating even when you're full or not hungry.
  - Eating fast during binge episodes.
  - Eating until you're uncomfortably full.
  - Eating alone or in secret to avoid embarrassment.
  - Feeling distressed, ashamed, or guilty about your eating.
  - Frequently dieting, possibly without weight loss.
- Risk Factors (2.t)
  - Eating disorders can affect people of all ages, racial/ethnic backgrounds, body weights, and genders. Eating disorders frequently appear during the teen years or young adulthood but may also develop during childhood or later in life. These disorders affect both genders, although rates among women are higher than among men. Like women who have eating disorders, men also have a distorted sense of body image.
  - Researchers are finding that eating disorders are caused by a complex interaction of genetic, biological, behavioral, psychological, and social factors. Eating disorders run in families. Researchers are working to identify DNA variations that are linked to the increased risk of developing eating disorders.
  - Individuals who suffer from body dysmorphia are more likely to develop an eating disorder. Body dysmorphic disorder is more serious than having poor self-image. It is a mental health disorder in which a person cannot stop thinking about one or more perceived defects or flaws in their appearance, such as body weight.
- Protective factors for eating disorders (Risk and Protective Factors) (2.t):
  - Individual: Positive body image, high self-esteem, media literacy (including social media), emotional well-being, school achievement, being self-directed and assertive, social skills, problem solving, and coping skills.
  - Social: Peer or other social support structures and relationships where weight and physical appearance are not of high concern.
- Resources for help and support with eating disorders (3.t):

o   Talk with a parent/guardian.
o   School (counselor, psychologist, social worker; public health nurse).
o   Community
   ▪   Health care providers (specialized therapists)
   ▪   Local Community Services Board
   ▪   Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline at 1-800-662-HELP (4357). SAMHSA also has a Behavioral Health Treatment Locator that can be searched by location.

Depression is a serious medical illness with many symptoms, including physical ones, and is treatable. (Depression) (1.u)
•   Depression (major depressive disorder or clinical depression) is a common but serious mood disorder. It causes severe symptoms that affect how you feel, think, and handle daily activities, such as sleeping, eating, or working. To be diagnosed with depression, the symptoms must be present for at least two weeks. Research suggests that depression is caused by a combination of genetic, biological, environmental, and psychological factors. Not everyone who is depressed experiences every symptom. Some people experience only a few symptoms while others may experience many.
•   Signs and symptoms of depression (lasting at least two weeks and for most of or all day):
o   Persistent sad, anxious, or "empty" mood.
o   Feelings of hopelessness, or pessimism.
o   Irritability.
o   Feelings of guilt, worthlessness, or helplessness.
o   Loss of interest or pleasure in hobbies and activities.
o   Decreased energy or fatigue.
o   Moving or talking more slowly.
o   Feeling restless or having trouble sitting still.

- o Difficulty concentrating, remembering, or making decisions. - o Difficulty sleeping, early morning awakening, or oversleeping. - o Appetite and/or weight changes. - o Thoughts of death or suicide, or suicide attempts. - o Aches or pains, headaches, cramps, or digestive problems without a clear physical cause and/or that do not ease even with treatment. • Risk factors for depression include: - o Personal or family history of depression. - o Major life changes, trauma, or stress. - o Certain physical illnesses and medications. • Anxiety (Anxiety Disorders): Occasional anxiety is an expected part of life. For a person with an anxiety disorder, the anxiety does not go away and can get worse over time. The symptoms can interfere with daily activities such as job performance, schoolwork, and relationships. People with anxiety disorders respond to certain objects or situations with fear and dread. They have physical reactions to those objects, such as a rapid heartbeat and sweating. People with generalized anxiety disorder display excessive anxiety or worry most days for at least six months. Generalized anxiety disorder symptoms include: - o Feeling restless, wound up, or on edge. - o Being easily fatigued. - o Having difficulty concentrating; mind going blank. - o Being irritable. - o Having muscle tension. - o Difficulty controlling feelings of worry. - o Having sleep problems, such as difficulty falling or staying asleep, restlessness, or unsatisfying sleep. - o There are several types of anxiety disorders, including generalized anxiety disorder, panic disorder, and various phobia-related disorders. (National Institute of Mental Health)	

- Mental illnesses and mental challenges require support or assistance when they affect one's relationships, responsibilities, and involvement in activities. Talk to parents/guardians or a trusted adult if any of these things are experienced. (2.u)
  o Can't eat or sleep.
  o Can't perform daily tasks, like going to school.
  o Don't want to hang out with your friends or family.
  o Don't want to do things you usually enjoy.
  o Fight a lot with family and friends.
  o Feel like you can't control your emotions and it's affecting your relationships with your family and friends.
  o Have low or no energy.
  o Feel hopeless.
  o Feel numb or like nothing matters.
  o Can't stop thinking about certain things or memories.
  o Feel confused, forgetful, edgy, angry, upset, worried, or scared.
  o Want to harm yourself or others.
  o Have random aches and pains.
  o Smoke, drink, or use drugs.
  o Hear voices.
- Resources that can help oneself and others with mental illnesses and challenges (3.u):
  o Parent/guardian or other trusted adult.
  o School resources (counselor, psychologist, social worker; public health nurse).
  o Health care providers (specialized therapists).
  o Local Community Services Board.
  o Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline at 1-800-662-HELP (4357). SAMHSA also has a Behavioral Health Treatment Locator on its website (https://findtreatment.samhsa.gov) that can be searched by location.

| Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education. | |

Topic: Violence Prevention

Standards:

7.1.v   List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate.

7.1.w   Describe the role of empathy in preventing bullying and cyberbullying.

7.1.x   Explain the myths and facts about gangs and gang-related behaviors.

7.2.v   Explain how violence, bullying, and harassment affect personal health and school safety.

7.2.w   Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying.

7.2.x   Explain why people may join gangs, including the relationship between self-image and gang-related behaviors.

7.3.v   Assess your school's safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement.

7.3.w   Create a campaign to prevent/stop bullying or cyberbullying.

7.3.x   Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement.

Essential Understandings	Essential Knowledge and Skills

A positive school climate is critically related to school success. According to research, a positive school climate can improve attendance, achievement, retention, and rates of graduation. (School Climate Improvement)
• Characteristics of a positive (i.e., emotionally safe) school climate include (1.v):
  o Engagement: Strong relationships between students, teachers, families, and schools and strong connections between schools and the broader community. Relationships, respect for diversity, and school participation.
  o Safety: Schools and school-related activities where students are safe from violence, bullying, harassment, and controlled-substance use. Physical safety, emotional safety, and safety from substance use.
	In order to meet these standards, it is expected that students will
	• apply knowledge of a positive school climate to explain the effects of violence, bullying, and harassment on students (1.v, 2.v);
	• apply knowledge of a positive school climate to evaluate school climate data (safety, reporting processes, and supports for students) and recommend improvements (3.v);

- o Environment: Appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. Physical safety, academic safety, and wellness. - Students can contribute to a positive school climate by being involved on a school climate team; looking at data for their school; working with teachers, administrators, and parents to implement activities and programs to promote student engagement, safety, and environmental changes; design and implement programs to prevent violence, bullying, and harassment. (1.v) - Research shows that bullying, cyberbullying, and harassment are significantly associated with decreases in perceptions of school safety, connection, and equity. (Beyond bullying: Study shows damaging affects of multiple forms of victimization on school climate) (2.v) - A negative school climate facilitates opportunities for bullying and violence. (Impact of School Climate) (2.v) - Effects of bullying/cyberbullying include depression and anxiety, increased feelings of sadness and loneliness, changes in sleep and eating patterns, loss of interest in activities, physical health complaints, decreased academic achievement (missing, skipping, or dropping out of school), and substance use. (2.v) - Harassment means to annoy or bother someone in a constant or repeated way. Harassment may include annoying someone, making threats or using intimidation, or putting a person in fear of their safety. Harassment is unwanted, unwelcome, and uninvited behavior that demeans, threatens, or offends the victim and results in a hostile environment for the victim. (2.v) Bullying/cyberbullying is a public health concern because it can have significant mental, developmental, and social effects. Caring, inclusive school climates and changing social norms about bullying and cyberbullying can help with prevention. - Empathy is the feeling that you understand and share another person's experience and emotions/the ability to share another's feelings. One of the reasons that bystanders	- apply knowledge of bullying, cyberbullying, empathy, bystander intervention, and positive school climate to create and implement a school campaign to prevent bullying and cyberbullying (1.w, 2.w, 3.w); - apply knowledge of the myths and facts of gang involvement to bring awareness to peers (1.x); - apply knowledge of why students may join gangs and positive school climate to promote healthy alternatives to gang involvement (1.v, 2.x, 3.x). Additional resources: www.healthsmartva.org https://everfi.com/

intervene in bullying situations is because they have empathy—they can see things from the perspective of the person being bullied and understand how they might be feeling. (1.w)

- Being able to identify bullying behavior can help people prevent, intervene, or take other actions to stop bullying and cyberbullying. Bystanders can take positive actions to prevent bullying and to address it while it is happening or after it occurs. (2.w)
  - o Prevention steps include:
    - Being inclusive by welcoming or inviting others to join their activities and groups.
    - Walking or sitting with or near vulnerable kids who may be targets of bullying.
    - Being a role model for pro-social behavior by showing kindness, respect, and empathy for others.
    - Getting involved with bullying prevention efforts at school or in the community.
  - o Bystander interventions during a bullying incident may include:
    - Defending the target of the bullying.
    - Using humor to lighten up a serious situation.
    - Intervening as a group.
    - Openly stating an objection to bullying.
    - Changing the subject.
    - Questioning the bullying behavior.
  - o Bystanders can address bullying after it happens by:
    - Reaching out privately to the target of bullying to express support or concern.
    - Reaching out privately to the person doing the bullying to express concern, if they feel safe to do so.
    - Reporting the bullying to a trusted adult, parent, teacher, or school administrator.

All gangs use threat, intimidation, and violence to control neighborhoods and boost their illegal money-making activities, which include robbery, drug and gun trafficking, prostitution and human trafficking, and fraud (Gangs).

- A gang is a group of two or more persons, whether formal or informal, and which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating (Fairfax County Public Schools Gang Prevention and Education). Crimes among gangs can include drug dealing, theft, assault, rape, prostitution, and murder. Gang members generally range in age from 13 to 24 years old but can be as young as 9. Gangs can include all ethnic groups. Many gang members are boys, but 10% of all gang members are girls and that number is growing.

- Young people are recruited into gangs, or find them appealing, based on many things that are not true. (Fairfax County Gang Prevention Guide) (1.x)
    - o MYTH: A gang will keep me safe.
      FACT: You will be more at risk of imprisonment, violence from rival gangs, or even fighting in your own gang over money and power. Many people get attacked over what seems like a small thing, like saying something that is taken as an insult.
    - o MYTH: A gang will give me a better life because I will get money and nice things.
      FACT: Any money you get won't last long. You'll live in constant fear of getting caught, be more likely to end up in prison, and reduce your chances of getting future jobs.
    - o MYTH: In a gang, someone will always have my back.
      FACT: Gang members are all about money, not loyalty. You are a friend only as long as you are useful to them. They will pin the blame on you to avoid getting in trouble themselves because they can just recruit someone new to replace you.
    - o MYTH: Gang life is exciting.
      FACT: You will always be looking over your shoulder out of fear of being caught, injured, or killed.

- Among the leading reasons given by kids involved with gangs, either as members or gang associates, is a desire to be loved, accepted, or to be part of a group. That is what

gang members commonly promise when they are recruiting. Additional reasons that kids join gangs (Preventing Gang Involvement) (2.x): o Fun and excitement: Gang members, recruiters, and the media glamorize the gang lifestyle. o Identity and a sense of belonging: Gangs may offer a sense of identity to their members and a way to gain attention or status. Kids who do not have strong ties to their families, communities, schools, or places of worship may turn to gangs for companionship and as a substitute family. o Peer pressure: If friends or family members are in a gang, kids may be pressured to join a gang. o Financial gain: Being in a gang is often seen as a way to obtain money or possessions. o Failure to realize what being in a gang means: Kids often do not fully understand the dangers, risks, and legal problems associated with being in a gang. o Protection: In neighborhoods and areas where gangs are present, kids sometimes feel, or are told, that belonging to a gang will provide protection from other gangs. • Healthy alternatives to gang involvement: Being involved in and having friends who are involved in school, community, and/or faith-based activities; and respecting and accepting one another help provide a sense of belonging and support that can help prevent someone from joining a gang. (3.x)	

Topic: Community/Environmental Health
Standards:
7.1.y   Describe human behaviors that contribute to air, water, soil, and noise pollution.
7.2.y   Explain how environmental health is essential to personal and community health.
7.3.y   Demonstrate ways to conserve and promote the conservation of natural resources.

Essential Understandings	Essential Knowledge and Skills

Caring for the environment is everyone's responsibility.
Human behaviors that contribute to:
• Air pollution: Outdoor air pollution involves exposures that take place outside the built environment. Examples include (1.y):
  o Fine particles produced by the burning of fossil fuels (i.e., the coal and petroleum used in energy production)
  o Noxious gases (sulfur dioxide, nitrogen oxides, carbon monoxide, chemical vapors, etc.), such as from vehicle emissions.
  o Ground-level ozone (a reactive form of oxygen and a primary component of urban smog).
  o Tobacco smoke.
• Indoor air pollution involves exposures to particulates, carbon oxides, and other pollutants carried by indoor air or dust. Examples include (1.y):
  o Gases (i.e., carbon monoxide, radon).
  o Household products and chemicals.
  o Building materials (i.e., asbestos, formaldehyde, lead).
  o Tobacco smoke.
  o Mold and pollen.
  o Outdoor air pollution can make its way indoors by way of open windows, doors, and ventilation.
• Water pollution: People can reduce water pollution by recycling plastics, throwing garbage away in proper containers, and not littering, including when on boats. Litter
	In order to meet these standards, it is expected that students will
	• describe human activities that contribute to air, water, soil, and noise pollution (1.y)
	• list ways that human behaviors can affect the environment and the impacts on health (1.y, 2.y)
	• research, explain, and present ways to conserve natural resources (3.y)
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

can be washed into lakes, rivers, streams, oceans, and water systems. Only flush toilet paper in toilets (no paper towels, tissues, plastics, or medications). (1.y)

- Soil pollution: Soil pollution is defined as the presence of toxic chemicals (pollutants or contaminants) in soil, in high enough concentrations to pose a risk to human health and/or the ecosystem. Human activities that cause soil pollution range from agricultural practices that infest crops with pesticide chemicals to urban or industrial wastes or radioactive emissions that contaminate the soil with various toxic substances. (Environmental Pollution Centers What is Soil Pollution) (1.y)
- Noise pollution: Primary sources of noise in the United States include road and rail traffic, air transportation, and occupational and industrial activities. Additional individual-level exposures include amplified music, recreational activities (including concerts and sporting events), and firearms. Personal music player use appears to be common among adolescents and may involve potentially harmful sound levels. Exposures from recreational activities and music are not "noise" in the sense of being unwanted sound, but adverse health effects are possible even from desirable sounds. (1.y)
- Environmental health is the branch of public health that: focuses on the relationships between people and their environment; promotes human health and well-being; and fosters healthy and safe communities. (2.y)
- Ways to conserve (3.y):
  o Taking shorter showers, turn off water when brushing teeth, and keep a gallon of drinking (tap) water in the refrigerator rather than running the tap for cold water.
  o Reduce, reuse, and recycle.
  o Dispose of trash properly.
  o Use active transportation or public transportation.
  o Do not dispose of gasoline, oil, or weed killers and other lawn and garden pesticides down the drain, into surface water, onto the ground, or in the trash.

Topic: Body Systems

Standards:

8.1.a   Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders.

8.2.a   Describe ways to maintain brain and nervous system health.

8.3.a   Design strategies to protect and promote brain and nervous system health.

Essential Understandings	Essential Knowledge and Skills

Your brain is who you are. It's what allows you to think, breathe, move, speak, and feel.
• Information from the environment, outside the body (what the eyes see and skin feels) and inside the body (heart rate and body temperature), makes its way to the brain, which receives, processes, and integrates it so that we can survive and function under all sorts of changing circumstances and learn from experience. (Brain and Addiction)
• Major structures and functions of the brain and nervous system (Brain Overview) (1.a)
   o Cerebrum: The largest part of the brain; divided into two halves/hemispheres. Each hemisphere of the cerebrum is divided into broad regions called lobes. Each lobe is associated with different functions:
      ▪ Frontal lobes: The largest of the lobes; located in the front part of the brain. They coordinate high-level behaviors, such as motor skills, problem solving, judgment, planning, and attention; manage emotions and impulse control.
      ▪ Parietal lobes: Located behind the frontal lobes and involved in organizing and interpreting sensory information from other parts of the brain.
      ▪ Temporal lobes: Located on either side of the head on the same level as the ears. These lobes coordinate specific functions, including visual memory (such as facial recognition), verbal memory (such as understanding language), and interpreting the emotions and reactions of others.
	In order to meet these standards, it is expected that students will
	• identify major structures and functions of the nervous system (brain and spinal cord/nerves) (1.a);
	• explain how messages travel from one neuron to another (1.a);
	• identify causes of brain and nervous system disorders (2.a);
	• advocate for brain and nervous system health (3.a).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- Occipital lobes: Located in the back of the brain; heavily involved in the ability to read and recognize printed words, and other aspects of vision.
  - Cerebellum: Located in the back of the brain, just below the occipital lobes. Involved with fine motor skills (coordination of smaller, or finer, movements, especially those involving the hands and feet). Helps the body maintain its posture, equilibrium, and balance.
  - Brain stem: Located in front of the cerebellum and connected to the spinal cord. It consists of three major parts:
    - Midbrain: Helps control eye movement and processes visual and auditory information.
    - Pons: The largest part of the brain stem located below the midbrain. A group of nerves that help connect different parts of the brain. Contains the start of some of the cranial nerves involved in facial movements and transmitting sensory information.
    - Medulla oblongata: The lowest part of the brain. Acts as the control center for the function of the heart and lungs. Helps regulate many important functions, including breathing, sneezing, and swallowing.
- Limbic system: Brain structures that deal with motivation, learning, memory, and emotions, and regulates autonomic function in response to emotional stimuli. Good feelings motivate us to repeat the behavior, which can be good because some actions and behaviors are critical to our lives. Each part of this system is duplicated in the opposite half of the brain. (Brain and Addiction)
  - The thalamus acts as a gatekeeper for messages passed between the spinal cord and the cerebral hemispheres.
  - Hypothalamus: A brain structure that regulates involuntary or automatic responses (fight, flight; hunger, thirst). Body temperature should be about 98.6°F. If the body is too hot, the hypothalamus tells it to sweat. If the body is too cold, the hypothalamus causes shivering.

o   Hippocampus: The part of the limbic system deep inside the brain that sends memories to be stored in appropriate sections of the cerebrum and then recalls them when necessary (converts short-term memory into long-term memory).
o   Amygdala: A collection of cells on each side of the brain shaped like an almond; scientists believe that the amygdala is responsible for emotion (if stimulated, it evokes anger, violence, fear, anxiety; if the amygdala is destroyed, it causes a mellow effect, or causes impulsive actions (disinhibited behavior).

Nervous system: includes the central nervous system and peripheral nervous system. (Brain and Addiction) (1.a)

• The brain is a complex communications network of billions of neurons, neurotransmitters, and receptors. Networks of neurons pass messages back and forth thousands of times a minute within the brain, spinal column, and nerves. These nerve networks control everything we feel, think, and do.
• The central nervous system includes the brain and the spinal cord.
  o   Spinal cord: A bundle of nerves protected by the spine (vertebrae). The spinal cord is the main pathway for information to flow from brain to the rest of the body.
• Peripheral nervous system: Threadlike nerves that branch out from the spinal cord to every organ and body part.
• Nerves are made up of tiny cells, called neurons. Sensory neurons send information from the eyes, ears, nose, tongue, and skin to the brain. Motor neurons carry messages away from the brain to muscles, glands, and organs throughout the body.
• The neural networks are made up of:
  o   Neurons: The brain contains about 100 billion neurons—nerve cells that work nonstop to send and receive messages. Within a neuron, messages travel from the cell body down a nerve fiber called an axon in the form of electrical impulses. From there, the message is sent to other neurons.
  o   Neurotransmitters: the brain's chemical messengers. Neurotransmitters help messages travel from one neuron to another. Branches of the axon, called axon

> terminals, release neurotransmitters into the space between two nerve cells, called a synapse.
> - o Receptors: The brain's chemical receivers. As the neurotransmitter approaches the nearby neuron, it attaches to a special site on that neuron called a receptor. A neurotransmitter and its receptor operate like a key and lock—a specific mechanism makes sure that each receptor will forward the right message only after interacting with the right kind of neurotransmitter.
> - o Transporters: The brain's chemical recyclers. Once neurotransmitters do their job, they are pulled back into their original neuron by transporters. This recycling process shuts off the signal between the neurons.
> - o To send a message, a nerve cell releases a chemical (neurotransmitter) into the space separating two nerve cells, called the synapse. The neurotransmitter crosses the synapse and attaches to proteins (receptors) on the receiving nerve cell. This causes changes in the receiving nerve cell, and the message is delivered.
>
> Note: Understanding neurotransmission is foundational to understanding how substance use changes the brain.
> - Brain disorders/conditions: Most fall within one of five main categories (1.a) (Brain Overview):
>   - o Brain injuries, such as concussions
>   - o Cerebrovascular injuries, such as aneurysms or strokes
>   - o Brain tumors
>   - o neurodegenerative disorders, such as dementia, Parkinson's disease, or Huntington's disease
>   - o Psychological conditions, such as anxiety, depression, or schizophrenia
> - Nervous system disorders (Overview of Nervous System Disorders) (1.a):
>   - o Vascular disorders, such as stroke, transient ischemic attack (TIA), subdural hemorrhage, and hematoma
>   - o Infections, such as meningitis, encephalitis, polio, and epidural abscess

o Structural disorders, such as a brain or spinal cord injury (concussion, blood clots), Bell's palsy, carpal tunnel syndrome, brain or spinal cord tumors
o Functional disorders, such as headache, epilepsy, dizziness, and neuralgia
o Degeneration, such as Parkinson's disease, multiple sclerosis, amyotrophic lateral sclerosis (ALS), and Alzheimer's disease
• To help protect brain and nervous system health (2.a):
  o Keep the brain stimulated and the mind calm.
  o Protect your head; wear a helmet when biking and during other activities.
  o Exercise regularly.
  o Avoid alcohol, tobacco, and cannabis and resist engaging in substance use/misuse.
  o Be aware of your emotions and seek help from friends, family, or other trusted adult when needed.
  o Eat nutrient-dense foods and avoid a high-sugar diet.
  o Wear a seat belt in all motorized vehicles.
  o Get the recommended amount of sleep and rest (teens ages 13-18 need 8-10 hours of sleep a night to maintain health (How Much Sleep Do I Need?).
  o Stay hydrated.
  o Build positive social networks.	

Topic: Nutrition
Standards:

8.1.b   Determine the nutrients needed for proper brain function.
8.1.c   Examine the health risks posed by food contaminants during food preparation and food storage.
8.1.d   Identify the nutritional impact of disordered eating.
8.1.e   Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages.

8.2.b   Explain how nutrients contribute to brain function.
8.2.c   Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods).
8.2.d   Analyze the effects of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size.
8.2.e   Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.

8.3.b   Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings.
8.3.c   Create strategies to promote food safety at home.
8.3.d   Identify and promote resources for help and assistance with disordered eating.
8.3.e   Develop factual advertising to help family and peers evaluate healthy food and beverage choices.

Essential Understandings	Essential Knowledge and Skills
Brain function can be enhanced by eating nutritious foods that support brain health, not eating too much or too little, getting enough sleep, keeping hydrated, exercising regularly, and reducing stress through yoga, mindfulness, or meditation. • Nutrition for healthy brain function (11 Best Foods to Boost Your Brain and Energy and (12 Foods to Boost Brain Function). (1.b, 2.b) o Omega 3 fatty acids (found in salmon, trout, sardines, tuna, herring, mackerel, soybeans, flaxseed, other seeds, and nuts [especially walnuts]): build brain and nerve cells (neurons) and are essential for learning and memory.	In order to meet these standards, it is expected that students will • apply knowledge of nutrition and proper brain function to create a personal plan to make healthy food choices, including fruits, vegetables, water, and healthy beverage choices, at home, during school, and/or in restaurants; (1.b, 2.b, 3.b)

o Antioxidants (found in blueberries, and other deeply colored berries, broccoli, kale, pumpkin seeds, dark chocolate, cocoa powder, and green tea): have been found to improve communication between brain cells, improve memory and mood, help protect the brain from damage, and reduce cellular stress and inflammation, which are linked to brain aging and neurodegenerative disorders (like Alzheimer's). o Minerals: zinc for nerve signaling, magnesium for learning and memory, copper helps to control nerve signals, and iron improves brain function (found in pumpkin seeds). o Vitamin E (found in nuts, brown rice, barley, oatmeal, whole-grain bread, and whole-grain pasta): improves cognition, memory. o Vitamin C (oranges, bell peppers, guava, kiwi, tomatoes, and strawberries): a powerful antioxidant and key factor in preventing mental decline. o Vitamins B6 and B12, folate and choline (found in eggs): proper brain functioning and development and regulating mood. o Healthful unsaturated fats (avocados, almonds, cashews, peanuts, walnuts, Brazil nuts, flaxseed, chia seeds, soybean, sunflower, canola oils, and fish): reduce blood pressure (reducing risk of cognitive decline). Foodborne illness is a common, costly, sometimes life threatening—yet largely preventable—public health problem. Anyone can get a foodborne illness. • Foodborne illnesses result from consuming one of the two most common types of foodborne pathogens: bacteria (like Salmonella, Listeria, or E. coli) and viruses (such as norovirus or hepatitis A). Symptoms may include nausea, vomiting, diarrhea, cramps, and fever. (1.c) • Safe steps in food handling, cooking, and storage are essential in preventing foodborne illness. You cannot see, smell, or taste harmful bacteria that may cause illness. (Keep Food Safe! Food Safety Basics) (2.c)	• apply knowledge of foodborne illnesses to share food safety strategies in the home; (1.c, 2.c, 3.c) • describe disordered eating, the possible effects and influences, and resources for help and assistance; (1.d, 2.d, 3.d) • apply knowledge of trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages to create factual information for a variety of audiences. (1.e, 2.e, 3.e) Additional resources: www.healthsmartva.org https://everfi.com/

- o   Always wash your hands with soap and warm water for 20 seconds before and after handling food.
- o   Don't cross-contaminate. Keep raw meat, poultry, fish, and their juices away from other food. After cutting meats, wash the cutting board, knife, and countertops with hot, soapy water.
- o   Marinate meat and poultry in a covered dish in the refrigerator.
- o   Before eating or preparing fresh fruits and vegetables, wash the produce under cold running tap water to remove any lingering dirt. This reduces bacteria that may be present. If there is a firm surface, such as on apples or potatoes, the surface can be scrubbed with a brush. Consumers should not wash fruits and vegetables with detergent or soap.
- o   Sanitize cutting boards by using a solution of one tablespoon of unscented, liquid chlorine bleach in one gallon of water.
- o   Avoiding unpasteurized (raw) milk and unpasteurized juices such as fresh apple cider.
- o   Cook foods thoroughly.
- • Food storage (Keep Food Safe! Food Safety Basics) (2.c)
- o   Always refrigerate perishable food within two hours (one hour when the temperature is above 90°F).
- o   Check the temperature of your refrigerator and freezer with an appliance thermometer. The refrigerator should be at 40°F or below and the freezer at 0°F or below.
- o   Cook or freeze fresh poultry, fish, ground meats, and variety meats within two days; other beef, veal, lamb, or pork, within three to five days.
- o   Perishable food such as meat and poultry should be wrapped securely to maintain quality and to prevent meat juices from getting onto other food.
- o   To maintain quality when freezing meat and poultry in its original package, wrap the package again with foil or plastic wrap that is recommended for the freezer.

Eating concerns falling short of a diagnosis deserve attention and treatment because they may turn into more problematic disordered eating and put individuals at risk of serious health problems.

- Disordered eating is the use of any unhealthy weight-control behaviors, such as skipping meals, cutting out food groups in the absence of a medical diagnosis, or behaviors such as using laxatives, diuretics, diet pills, restriction, or binge eating. An individual with disordered eating is often engaged in some of the same behavior as those with eating disorders but at a lesser frequency or lower level of severity. Disordered eating may or may not warrant a specific eating disorder diagnosis. Detrimental consequences can include a greater risk of obesity and eating disorders, bone loss, gastrointestinal disturbances, electrolyte and fluid imbalances, low heart rate and blood pressure, increased anxiety, depression, and social isolation. (What is Disordered Eating?) (1.d)

Influences on body image include the media, which can target adolescents, and peers who help shape beliefs about the perceived body ideal. (Weight status and body image perceptions in adolescents: current perspectives) (2.d)

- "The culture in which we [live] has a significant impact on how we feel about ourselves and the manner in which we think about our body. Many cultural traditions also contribute to body image and can influence either negative or positive body image and/or self-esteem. Depending on the culture and overall emphasis of traditions involved, a person may find their surroundings either [supportive] to or [negatively impacting] the building of a healthy body image and self-esteem." (How Cultural Traditions Can Shape Body Image)
- Research shows that there is consistent evidence that [social] norms influenced food choices. Information about eating norms influences choice and quantity of food eaten. Norms that promote healthful eating influenced people's choice of foods.

Norms that promote adequate quantities of food as opposed to large quantities of food influenced the amount of food eaten. (PubMed.gov)
• Research study results of middle school students indicate that the standard of beauty widely represented on television, movies, and video games is having a powerful effect on adolescents. This effect reinforces the low self-esteem that can lead to risky behavior such as excessive dieting. (Media Exposure and the "Perfect" Body)
• Another study found that all demographic groups were equally affected by the link between social media and developing eating and body image concerns (Greater Social Media Use Tied to Higher Risk of Eating and Body Image Concerns in Young Adults).
• Researchers are finding that eating disorders are caused by a complex interaction of genetic, biological, behavioral, psychological, and social factors. Protective factors for eating disorders:
  • Individual: Positive body image, high self-esteem, media literacy (including social media), emotional well-being, school achievement, being self-directed and assertive, social skills, problem solving and coping skills (National Eating Disorders Collaboration).
  • Family: Research suggests that family support and connectedness, frequent family meals, and avoiding comments/teasing about weight may help protect against disordered eating. (Protective factors against disordered eating in family systems: a systematic review of research)
  • Social: Peer or other social support structures and relationships where weight and physical appearance are not of high concern (Risk & Protective Factors).
• Resources for help and support with disordered eating/eating disorders include talking with a parent/guardian and/or access resources (3.d)
  o School (counselor, psychologist, social worker; public health nurse).
  o Community
    ▪ Health care providers (specialized therapists)	

- ▪ Registered dietitian nutritionists
- ▪ Local Community Services Board
- ▪ Substance Abuse and Mental Health Services Administration (SAMHSA) Treatment Referral Helpline at 1-800-662-HELP (4357). SAMHSA also has a Behavioral Health Treatment Locator that can be searched by location.

Dietary supplements are products intended to supplement the diet. They are not medicines and are not intended to treat, diagnose, mitigate, prevent, or cure diseases.
- • The Food and Drug Administration (FDA) is the federal agency that oversees supplements and medicines, but the FDA regulations for dietary supplements are different from those for prescription or over-the-counter medicines. All prescription medications must receive FDA approval; however, there are some over-the-counter drugs and dietary supplements that do not need FDA approval to be sold.
- • According to the Academy of Nutrition and Dietetics, avoid the following diet claims of fad diets (Staying Away from Fad Diets) (1.e):
  - o Rapid weight loss: If you lose weight quickly, you'll lose muscle, bone, and water. You also will be more likely to regain the pounds. Instead, focus on eating in a way that helps you feel nourished, satisfied, and energized.
  - o Quantities and limitations: Avoid diets that limit most foods and promote unlimited quantities of specific foods. Avoid any diet that eliminates or severely restricts entire food groups or macronutrients, such as carbohydrates. Even if you take a multivitamin, you'll still miss some critical nutrients.
  - o Specific food combinations: There is no evidence that combining certain foods or eating foods at specific times of day will help with weight loss. Eating the "wrong" combinations of food doesn't cause them to turn to fat immediately or to produce toxins in your intestines, as some plans claim.
  - o Rigid menus: Limiting food choices or following rigid meal plans can be an overwhelming task. With any new diet, always ask yourself, "Can I eat this way for the rest of my life?" If the answer is no, the plan is not for you.

- o Diet plans should be evaluated for effectiveness, deficiencies, and ways to overcome any deficiencies. - Dietary supplements: Some dietary supplements can help a person get adequate amounts of essential nutrients if they don't eat a nutritious variety of foods. However, supplements can't take the place of the variety of foods that are important to a healthy diet. Manufacturers may add vitamins, minerals, and other supplemental ingredients to foods, especially breakfast cereals and beverages. As a result, a person may get more of these ingredients than they think, and more might not be better. Consult a health care provider before taking dietary supplements to treat a health condition; before taking dietary supplements in place of, or in combination with, prescribed medicines; and if scheduled to have any type of surgical procedure. The term "natural" doesn't always mean safe. A dietary supplement's safety depends on many things, such as its chemical makeup, how it works in the body, how it is prepared, and the amount taken. (What you Need to Know: Dietary Supplements) (1.e) - Sugar-sweetened beverages are drinks with added sugar, including non-diet soft drinks/sodas, flavored juice drinks, sports drinks, sweetened tea, coffee drinks, energy drinks, and electrolyte replacement drinks. The calories in sugar-sweetened beverages can contribute to weight gain and provide little to no nutritional value. Sugar-sweetened beverages do not fill you up (satiate) the same way that food does. Those extra calories can lead to other health risks, including obesity, tooth decay, heart disease and type 2 diabetes. (Sugar-Sweetened Beverages) (1.e) - Total amount of caffeine contained in some cans or bottles of energy drinks can exceed 500 mg (equivalent to 14 cans of common caffeinated soft drinks). A lethal dose of caffeine is considered to be 200 to 400 mg/kg. The effects of caffeine on various organ systems include increases in heart rate, blood pressure, speech rate, motor activity, attentiveness, gastric secretion, diuresis, and temperature. Sleep disturbances or improved moods are considered variable and individualized effects. Caffeine can increase anxiety in those with anxiety disorders, and it is known also	

to play a role in triggering arrhythmias. Dental/enamel erosion is also a concern in children and adolescents. Additional concerns regarding the use of caffeine in children include its effects on the developing neurologic and cardiovascular systems and the risk of physical dependence and addiction. Symptoms of caffeine withdrawal include headache, fatigue, decreased alertness, drowsiness, difficulty concentrating, decreased desire to socialize, flu-like symptoms, irritability, depressed mood, muscle pain or stiffness, and nausea or vomiting. Because of the potentially harmful adverse effects and developmental effects of caffeine, dietary intake should be discouraged for all children. (Sports Drinks and Energy Drinks for Children and Adolescents: Are They Appropriate?) (1.e)

- The accuracy of claims about trending diets, dietary supplements, and popular beverages can be researched through the National Institutes of Health (NIH), FDA, Federal Trade Commission Bureau of Consumer Protection, U.S. Consumer Product Safety Commission, medical associations, and medical research sites. (2.e)

Topic: Physical Health

Standards:

8.1.f   Evaluate the physical, mental, and social health benefits of physical activity.

8.2.f   Assess the health risks of a sedentary lifestyle.

8.3.f   Create environmental design solutions that promote physical and mental health.

Essential Understandings	Essential Knowledge and Skills

A balanced healthy lifestyle includes physical activity, healthy food choices, and sleep. Physical activity improves physical, mental, and social health.
• Adolescents (6-17 years) should do 60 minutes or more of physical activity each day. Physical activity requires energy expenditure.
• Physical health - Physical activity improves brain health (improve thinking, cognition, learning), weight management, reduces disease (heart disease and some cancers), strengthens bones and muscles, and improves ability to do everyday activities. Better sleep.
• Mental Health - Physical activity can reduce risk of depression and anxiety and reduce stress. Improvements are seen in components of executive function including the ability to plan and organize; monitor, inhibit, or facilitate behaviors; initiate tasks; and control emotions. Increases self-esteem and self-confidence. (Why It Matters)
• Social Health – improvements in physical and mental health can improve your ability to do daily activities leading to more enjoyment in interacting with others. (1.f, 2.f)
• Environmental design questions to promote physical activity (3.f)
  o Is a sidewalk present? Is there a ramp at the curbs?
  o Is a pedestrian walk signal present?
  o Are there sections of sidewalk that need maintenance (incomplete sections, cracks, uneven that may cause tripping hazards)?
  o Is there a marked crosswalk?
  o Is there a designated bike path or bike lane?
  o How many public parks are present?
  o Are there streetlights?
	In order to meet these standards, it is expected that students will
	• conduct an assessment of the environment (school, home, community) for access to safe physical activity and apply knowledge of benefits of physical activity and health risks of a sedentary lifestyle to make/justify recommendations for change (1.f, 2.f, 3.f)
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

Topic: Disease Prevention/Health Promotion

Standards:

8.1.g   Explain the difference between rest, sleep, sleep deprivation, and sleep debt.

8.1.h   Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.

8.2.g   Identify sleep hygiene strategies to support recommendations for optimal sleep.

8.2.h   Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.

8.3.g   Create specific, measurable, attainable, relevant and timely (SMART) goals to get optimal sleep to promote cognitive performance and academic success.

8.3.h   Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.

Essential Understandings	Essential Knowledge and Skills
Getting enough sleep is not a luxury—it is something people need for good health. Not getting enough sleep is linked with many chronic diseases and conditions (type 2 diabetes, cardiovascular disease, obesity, and depression) and can lead to motor vehicle crashes. (Sleep and Chronic Disease) • Rest: Quiet wakefulness—resting with your eyes closed—can calm your mind, give at least some neurons a break (because the neurons are not actively thinking or concentrating on something), and let muscles and organs relax. It can also reduce stress, improve mood, and increase alertness, mental clarity, creativity, and motivation. All of these changes can enhance productivity. (Resting vs. Sleeping) (1.g) • Sleep: Marked by the absence of wakefulness and by the loss of consciousness of one's surroundings; accompanied by a typical body posture (such as lying down	In order to meet these standards, it is expected that students will • identify the differences between rest, sleep, sleep deprivation, and sleep debt (1.g); • evaluate how current sleep habits (hours of sleep and sleep hygiene practices) meet/do not meet recommended guidelines (2.g); • create a SMART goal for sleep, to include action steps for sleep hygiene practices to maintain or improve current sleep habits (3.g); • evaluate current environmental and personal factors that may influence the degree of risk

with the eyes closed), the occurrence of dreaming, and changes in brain activity and physiological functioning; is made up of cycles of non-REM sleep and REM sleep; and is usually considered essential to the restoration and recovery of vital bodily and mental functions (Merriam-Webster). Teens 13-18 should get 8-10 hours of sleep each night (How Much Sleep Do I Need?). (1.g)

- Sleep deprivation: Defined as not obtaining adequate total sleep. A chronic sleep-restricted state may result in excessive daytime sleepiness, fatigue, clumsiness, and weight gain or weight loss. Being sleep-deprived affects the brain and cognitive function. Effects may include accidents from lack of attention, moodiness, and hunger. (Sleep Deprivation: Symptoms, Causes, Treatments). (1.g)

- Sleep debt: Also known as sleep deficit, the cumulative effect of a person not having sufficient sleep. A large sleep debt can lead to physical and/or mental fatigue. Two known kinds of sleep debt: total sleep deprivation (when a person is kept awake for a minimum of 24 hours) and partial sleep deprivation (when a person has limited sleep for several days or even weeks). (Sleep Debt: Signs, Symptoms & Treatments) (1.g)

- Good sleep habits (sometimes referred to as "sleep hygiene") can help get a good night's sleep. Some habits that can improve sleep health (2.g):
  o Be consistent. Go to bed at the same time each night and get up at the same time each morning, including on the weekends.
  o Make sure the bedroom is quiet, dark, relaxing, and at a comfortable temperature.
  o Remove electronic devices from the bedroom (TVs, computers, and phones).
  o Avoid large meals and caffeine before bedtime.
  o Exercise. Being physically active during the day can help fall asleep more easily at night.

- SMART goals are specific, measurable, attainable, relevant and timely (3.g).

for diabetes, heart disease, cancer, obesity, and stroke (1.h);
- identify prevention strategies for chronic diseases (2.h);
- create short- and long-term SMART goals for health measures to prevent chronic disease to include action steps (3.h).

Additional resources:
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Noncommunicable/chronic diseases (e.g., diabetes, heart disease, cancer, obesity, and stroke) are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life.

- Noncommunicable diseases, also known as chronic diseases, tend to be of long duration and are the result of genetic, physiological, environmental and behavioral factors. While genetic-related chronic diseases may not be preventable, people can reduce their risk. (Noncommunicable diseases) (1.h)
- Environmental facts such as air pollution, can contribute to a range of chronic diseases including asthma and other chronic respiratory diseases. (Chronic Respiratory Diseases) (1.h)
- For nongenetic related chronic diseases, many can be prevented by reducing/eliminating common risk factors such as tobacco use, alcohol use, physical inactivity, and unhealthy eating habits. Other preventive health measures include immunizations, regular health and medical screenings, sleep, and limiting personal technology use. (2.h)
- 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 (not smoking, not using alcohol, increasing physical activity, and making healthy food and beverage choices). (3.h)

Topic: Substance Use/Misuse Prevention
Standards:
8.1.i   Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
8.1.j   Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.

8.2.i   Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.
8.2.j   Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate).

8.3.i   Design persuasive advertising to eliminate drug use.
8.3.j   Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.

Essential Understandings	Essential Knowledge and Skills

Drugs can alter important brain areas that are necessary for life-sustaining functions and can drive the compulsive drug use that marks addiction. (Introducing the Human Brain)
• Health effects (1.i) (information about drug effects are from National Institute on Drug Abuse unless otherwise specified):
  o Short-term effects of substance use can range from changes in appetite, wakefulness, heart rate, blood pressure, motor coordination, impaired judgment, and/or mood to unconsciousness, heart attack, stroke, psychosis (hallucinations and delusions), overdose, and even death. These health effects may occur after just one use. These effects often depend on the specific drug or drugs used, how they are taken, how much is taken, the person's health, and other factors.
  o Long-term effects:
    ▪ Drugs that may cause cancer include alcohol, tobacco, steroids, and marijuana/cannabis. Young adult males that use marijuana/cannabis and begin
	In order to meet these standards, it is expected that students will
	• research the short- and long-term health issues and brain effects related to alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana/cannabis, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drug (1.i);
	• analyze the influences on teen drug use (2.i);
	• apply knowledge of effects and influences to develop persuasive advertising (print,

their use during adolescence are at risk for an aggressive form of testicular cancer.

- Most drugs can have adverse cardiovascular effects, ranging from abnormal heart rate to heart attack. Drug use can lead to respiratory problems. Smoking cigarettes, marijuana/cannabis, and crack cocaine can cause bronchitis, emphysema, lung damage, and lung cancer. The use of some drugs, such as opioids, may cause breathing to slow, block air from entering the lungs, or make asthma symptoms worse.
- Alcohol can cause stroke, high blood pressure, cirrhosis (scarring of the liver), and cancer (Alcohol's Effects on the Body).
- Nicotine products (vaping)/e-cigarettes produce dangerous chemicals, including acetaldehyde, acrolein (used to kill weeds), and formaldehyde. These can cause lung disease, acute lung injury, chronic obstructive pulmonary disease (COPD), cardiovascular (heart) disease, asthma, and lung cancer. (E-Cigarettes)
- Long-term effects of inhalant use may include liver and kidney damage, hearing loss, bone marrow damage, loss of coordination from nerve damage, delayed behavioral development from brain problems, and brain damage (from cut-off oxygen flow to the brain).
- Abuse of prescription stimulants can increase heart rate, blood pressure, and body temperature. Stimulant medications can decrease sleep and appetite, and abuse can lead to malnutrition and its consequences.
- Long-term use of methamphetamine can cause changes to the structure of the brain in areas involved with memory and emotions. Long-term use can also cause paranoia, hallucinations, and violent behavior. Methamphetamine can cause the gums to decay and the teeth to rot, a condition known as "meth mouth."
- Performance-enhancing drugs (anabolic steroids). Misuse of anabolic steroids might lead to:

video, or other media) to eliminate drug use (3.i);
- explain addiction and the effects of substance use disorder on the individual and on others (1.j);
- design messaging that promotes positive social norms and/or corrects misconceptions of social norms related to teen drug use (2.j, 3.j).

Additional resources:
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- o Negative mental effects (paranoia [extreme, unreasonable] jealousy, extreme irritability, and aggression ["roid rage"]).
- o Delusions (false beliefs or ideas, impaired judgment, and mania).
- o Serious health problems (kidney problems or failure, liver damage and tumors, enlarged heart, high blood pressure, increased risk of heart attack or stroke even in young people, increased risk of blood clots)
- o In men, shrinking testicles, baldness, development of breasts, increased risk of prostate cancer.
- o In women, the growth of facial hair or excess body hair, decreased breast size, male-pattern baldness, a change or stop in the menstrual cycle, deepened voice.
- o In teens, stunted growth or stunted height.

- Brain effects. Drugs interfere with the way neurons send, receive, and process signals via neurotransmitters. (1.i)
  - o Marijuana/cannabis and heroin can activate neurons because their chemical structure mimics that of a natural neurotransmitter in the body. This allows the drugs to attach onto and activate the neurons. Although these drugs mimic the brain's chemicals, they do not activate neurons in the same way as a natural neurotransmitter, and they lead to abnormal messages being sent through the network.
  - o Amphetamines/prescription stimulants/methamphetamines or cocaine can cause the neurons to release abnormally large amounts of natural neurotransmitters or prevent the normal recycling of these brain chemicals by interfering with transporters. This amplifies or disrupts the normal communication between neurons.
  - o Opioids can affect other parts of the brain, such as the brain stem. The brain stem controls basic functions critical to life, such as heart rate, breathing, and sleeping.
  - o Many drugs—nicotine, cocaine, marijuana/cannabis, and others—affect the brain's "reward" circuit, which is part of the limbic system (thalamus, hypothalamus, hippocampus). Normally, the reward circuit responds to healthy, pleasurable

activities by releasing the neurotransmitter dopamine, which teaches other parts of the brain to repeat those activities. Drugs take control of this system, releasing large amounts of dopamine—first in response to the drug but later mainly in response to situational cues associated with the drug, such as being with other drug users or being in places where you used drugs. The brain remembers the high, craves the drug, and seeks to re-create the feeling. Dopamine does not cause the rush of feelings; instead, it reinforces the desire to use drugs.
- o Alcohol: Affects the ability to make decisions and impairs motor coordination, has negative effects on information processing and learning, and increases the risk of developing alcohol use disorder.
- o Tobacco/nicotine products increase levels of the neurotransmitter dopamine.
- o Inhalants: Causes damage to nerve fibers in the brain, hurting the ability of nerve cells to send messages, which can cause muscle spasms and tremors or even permanent trouble with basic actions like walking, bending, and talking. Can cause damage to brain cells by preventing cells from getting enough oxygen, affecting the ability to learn, solve complex problems, plan ahead, and motor coordination.
- o Performance-enhancing drugs: Even though anabolic steroids do not cause the same high as other drugs, they can lead to a substance use disorder.
- • Beyond the harmful consequences for the person with the addiction, drug use can cause serious health problems for others. Some of the more severe consequences of addiction (1.i):
- o Neonatal abstinence syndrome (NAS): A mother's substance use or medication use during pregnancy can cause her baby to go into withdrawal after it is born. Symptoms will differ depending on the substance used but may include tremors, problems with sleeping and feeding, and even seizures. Some drug-exposed children will have developmental problems with behavior, attention, and thinking.
- o Injection of drugs accounts for 1 in 10 cases of HIV. Injection drug use is also a major factor in the spread of hepatitis C and can be the cause of endocarditis

(inflammation of the lining of the heart and heart valves) and cellulitis (inflammation of tissue).
- o The use of illicit drugs or the misuse of prescription drugs can make driving a car unsafe, just like driving after drinking alcohol. Drugged driving puts the driver, passengers, and others who share the road at risk. Research studies have shown negative effects of marijuana/cannabis on drivers, including an increase in lane weaving, poor reaction time, and altered attention to the road.
- Influences on substance use (2.i):
  - o Peers: to fit in, to feel good, to feel better (relieve mental health disorders, stress, physical pain – "self-medicate"), to do better (use stimulants or performance-enhancing drugs), to experiment.
  - o Family: Drug/substance use in the household increases the likelihood an adolescent will use drugs. Research found that a healthy person was at a higher risk if a sibling or spouse abused drugs. An adolescent's inherited genetic vulnerability; personality traits like poor impulse control or a high need for excitement; mental health conditions such as depression, anxiety, or attention deficit hyperactivity disorder (ADHD); and beliefs such as drugs are "cool" or harmless make it more likely that an adolescent will use drugs.
  - o Social: Being around people who use drugs, may start to feel like everyone is doing it and like it is no big deal.
  - o Media influence: People on TV talk about drugs a lot. Drugs are in the news and joked about on programs. Drug culture may be glorified on programs, social media, and video gaming applications without showing the consequences.
- Advertising techniques: The goal of advertisements is to sell, to influence buyers by promoting a product, service, or company. Advertisement techniques may include (3.i)
  - o Bandwagon (everyone else is doing it).
  - o Fear (scare people into buying/believing something).
  - o Conflict (uses an unresolved problem or situation).
  - o Shock (uses controversy to gain attention).

o   Problem/Benefit (convince someone they have a problem and the product is the solution).
o   Testimonial/Celebrity/Endorsements (provide credibility; believe a personal story).
o   Anti-Ad (tells the audience they are smart enough to see through the tricks played by advertisers).
o   Association (linking product to certain values, group, or person).
o   Additional advertising tactics include recognizable logos, repetition, bribery (deals/sales), emotional appeal, and slogans.

Over time, drug use can lead to addiction, a devastating brain disease. People can't stop using drugs even when they really want to, and even after it causes consequences to their health and other parts of their lives.
•   The preferred term for drug addiction is substance use disorder or substance abuse disorder. Addiction is a compulsive physiological need for and use of a habit-forming substance. Drug addiction/substance use disorder is defined as a chronic, relapsing disorder characterized by compulsive drug seeking and use despite adverse consequences. (Understanding Drug Use and Addiction) (1.j)
•   Drug addiction/substance use disorder is considered a brain disorder because it involves functional changes to brain circuits involved in reward, stress, and self-control, and those changes may last a long time after a person has stopped taking drugs. Smoking a drug or injecting it into a vein increases its addictive potential. These changes to the brain affect how a person thinks (impairs judgment) and acts, which can lead to risky behaviors that may cause chronic disease, viral infections, and injury to self and others (driving under the influence, engaging in violent/aggressive behaviors, or engaging in illegal behaviors to obtain money for or to obtain the drug). (1.j)
•   Indications that someone has a developing drug problem: (1.j)
o   Hanging out with different friends.
o   Not caring about their appearance.

o Getting worse grades in school.	
o Missing classes or skipping school.	
o Losing interest in their favorite activities.	
o Getting in trouble in school or with the law.	
o Having different eating or sleeping habits.	
o Having more problems with family members and friends.	
• Social norms are the behaviors, attitudes and/or standards that the majority of people in a group think are acceptable or unacceptable. What people do is influenced by what they think their peers are doing. If people think a certain behavior is typical or the norm, they are more likely to participate in it because they believe most are doing it and they want to belong. However, sometimes a norm or behavior is misread or misperceived, and people think that their peers engage in risky behavior much more than they really do. (Steps to Conducting an Alcohol Prevention Positive Norms Campaign) (2.j)	
o Misconceptions include:	
• Everyone uses drugs.	
• Everyone drinks and drives.	
• Drugs will not harm you if you do them just once.	
• Early identification of substance use disorder is important because there are treatments to help manage addiction, but there is no cure. It is a chronic disease, meaning it lasts a long time and needs to be managed with regular treatment. If people follow treatment plans, they can go for many years leading healthy lives. It can be similar to other chronic conditions that people learn to manage, like diabetes or heart disease. (3.j)	

Topic: Safety/Injury Prevention
Standards:
8.1.k   Explain the need for school safety drills and procedures.
8.1.l   Identify risky behaviors associated with Internet use, online gaming, and social media use.
8.1.m   Identify the benefits and risks of social media.
8.1.n   Describe how to assess levels of stress based on physical and psychological responses.
8.1.o   List the skills and strategies for refusal and negotiation.

8.2.k   Explain the potential consequences of following and not following safety protocols for school drills.
8.2.l   Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media.
8.2.m   Develop strategies to assess and manage the effects of social media use.
8.2.n   Identify personal stress-management skills that help respond to different kinds of stress.
8.2.o   Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.

8.3.k   Develop a personal action plan during an emergency situation for a variety of locations outside school (e.g., shopping areas, recreation areas).
8.3.l   Develop appropriate personal guidelines for online gaming and social media use.
8.3.m   Develop and promote guidelines for using social media
8.3.n   Practice and promote stress-management skills.
8.3.o   Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.

Essential Understandings	Essential Knowledge and Skills
School safety drills are designed to keep students and school personnel safe when danger exists inside or outside the school building. • Types and purposes of school safety drills may include (1.k): o Lockdown: To prevent people from leaving the building (stay in classrooms) due to a threat inside or outside the school or due to a	In order to meet these standards, it is expected that students will • identify school safety drills, their purpose and importance (1.k);

o dangerous person, chemical, or other threat (Virginia requires four lockdown drills each school year *Code of Virginia §22.1-137.2*).

o Fire/evacuation: Used to get people out of the building safely when conditions inside a building have become life-threatening (Virginia requires four fire/evacuation drills each school year *Code of Virginia §22.1-137*).

o School bus evacuation/emergency: Exiting a school bus safely due to an emergency inside or outside the bus (Virginia requires at least one bus emergency drill each school year *Code of Virginia §22.1-184*).

o Tornado: The outside of the building is unsafe because of dangerous wind or precipitation; going to interior spaces of the building with no windows to avoid injury and taking cover (Virginia requires two tornado drills each school year *Code of Virginia §22.1-137.1*).

o Earthquake: Students and employees learn the areas in their building or classrooms that will be safest to be in and how to take cover to avoid serious injury (Virginia does not have a requirement for earthquake drills).

o Note: Drills may have different names. Teachers should use the school-specific names and include any other necessary drills conducted by the school.

- School safety drills play an important role in keeping students and staff safe in the event of an emergency. Drills are used to train school staff to know their responsibilities so they can take the lead in an emergency. It's equally important for students to know the planned procedures so they can work cooperatively with adults. Familiarizing teachers and students with the emergency plan helps to reduce anxiety, panic, and confusion, and helps everyone remain calm. Mock drills give an opportunity to reduce evacuation time, ensure that everyone is using the most effective exit route, ensure every student is accounted for, and teaches students to follow instructions and remain calm. (2.k)

- Review classroom- and school-specific expectations for school safety drills. (1.k, 2.k)

- select a location outside school (e.g., community center, park) and create an action plan for an emergency situation (e.g., fire, weather);
- explain the need for using caution when interacting online (Internet, online gaming, social media) (1.l);
- promote online (Internet, online gaming, social media) safety guidelines with others;
- list the pros and cons of using social media;
- identify positive and negative stressors and the potential physical and psychological responses;
- practice and promote stress-management skills;
- apply refusal or negotiation skills to different risky situations and explain why the selected skill set was beneficial to the situation (1.n, 2.n).

Additional resources:

www.healthsmartva.org

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- In any building or facility in the community, know where exits are located. (3.k)

Internet use, online gaming, and social media use can be sources of information, entertainment, and social connection; however, caution should be used when interacting online.
- Risky online behaviors (1.l):
  - People are not always who they say they are online. Teens have been tricked by people who pretend to be something or someone that they're not (say they are a teen but they are an adult). Some teens have found themselves in a dangerous situation when they agreed to meet in person.
  - Digital footprint: All of the information online about a person, either posted by that person or others, intentionally or unintentionally.
    - Be cautious about sharing photos and what is written/texted. Nothing is ever really deleted online. Screen shots can be taken of anything and shared with anyone.
    - Personal information: Pictures and seemingly harmless sharing can put people at risk and make it easy to be taken advantage of. Minimal information is needed to determine who a person is and where they live or go to school. Do not provide personal information on websites or gaming applications; don't give name, age, address/neighborhood, school name, or phone number. Ask a parent/guardian before providing information.
- Use decision-making skills when interacting online. (2.l) Ask yourself:
  - Is this option healthful, and does it reflect my beliefs and values?
  - Is this option safe?
  - Is this option respectful to myself and my family?
  - Is this option responsible?
- Guidelines for online gaming and social media use (3.l):

o   See Common Sense Media What are the Basic Social Media Rules for Middle Schoolers.

Social media can be a useful communication and learning tool that can be used for building relationships, education, and to help others. There are cautions that need to be taken with social media.
- Benefits of social media (1.m):
    o   Connect with peers, friends, and family; cost savings to connect with others.
    o   Overcome geographical barriers to connect and for learning.
    o   Opportunities to connect with others that share common interests.
    o   Promotes and enables collaboration.
    o   Can be used to help others, start or promote a business.
    o   Access information for health, education, and real-time news.
    o   Fun and enjoyment.
- Risks of social media (1.m):
    o   Overuse/dependence can lead to sleep deprivation, less face-to-face interactions; take time away from physical activity and time with family/friends; being overwhelmed with information and influences.
    o   Social pressure: Comparisons with "ideal" lives and pictures of others may affect self-esteem and self-image and may cause depressed feelings.
    o   Misunderstandings from communications; conflict; cyberbullying; damage reputation.
    o   Meeting people who may not be who they say they are can be dangerous.
    o   Leaving a digital footprint puts personal information at risk.
    o   Exposure to frauds and scams.
    o   May lead to dangerous activities, such as trying stunts or challenges posed online that can cause injury or death.
- Assess and manage social media effects (2.m):

o   Questions that may help determine whether social media is having a negative effect on your life (adapted from Psychcentral Six Questions to Assess if You May Be "Addicted" to Social Media)
- Is your social media use deeply integrated into your daily life?
- Do you depend on social media use for excitement throughout the day?
- Do you need to spend more time to get a "buzz" from social media?
- Do you get nervous when you are not on social media?
- Does your use of social media cause you trouble?
- Have you tried to cut back on your use of social media but failed?
- Do you spend less than two hours of screen time a day including social media?

o   Manage social media by setting a limit for time spent on social media (determine the current time and try to cut that time in half); use social media to connect with friends and not just browsing.

Everyone feels stress (positive or negative) at times. There are positive and negative ways to handle stress.
- Stress is a state of mental tension and worry due to problems in life.
- Physical responses may include increased heartbeat or breathing, sweaty palms, or knees get shaky, crying. (1.n)
- Emotional responses may include feeling tense, nervous, or on edge. (1.n)
- Sometimes stress occurs when facing difficult situations and the stress can last longer and leave a person feeling tired or overwhelmed. There are strategies to manage stress, but sometimes people need help to deal with difficult situations that lead to intense or lasting stress. (2.n)
- Strategies and positive ways to manage stress can include physical activity, time management, communication, count to 10, think positive, relaxation and breathing exercises, mindfulness, break down larger problems into smaller problems, make time for hobbies, interests, and fun, eat a healthy diet, exercise,

get enough sleep, positive self-talk (e.g., "I can do this"), and spend time with people you enjoy. Talk with a parent, counselor, or friend. (2.n)
- Negative ways to manage stress may include overeating, drinking alcohol, smoking, yelling, acting out (with anger or violence), or using caffeine or drugs/pills. (2.n)

Negotiation and refusal skills are part of problem solving that can help a person make and commit to healthy decisions.
- Refusal Skills (1.o)
  - Verbal
    - Say "no." There is no substitute for the word "no." It makes any refusal stronger.
    - Repeat the refusal.
    - Suggest an alternative (suggest something to do instead).
    - Build the friendship (say something to let the person know you are their 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.
    - Use a firm tone of voice. Be strong and business-like.
  - Nonverbal
    - Direct eye contact (look the person in the face).
    - Serious expression (use your best "I mean it" face).
    - Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.
    - Leave (get out of the situation).
    - Avoid situations where there may be pressure.
- Negotiation skills (1.o)
  - State what you need.
  - Listen and clarify.

o Identify other perspectives. o Determine common ground. o Elicit an agreement. • Teens may engage in risky behaviors, not because they want to or do not know whether something is an unhealthy or unsafe choice, but because they do not know how to respond, are afraid of losing a friend, looking uncool, or of being left out. Practicing and using refusal and negotiation skills can help teens with peer pressure situations and help build confidence and strength. (2.0)	

Topic: Mental Wellness/Social and Emotional Skills

Standards:

8.1.p   Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.

8.1.q   Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.

8.1.r   Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).

8.1.s   Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).

8.2.p   Explain the importance of developing relationships that are positive and promote wellness.

8.2.q   Explain why mental health issues such as self-harm behaviors, depression, and suicidal ideation cannot be managed independently and require support/assistance.

8.2.r   Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.

8.2.s   Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).

8.3.p   Ability to develop safe, respectful, and responsible relationships.

8.3.q   Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.

8.3.r   Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.

8.3.s   Promote the availability of school and community mental health resources.

Essential Understandings	Essential Knowledge and Skills
Respect for oneself and others is a key characteristic of healthy relationships. In contrast, in unhealthy relationships, one partner tries to exert control and power over the other physically, sexually, and/or emotionally. (Characteristics of Healthy and & Unhealthy Relationships) • Healthy relationships share certain characteristics that include (note: characteristics apply to all relationships, not only dating relationships) (1.p): o Mutual respect: Respect means that each person values who the other is and understands the other person's boundaries.	In order to meet these standards, it is expected that students will • explain the importance of healthy relationships, what contributes to healthy relationships, and signs that a relationship is unhealthy (1.p, 2.p, 3.p); • demonstrate an understanding of the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide,

o Trust: Partners should place trust in each other and give each other the benefit of the doubt.	how to help, resources for assistance, how to advocate for help and seeking help from peers (1.q, 2.q, 3.q);
o Honesty: Honesty builds trust and strengthens the relationship.	• describe factors that influence mental health (1.r);
o Compromise: In a dating relationship, each partner does not always get their way. Each should acknowledge different points of view and be willing to give and take.	• explain stigma and how stigma creates barriers to mental health help and support (2.r, 3.r);
o Individuality: Neither partner should have to compromise who they are, and their identity should not be based on a partner's. Each should continue seeing friends and doing the things they love. Each should be supportive of their partner wanting to pursue new hobbies or make new friends.	• describe roles of school-related mental health professionals (2.s); • explore a mental health career, including a description of the career, the academic requirements (courses for background knowledge that can be taken in high school and higher education requirements), and work environments of the professionals (1.s, 3.s).
o Good communication: Each partner should speak honestly and openly to avoid miscommunication. If one person needs to sort out their feelings first, the other partner should respect those wishes and wait until they are ready to talk.	
o Anger control: We all get angry, but how we express it can affect our relationships with others. Anger can be handled in healthy ways, such as taking a deep breath, counting to 10, or talking it out.	Additional resources: www.healthsmartva.org https://everfi.com/
o Fighting fair: Everyone argues at some point, but those who are fair, stick to the subject, and avoid insults are more likely to come up with a possible solution. Partners should take a short break away from each other if the discussion gets too heated.	
o Problem solving: Dating partners can learn to solve problems and identify new solutions by breaking a problem into small parts or by talking through the situation.	
o Understanding: Each partner should take time to understand what the other might be feeling.	
o Self-confidence: When dating partners have confidence in themselves, it can help their relationships with others. It shows that they are calm and comfortable enough to allow others to express their opinions without forcing their own opinions on them.	

- o   Being a role model: By embodying what respect means, partners can inspire each other, friends, and family to also behave in a respectful way.
- Unhealthy relationships involve behaviors that are mean, disrespectful, controlling, exerting power over, intense jealousy, or are abusive (emotionally, verbally, or physically). (1.p)
  - o   Physical abuse (includes pinching, hitting, shoving, or kicking).
  - o   Emotional/verbal abuse: Involves threatening a partner or harming their sense of self-worth. Examples include name-calling, controlling/jealous behaviors, consistent monitoring, shaming, bullying (online, texting, and in person), intentional harassment, keeping them away from friends and family.
- Setting and communicating personal boundaries may include physical closeness to another person (personal space), emotions and thoughts, time and energy, and things or possessions. Boundaries may be flexible depending on the people or situation. Boundaries should reflect basic rights of saying no, being treated with respect, making personal needs as important as others, being accepting of one's mistakes and failures, and not having to meet the unreasonable expectations of others. (How to Build Your Own Personal and Emotional Space) (1.p)
- Boundaries are a personal choice and vary from one person to the next. Communicate boundaries using "I" statements and assertive communication.
  - o   Example: I feel _____ when ____ because ____. What I need is ____.
  - o   Say "no." It is OK to say no without explanation.
  - o   Use features on tech devices such as setting a cut-off time for reading and answering texts. (1.p)
- Positive social connections with people at all stages in life help ensure healthy development, physically, socially, and emotionally (Healthy Friendships in Adolescence). Healthy relationships boost happiness, increase a sense of belonging and purpose, reduce stress, help to cope with challenges, and improve self-confidence, self-image, and self-worth. Research has shown that people with social supports are happier, have fewer health problems, and live longer. (2.p)

- Social skills that help develop healthy relationships include communication (verbal and nonverbal), listening, empathy, cooperation, express feelings in a positive way, negotiation, and compromise. (3.p)

Help and resources are available for people with mental health issues and challenges. Talk with a parent or other adult you trust if you or someone you know needs help with a mental health issue or challenge. (1.q)
- Self-harm or self-injury means hurting yourself on purpose. One common method is cutting with a sharp object. Any time someone deliberately hurts themselves is classified as self-harm. Some people feel an impulse to cause burns, pull out hair or pick at wounds to prevent healing. Self-harm also causes feelings of shame. The scars caused by frequent cutting or burning can be permanent. Drinking alcohol or doing drugs while hurting yourself increases the risk of a more severe injury than intended.
  o Self-harm is not a mental illness but a behavior that indicates a need for better coping skills. Several illnesses are associated with it, including borderline personality disorder, depression, eating disorders, anxiety, or posttraumatic stress disorder. Self-harm occurs most often during the teenage and young adult years, though it can also happen later in life. Those at the most risk are people who have experienced trauma, neglect, or abuse.
  o Self-harm isn't the same as attempting suicide. However, it is a symptom of emotional pain that should be taken seriously. If someone is hurting themselves, they may be at an increased risk of feeling suicidal. It's important to find treatment for the underlying emotions. (Self-harm)
- Depression: A common but serious mood disorder; a medical illness. It causes severe symptoms that affect how you feel, think, and handle daily activities, such as sleeping, eating, or working. To be diagnosed with depression, the symptoms must be present for most of the day, nearly every day, for at least two weeks. Not everyone who is depressed experiences every symptom. Some people experience

only a few symptoms, while others may experience many. Signs and symptoms of depression:
- o Persistent sad, anxious, or "empty" mood.
- o Feelings of hopelessness, pessimism, guilt, worthlessness, or helplessness.
- o Loss of interest or pleasure in hobbies and activities.
- o Decreased energy or fatigue.
- o Difficulty concentrating, remembering, or making decisions.
- o Difficulty sleeping, early-morning awakening, or oversleeping.
- o Appetite and/or weight changes.
- o Thoughts of death or suicide, or suicide attempts.
- Risk factors for depression: Depression is one of the most common mental disorders in the United States. Current research suggests that depression is caused by a combination of genetic, biological, environmental, and psychological factors. Depression can happen at any age. Risk factors (1.q):
- o Personal or family history of depression.
- o Major life changes, trauma, or stress.
- o Certain physical illnesses and medications.
- Suicide (Suicide Prevention): Extreme depression can lead a child to think about suicide or plan for suicide. For 10- to 24-year-olds, suicide is among the leading causes of death. The behaviors listed below may be signs that someone is thinking about suicide. (1.q)
- o Talking about wanting to die or wanting to kill themselves.
- o Talking about feeling empty, hopeless, or having no reason to live.
- o Making a plan or looking for a way to kill themselves, such as searching for lethal methods online, stockpiling pills, or buying a gun.
- o Talking about great guilt or shame.
- o Talking about feeling trapped or feeling that there are no solutions.
- o Feeling unbearable pain (emotional pain or physical pain).
- o Talking about being a burden to others.

o   Using alcohol or drugs more often.
o   Withdrawing from family and friends.
o   Changing eating and/or sleeping habits.
o   Talking or thinking about death often.
o   Giving away important possessions.
o   Saying goodbye to friends and family.
o   Putting affairs in order, making a will.
- Risk factors for suicide: Suicide does not discriminate. People of all genders, ages, and ethnicities can be at risk. Suicidal behavior is complex, and there is no single cause. Many different factors contribute to someone making a suicide attempt. But people most at risk tend to share specific characteristics. Many people have some risk factors but do not attempt suicide. It is important to note that suicide is not a normal response to stress. Suicidal thoughts or actions are a sign of extreme distress, not a harmless bid for attention, and should not be ignored. Suicide is complex. Treatments and therapies for people with suicidal thoughts or actions will vary with age, gender, physical and mental well-being, and with individual experiences. The main risk factors for suicide (1.q):
o   Depression, other mental health disorders, or substance use disorder.
o   Certain medical conditions.
o   Chronic pain.
o   A prior suicide attempt.
o   Family history of a mental health disorder, substance abuse, or suicide.
o   Family violence, including physical or sexual abuse.
o   Having guns or other firearms in the home.
o   Being exposed to others' suicidal behavior, such as that of family members, peers, or celebrities.
o   Stressful events, such as relationship problems, financial difficulties, or public humiliation.

- Protective factors for suicide (National Strategy for Suicide Prevention U.S. Surgeon General).
  - o Factors that make it less likely that individuals will develop a disorder.
  - o Protective factors may encompass biological, psychological, or social factors.
    - Individual: Coping and problem-solving skills; reasons for living; moral objection to suicide.
    - Relationship: Connectedness to individuals, family, community, and social institutions; supportive relationships with health care providers.
    - Community: Safe and supportive school and community environments; sources of continued care.
    - Societal: Availability of physical and mental health care; restrictions on lethal means of suicide. (1.q)
- Help for mental health issues (2.q).
  - o Self-injury comes with many risks. For example, cutting can lead to infections, scars, and even death. Sharing tools for cutting puts a person at risk of diseases like HIV and hepatitis (sharing tools of an infected person). Also, once a person starts self-injuring, it may be hard to stop. Teens who continuously hurt themselves are less likely to learn how to deal with their feelings in healthy ways. People who display self-harming behaviors may have mental health disorders that are treatable.
  - o Depression is a medical illness that needs treatment and support. Thoughts of suicide/suicide ideation also need treatment and support.
  - o Talk with a parent or other adult you trust if you or someone you know needs help with a mental health issue or challenge. The first step to treatment is to talk with a health care provider, such as primary care provider or a mental health specialist, about getting an evaluation. It is important to get a careful evaluation to get the best diagnosis, treatment, and support.
- Resources for mental health issues: Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an

at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions. Resources are available on NIMH's Find Help for Mental Illnesses webpage. Students can talk to parents/guardians, a school counselor, a school psychologist, a school social worker, a school nurse, a health care provider, specialized therapists, and the local Community Services Board. (3.Q)

Mental health is an important part of overall health for children and adolescents. Stigma continues to be a significant barrier to mental health treatment for children and their families.
- Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act as we cope with life. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging.
- Factors that can influence mental health include family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, and community. (1.r)
- To improve mental health:
  - Exercise regularly.
  - Maintain healthy relationships.
  - Practice gratitude.
  - Take care of your physical health (be physically active, enough sleep, healthy eating, stop consuming caffeine, quit smoking).
  - Develop a sense of meaning and purpose in life (career, volunteering, learning new skills, exploring spirituality).
  - Develop coping skills.
  - Set goals to stay positive.
  - Practice meditation and other relaxation techniques.

- Stigma is defined as a mark of shame or discredit (Merriam Webster). Negative attitudes and beliefs toward people who have a mental health condition are common. Stigma is usually based on a lack of understanding rather than information based on facts. (2.r, 3.r)
  - People are twice as likely today than they were in 1950 to believe that mentally ill people tend to be violent.
  - One in four adults has a diagnosable mental illness, according to the National Institute of Mental Health. That's about 76 million Americans who live with the fear that others may find out about their disorder and think less of them or even keep them from getting jobs or promotions. People with mental illness or emotional challenges often avoid treatment due to the all-too-reasonable worry they'll be found out and discriminated against.
  - People with mental illness often internalize society's beliefs about them—that they are incompetent, irrational and untrustworthy—and that can lead to distress that's sometimes worse than the mental illness itself.
  - People fear that those with mental illness are violent. The vast majority of people with mental illness are not violent—though they are 2.5 times more likely to be victims of violence than members of the general population.
  - Stigma can also keep people from taking their medications. (American Psychological Association Stigma: Alive and Well)

Mental health professionals help children, adolescents, and adults deal with life stresses and problems, including addiction/substance abuse; problems with self-esteem; aging-related mental health issues; family, parenting or marital problems; grief, anger or depression; and other emotional or behavioral issues. (1.s)
- Social worker: Helps people solve and cope with problems in their everyday lives and diagnose and treat mental, behavioral, and emotional issues. A social worker can work in a variety of settings, including mental health clinics, schools, hospitals, and private practices.

• Psychologist: Some psychologists work independently, doing research or working only with patients or clients. Others work as part of a health care team, collaborating with physicians, social workers, and others to treat illness and promote overall wellness. (Psychologists have a doctorate in psychology.)
• Psychiatrist: A medical specialty (trained as physicians) that involves the treatment of mental disorders. Psychiatrists are physicians who evaluate, diagnose, and treat patients who are affected by a temporary or chronic mental health problem.
• Counselor: Provides mental health and substance abuse care; treats a wide assortment of mental, behavioral, and emotional problems and disorders. Counselors may work in schools, community health centers and agencies, or in private practices. (Professional counselors have a master's degree.)
• Psychiatric nurse: Treats patients diagnosed with mental illnesses.
• Mental health professionals in schools (2.s)
   o School counselors: Support student success by providing academic, college and career, and personal and social counseling.
   o School psychologists: Help students foster social skills, address mental health concerns, and enhance self-regulation skills. School psychologists collaborate with families, teachers, counselors, administrators, community agencies, and private providers.
   o School social workers: Provide individual and group counseling to empower students with the skills to develop social-emotional competencies, foster resiliency, and cope with crisis situations and conflicts. Social workers also serve as a liaison between home, school, and community, linking students and families to community resources.
Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.	

Topic: Violence Prevention

Standards:

8.1.t   Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations.

8.1.u   Identify the consequences of weapon use, physical violence, and gang involvement.

8.2.t   Explain the effects of bullying on individuals, including vulnerable populations.

8.2.u   Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.

8.3.t   Recommend strategies to prevent, safely defend oneself and others, or get help with bullying.

8.3.u   Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement.

Essential Understandings	Essential Knowledge and Skills
Treat others with respect. Not everyone welcomes teasing or joking. Intentions are not always clear to the people involved or to those who see the activity. • Bullying behaviors: Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. (1.t) • Cyberbullying is bullying that takes place over digital devices like smartphones, computers, and tablets. Cyberbullying can occur through Short Message Service (SMS), text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior. (1.t)	In order to meet these standards, it is expected that students will • analyze behaviors and situations to determine whether they involve bullying/cyberbullying, arguments, peer conflict, harassment, teasing, taunting, and/or joking; include possible effects of the behaviors (1.t); • advocate for bullying prevention, strategies to support self or others who are bullied, how to get help, and include the importance of protecting vulnerable populations (2.t, 3.t);

- Peer conflict: It is not bullying when two kids with no perceived power imbalance fight, have an argument, or disagree. (1.t)
- Harassment: Although bullying and harassment sometimes overlap, not all bullying is harassment, and not all harassment is bullying. Under federal civil rights laws, harassment is unwelcome conduct based on a protected class (race, national origin, color, sex, age, disability, religion) that is severe, pervasive, or persistent and creates a hostile environment. (1.t)
  - o Disability/racial/sexual harassment is "intimidation or abusive behavior toward a student based on disability/race/sex that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program (e.g., school)." www.healthsmartva.org
- Teasing and taunting can be considered bullying behaviors. (1.t)
  - o Teasing: To laugh at and criticize (someone) in a way that is friendly and playful or cruel and unkind.
  - o Taunting: To say insulting things to (someone) in order to make that person angry.
- Joking: Something said or done to cause laughter. (1.t)
- Effects of bullying. Kids who are bullied are more likely to have (2.t):
  - o Depression and anxiety: Signs of these include increased feelings of sadness and loneliness, changes in sleep and eating patterns, and loss of interest in activities they used to enjoy. These issues may persist into adulthood.
  - o Health complaints.
  - o Decreased academic achievement and school participation. They are more likely to miss, skip, or drop out of school.
- Children with physical, developmental, intellectual, emotional, and sensory disabilities are more likely to be bullied than their peers. Any number of factors—physical vulnerability, social skill challenges, or intolerant environments—may increase their risk. Research suggests that some children with disabilities may bully others as well. Kids with special health needs, such as epilepsy or food allergies, may also be at

- research Virginia rules, cite and present findings about the consequences of teens and violence and gang involvement (1.u, 2.u);
- promote positive and healthy relationships, activities, and school climates to promote wellness and prevent weapon use, physical violence, and gang involvement (3.u).

Additional resources:
www.healthsmartva.org
https://everfi.com/

higher risk of being bullied. For kids with special health needs, bullying can include making fun of kids because of their allergies or exposing them to the things they are allergic to. In these cases, bullying is not just serious; it can mean life or death. (2.t)

- Bullying prevention: Understand what bullying is and the roles children can play (kids who bully, kids who are bullied, and kids who witness bullying). Promote norms that bullying is unacceptable. (3.t)
- Safely standing up to bullying: Speak up and tell an adult; support the student being bullied; intervene if safe to do so (3.t).
    - ○ Question the bullying behavior. Simple things like changing the subject or questioning the behavior can shift the focus.
    - ○ Use humor to say something funny and redirect the conversation.
    - ○ There is strength in numbers, too! Bystanders can intervene as a group to show there are several people who don't agree with the bullying.
    - ○ Walk with the person who is the target of bullying to help diffuse potential bullying interactions.
    - ○ Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.
- Reporting bullying: Speak up. Report bullying to a parent/guardian, school staff, or other trusted adult. (3.t)
- Note: Teachers should review school-specific reporting for bullying, harassment, and other unwanted behaviors.

Compared to non-gang members, gang members commit a disproportionate amount of violent crimes and offenses across the country. Gangs and gang involvement result in short- and long-term negative outcomes for gang-involved youth, their friends and families, and the surrounding communities. (Gang Involvement Prevention)

- A weapon is something (such as a club, knife, or gun) used to injure, defeat, or destroy. Weapon use and physical violence can lead to injury of self and others, death, result in school suspension/expulsion, arrest, and legal actions. (1.u)

• Gang members cut ties to other important social groups and organizations, such as family, friends, schools, and religious community, to focus more intensively on gang participation and identity, leading to higher levels of delinquency. Gang involvement can have long-term effects, including increased participation in crime, school problems, decreased employment prospects, exposure/involvement with drug and alcohol use/abuse and sales, and increased risk of victimization. Long-term gang membership is associated with an escalating succession of effects, such as dropping out of school, an increased risk of teen fatherhood/pregnancy, and lack of employment success, arrests, being stopped by police, living under the threat of victimization, involvement with the criminal justice system, negative contacts with law enforcement, and victimization by other gang members (including physical violence and weapon use leading to injury and death). (1.u) • Gang membership can lead to the recruitment of family members (siblings) and violence against family members. Gangs affect communities by instilling fear through intimidation, vandalism, graffiti, drug sales, intimidation of witnesses to gang activity/violence, getting caught in gang crossfire, trafficking, and gang-related homicides. Fear is higher where gangs are more prevalent and dangerous. (1.u) • Protective factors for gang involvement include self-esteem, educational aspirations, positive and healthy relationships with friends and family, parental supervision, school achievement, bonding to school, and a positive school climate. (3.u) Note: Teachers may wish to review healthy and unhealthy relationships from the Mental Wellness/Social and Emotional Skills topic.	

Topic: Community/Environmental Health

Standards:

8.1.v   Define and describe renewable resources and sustainable energy.

8.2.v   Explain how humans and the environment are interdependent.

8.3.v   Analyze opportunities for community service and advocacy for policies that promote environmental health.

Essential Understandings	Essential Knowledge and Skills
Humans influence their environment through their habits, actions, and choices. • Renewable resources are energy sources that cannot be depleted and are able to supply a continuous source of clean energy. Renewable resources include biomass energy (e.g., ethanol), hydropower (e.g., hydroelectric power), geothermal power, wind energy, and solar energy. (National Geographic Renewable Resources) (1.v) • Sustainable energy is produced using the sun, wind, heat of the earth, water, or from crops, rather than using fuels such as oil or coal which cannot be replaced (Cambridge Dictionary). (1.v) • Humans depend on Earth's land, ocean, atmosphere, and biosphere (organisms, forms of life [e.g., plants, animals]) for food, water, and air to breathe. Humans pollute water with trash and contaminants, harming aquatic creatures; introduce invasive species which may have no natural predators; and use dangerous pesticides which can have unexpected consequences further up the food chain. By disrupting the plants and animals, [humans] also affect the larger ecosystems. (National Geographic Teaching Idea: Human Impacts on the Environment) (2.v) • Community service opportunities for environmental health may include watershed projects, reduce/reuse/recycle, waste disposal, cleanup days for school or community, water quality, water conservation, and clean air. (3.v) • Policy advocacy may begin with review of school's or school division's environmental health policies. (3.v)	In order to meet these standards, it is expected that students will • define and identify types of renewable resources and sustainable energy (1.v); • explain the relationship between the environment and human health (2.v); • explore and share community service projects and policy advocacy opportunities to promote environmental health (3.v). Additional resources: www.healthsmartva.org https://everfi.com/

Topic: Body Systems

Standards:

9.1.a   Identify and describe the major structures and functions of the endocrine system.

9.2.a   Identify health risks and other factors that affect the function of the endocrine system.

9.3.a   Promote behaviors that protect endocrine system health.

Essential Understandings	Essential Knowledge and Skills

The endocrine system regulates many processes in the body, including mood, growth and development, tissue function, metabolism, sexual function, and reproduction.
• The endocrine system is composed of glands that secrete hormones to regulate many processes in the body.
• Major glands and their functions (1.a):
  o Hypothalamus: Located in the lower central part of the brain; link between endocrine and nervous systems; produces chemicals to stimulate or suppress hormone secretion from the pituitary gland.
  o Pituitary gland: Located at the base of the brain. The anterior lobe regulates the thyroid, adrenal, and reproductive glands. The posterior lobe helps control water balance in the body and produces oxytocin, which is important in childbirth, and it secretes endorphins to reduce the perception of pain.
  o Pineal body: Located in the middle of the brain, it secretes melatonin that helps regulate when to sleep and wake.
  o Thyroid gland: Located in the front part of the lower neck. It secretes hormones that control the rate at which cells burn fuel from food to produce energy, and these hormones aid in bone growth and development and brain and nervous system development.
	In order to meet these standards, it is expected that students will
	• describe the major structures and functions of the endocrine system (1.a);
	• research health risks that affect the endocrine system (2.a);
	• promote healthy behaviors to support endocrine system health (3.a).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- o Parathyroid glands: Attached to the thyroid. These glands secrete a hormone to regulate level of calcium in the blood.
  - o Adrenal glands: Sit on top of each kidney. The outer part, called the adrenal cortex, produces hormones to regulate salt and water balance, the body's response to stress, metabolism, immune system, and sexual development and function. The inner part, called the adrenal medulla, produces catecholamines such as epinephrine.
  - o Reproductive glands (ovaries and testes): Secrete androgens including testosterone in males and estrogen and progesterone in females; hormones control growth and changes that occur during puberty; estrogen and progesterone are involved in the regulation of the menstrual cycle and play a role in pregnancy.
  - o Pancreas: Located deep in the abdomen. It is also associated with the digestive system. The pancreas secretes insulin and glucagon that work together to maintain steady level of glucose in the blood and keep body supplied with fuel.
- Too little or too much of a hormone can be harmful to the body. Many problems affecting the endocrine system are treatable. Doctors can often treat imbalanced hormones with medications to replace hormones or by controlling the production of hormones. (2.a)
- Endocrine problems that may affect teens (2.a):
  - o Adrenal insufficiency
  - o Diabetes (type 1 or type 2)
  - o Growth hormone problems
  - o Hyperthyroidism
  - o Hypothyroidism
  - o Precocious puberty (early puberty, when signs of puberty start before age 7 or 8 in girls and age 9 for boys)
- To keep endocrine system healthy (3.a):

o Get plenty of exercise. o Eat a nutritious diet. o Go for regular medical checkups. o Talk to the doctor before taking any supplements or herbal treatments. o Let the doctor know about any family history of endocrine problems, such as diabetes or thyroid problems.	

Topic: Nutrition
Standards:

9.1.b   Explain the differences between fat-soluble and water-soluble vitamins, food and non-food sources of vitamins, the role of vitamin and mineral supplements, and associated dietary reference intakes (DRIs) to maintain health.

9.1.c   Explain organic, fresh, farm-raised, "lite," low-fat, and fat-free foods.

9.2.b   Analyze personal daily intake to determine if one is meeting daily values for vitamins and minerals.

9.2.c   Explore community resources for purchasing locally grown/sourced foods, including the concept of farm-to-table/restaurant.

9.3.b   Create one or more SMART goals for personal consumption of vitamins and minerals and develop a plan to meet them.

9.3.c   Explore careers associated with healthy food choices (e.g., dietetics, nutrition, farming, environmental science, food production, food safety, restaurant ownership).

Essential Understandings	Essential Knowledge and Skills
Most individuals can get all of the necessary vitamins and minerals through a healthy eating pattern of nutrient-dense foods. • Vitamins and minerals (known as micronutrients) are essential substances that the body needs to develop and function normally. Vitamins include A, C, D, E, and K, and the B vitamins thiamin (B1), riboflavin (B2), niacin (B3), pantothenic acid (B5), pyridoxal (B6), cobalamin (B12), biotin, and folate/folic acid. (Vitamins and Minerals) (1.b) • Fat-soluble vitamins (A, D, E, and K) can dissolve in oil and fat and can be stored in the body. (1.b) • Water-soluble vitamins (C and some B) can dissolve in water and are not stored in the body. Excess water-soluble vitamins are excreted and need to be replenished through food. (1.b)	In order to meet these standards, it is expected that students will • explain the function of vitamins and minerals for body function (1.b); • explore food and non-food items that provide vitamins and minerals (1.b); • access current ability to meet vitamin and mineral requirements to maintain health (2.b); • develop one or more SMART goals and action steps/plan to maintain or improve consumption of vitamins and minerals (3.b);

- A number of minerals are essential for health: calcium, phosphorus, potassium, sodium, chloride, magnesium, iron, zinc, iodine, sulfur, cobalt, copper, fluoride, manganese, and selenium. Minerals are important for keeping bones, muscles, heart, and brain working properly. The Dietary Guidelines for Americans 2020-2025 recommends that people should aim to meet their nutrient requirements through a healthy eating pattern that includes nutrient-dense forms of foods. (Vitamins and Minerals) (1.b)
- Multivitamins/multi-minerals are the most frequently used dietary supplements, with close to half of American adults taking them. Multivitamins/multi-minerals cannot take the place of eating a variety of foods that are important to a healthy diet. Foods provide more than vitamins and minerals. Many foods also have fiber and other substances that can provide health benefits. However, some people who do not get enough vitamins and minerals from food alone, or who have certain medical conditions, might benefit from taking one or more of these nutrients found in single-nutrient supplements or in multivitamins/multi-minerals. However, evidence to support their use for overall health or disease prevention in the general population remains limited. (Vitamins and Minerals) (1.b)
- Taking multivitamins/multi-minerals increases overall nutrient intake and helps some people get the recommended amounts of vitamins and minerals when they cannot or do not get them from food alone. Taking multivitamins/multi-minerals can also raise the chances of getting too much of some nutrients, like iron, vitamin A, zinc, niacin, and folate/folic acid, especially when a person takes more than a basic, once-daily product that provides 100% of the daily value (DV) of nutrients. (Vitamins and Minerals) (1.b)
- Each vitamin has a specific job. A person with low levels of certain vitamins may develop health problems. For example, if a person does not get enough vitamin C, they could become anemic. Some vitamins may help

- explain the variety of food labeling, including organic, natural, fresh, farm-raised, "lite," low-fat, and fat-free foods (1.c);
- research community resources for locally grown foods and farm-to-table restaurants (2.c);
- for a selected career related to healthy food choices, identify the type or work, academics/course work that support that profession, work settings (office, outdoors, laboratories), and earning potential (3.c).

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prevent medical problems. Vitamin A prevents night blindness. Additional information on vitamins is available at NIH Office of Dietary Supplements. (1.b)
- The best way to get enough vitamins is to eat a balanced diet with a variety of foods. In some cases, people may need to take vitamin supplements. It's a good idea to ask a health care provider first. High doses of some vitamins can cause problems. (1.b)
- Dietary reference intakes (DRIs): Represent the most current scientific knowledge on the nutrient needs of healthy populations. Individual requirements may be higher or lower than the DRIs. DRI charts can be found on NIH site Office of Dietary Supplements. (2.b)
- SMART goals are specific, measurable, attainable, relevant and timely. (3.b)

Food labeling should be carefully read prior to making healthy food choice decisions.
- Organic: Organic products are managed according to defined processes for planting, growing, raising, and handling. For example, the USDA organic label on dairy or meat products means that the animals from which it originated were raised in living conditions that accommodated their natural behaviors, without being administered hormones or antibiotics, and while grazing on pasture grown on healthy soil. Then during processing, the meat or dairy product was handled in a facility that was inspected by an organic certifier and processed without any artificial colors, preservatives, or flavors before being packaged to avoid contact with any prohibited, nonorganic substances. (USDA Organic 101) (1.c)
- Fresh: Suggests or implies that the food is unprocessed, means that the food is in its raw state and has not been frozen or subjected to any form of thermal processing or any other form of preservation. (1.c)

- Natural: According to the USDA definition, food labeled "natural" does not contain artificial ingredients or preservatives and the ingredients are only minimally processed. However, they may contain antibiotics, growth hormones, and other similar chemicals. Regulations are fairly lenient for foods labeled "natural." (1.c)
- Farm-raised: Fish are commercially raised in controlled pens that exist within lakes, oceans, or rivers, and in large tanks. (1.c)
- Lite or light: Can mean lower in calories, fat, or sodium. If less than 50% of the calories in the food are from fat, it can mean that a food has been changed so it contains one-third fewer calories or no more than half the fat of the regular version of this food. (1.c)
- Low-fat: For every 100 calories, if the product has 3 grams of fat or less, it's a low-fat product. This means 30% or less of the calories come from fat. (Low-Fat Foods) (1.c)
- Fat-free foods: "Free" means that a product does not have any of that nutrient, or so little that it's unlikely to make any difference to your body.
  - For example, "calorie-free" means less than 5 calories per serving. "Sugar-free" and "fat-free" both mean less than 0.5 g (grams) per serving. (1.c)
- Community resources for purchasing locally grown/sourced foods include farmers markets and farm-to-table restaurants. (2.c)
- Careers associated with healthy food choices include dietetics, nutritionists, food production, food safety, culinary arts, and restaurant ownership. Agriculture careers include farmers, farm workers, equipment operators, food packers and packagers, business (bookkeeping, accounting, auditing), food scientists, and environmental scientists. (3.c)

Topic: Physical Health
Standards:
9.1.d   Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, extended screen time, and a sedentary lifestyle.
9.2.d   Explain the physical, mental, and academic benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors.
9.3.d   Design a wellness plan for physical activity, sleep, rest, and nutrition to meet current health goals.

Essential Understandings	Essential Knowledge and Skills
Unhealthy eating, sleep deprivation, and a sedentary lifestyle can contribute to the development of chronic disease, feeling tired or lethargic, obesity and obesity-related disease, cancers, depression, and osteoporosis. • Unhealthy eating: Fewer than 1 in 10 adults and adolescents eat enough fruits and vegetables, and 9 in 10 Americans aged 2 years or older consume more than the recommended amount of sodium. Six in 10 young people and 5 in 10 adults consume at least one sugary drink on a given day. In the United States, 19% of young people aged 2 to 19 and 40% of adults have obesity, which can put them at risk for heart disease, type 2 diabetes, and some cancers. Consuming too much sodium can increase blood pressure and the risk for heart disease and stroke. Overweight and obesity are associated with at least 13 types of cancer. (CDC Poor Nutrition) (1.d) • Sleep deprivation is not getting enough sleep (less than 8-10 hours per night). An NHLBI (National Heart Lung and Blood Institute) funded study found that more than 70 percent of high school students in the United States. get less than eight hours of sleep per night, falling short of the eight to 10 hours they required for optimal health. When someone is in a chronic sleep-restricted state, they will notice excessive daytime sleepiness, fatigue, clumsiness, and weight gain or weight loss. In addition, being sleep-deprived affects the brain and cognitive function. Effects may include	In order to meet these standards, it is expected that students will • explain concerns for unhealthy eating, sleep deprivation, extended screen time, and sedentary lifestyle (1.d); • promote the benefits of proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors (2.d); • assess current wellness related to proper nutrition, sleep and rest, physical activity, maintaining a healthy body weight, and other personal wellness behaviors, and develop a wellness plan with SMART goals, action steps, monitoring, and reflection to maintain or improve (3.d).

accidents from a lack of attention, moodiness, and hunger. (American Sleep Association Sleep Deprivation). (1.d) • Extended screen time can negatively affect sleep, mental, emotional, and social health, physical health (posture, lack of physical activity, affect vision, lead to weight gain, increased risk of diabetes and heart disease); much is unknown about long-term effects of screen time on health. (1.d) • Sedentary lifestyle: Children and adolescents spend an average of six to eight hours per day, respectively, in sedentary behaviors, during and outside school. Older children and teens are more likely to spend more time in sedentary behaviors and to exceed recommended limits on sedentary time than younger children. (Sedentary Behaviors and Youth) According to data, there seems to be a sharper-than-expected decline of physical activity during childhood—starting in elementary school and continuing through middle school and high school. By age 19, the average American is as sedentary as a 60-year-old. (Re-evaluating the effect of age on physical activity over the lifespan) (1.d) • Proper nutrition: Proper nutrition provides vitamins and minerals to support the immune system, support normal growth and development, and help cells and organs to function. It helps with reaching and maintaining a healthy weight (as does physical activity), reduces the risk of chronic diseases (like heart disease and cancer), and promotes overall health. Risk factors for adult chronic diseases, like high blood pressure and type 2 diabetes, are increasingly seen in younger ages, often a result of unhealthy eating habits and increased weight gain. Dietary habits established in childhood often carry into adulthood. (2.d) • Physical activity improves brain health (improves thinking, cognition, learning), weight management, reduces disease (heart disease, type 2 diabetes, and some cancers), strengthens bones and muscles, and improves the ability to do everyday activities. Better sleep and physical activity can	Additional resources: www.healthsmartva.org https://everfi.com/

reduce the risk of depression and anxiety and reduce stress. Improvements are seen in components of executive function, including the ability to plan and organize; monitor, inhibit, or facilitate behaviors; initiate tasks; and control emotions. Physical activity increases self-esteem and self-confidence. (CDC Physical Activity Why It Matters) (2.d)

- Sleep is required for survival, is important for normal motor and cognitive function, gives the body rest, helps thinking, feeling good (mood), helps with energy, and helps children do better in school. (2.d)
- Healthy body weight: Body weight is the weight of all body tissues combined. Body composition is the proportion of fat and lean tissue mass in the body and is measured using BMI or body fat percentage. Body composition in the healthy range is correlated to a lower risk of diabetes, high blood pressure, and some cancers. When body composition is too low, it can affect the delivery of vitamins to the organs, reproductive function, and general well-being. (2.d)
- Planning for physical activity and wellness can help improve and maintain health. (3.d)
  o Guidelines for sleep are 9-10 hours per night for teens.
  o Limit foods high in solid fats, added sugars, and salt. Most food intake should be from vegetables, fruits, whole grains, low-fat dairy products, and lean proteins.
  o Children and teens need 60 minutes of physical activity per day. Physical activity for children and teens should include aerobic, muscle strengthening, and bone strengthening activities.

Topic: Disease Prevention/Health Promotion
Standards:
9.1.e   Identify common types of chronic disease including diabetes, heart disease, cancer, obesity, and stroke.
9.1.f   Define herd immunity and explain how immunizations can prevent the spread of diseases.
9.1.g   Describe the importance of health habits that promote vision, hearing, and dental health.

9.2.e   Identify behaviors that contribute to heart disease, stroke, diabetes, cancer, obesity, and other chronic diseases and conditions.
9.2.f   Understand the difference between an epidemic and a pandemic and how they affect populations.
9.2.g   Determine strategies to protect vision, hearing, and dental health.

9.3.e   Assess personal risk factors for diabetes, heart disease, cancer, obesity, and stroke, and develop personal prevention strategies.
9.3.f   Analyze data on the spread of diseases and develop personal prevention strategies based on information analyzed.
9.3.g   Promote vision, hearing, and dental health.

Essential Understandings	Essential Knowledge and Skills
Noncommunicable diseases/chronic diseases are not contagious, and many develop from unhealthy lifestyle choices over time or may be inherited. Healthy choices begin early in life. Many risk factors for chronic disease cannot be controlled or changed. Individual behaviors may increase or decrease the risk of developing a chronic disease.	In order to meet these standards, it is expected that students will
• Diabetes: Diabetes is a disease that affects how the body uses glucose, a sugar that is the body's main source of fuel. Glucose from food enters the bloodstream. The pancreas makes insulin. Insulin helps the glucose get into the body's cells for the body to have energy. Individuals with type 1 diabetes, have a chronic condition in which the pancreas produces little to no insulin. Meanwhile, type 2 diabetes is a condition in which the cells do not use	• describe chronic diseases, including diabetes, heart disease, cancer, obesity, and stroke, including risk factors and behaviors that contribute to these diseases, and prevention strategies (1.e, 2.e); • develop a personal plan to reduce or prevent chronic disease (this could be

insulin properly, and this called insulin resistance. When glucose does not get into the body's cells, blood sugar levels get too high, making people sick without treatment. Someone with type 1 diabetes has to take insulin. Someone with type 2 diabetes has to be careful to eat a healthy diet, get regular physical activity, maintain a healthy weight, monitor their blood sugar on a regular basis, and have regular checkups with a health care provider. They may also have to take insulin. (1.e, 2.e)

- o Maintaining a healthy weight, eating well, and getting regular physical activity can help you manage type 2 diabetes.
- o Risk factors for type 2 diabetes include age, family history of diabetes, obesity, history of gestational diabetes, inactivity, and race/ethnicity. African Americans, Hispanic/Latino Americans, American Indians, and some Asian Americans and Pacific Islanders are at higher risk.
- o Risk factors for type 1 diabetes include autoimmune, genetic, and environmental factors.
- Heart Disease: Includes hardening of the arteries, chest pain, and heart attacks. (1.e, 2.e)
  - o Causes: Heart disease isn't contagious (communicable). Risk factors such as smoking, high blood pressure, and physical inactivity increase a person's chances of getting cardiovascular disease.
  - o Prevention: Risk factors that cannot be controlled are age and family history (genetics). Risk factors that can be controlled include smoking, having high blood pressure, being overweight, and not exercising.
- Cancer: There are more than 100 types of diseases known collectively as cancer. Cancer results from an overgrowth of cells, tiny units that make up all living things. Cancer (malignancy) occurs when cells begin to grow and multiply in an uncontrolled way. These cells gather to form tumors. Tumors are growths that can interfere with the body's normal processes. Scientists and researchers are working to discover why some people get cancer and others do not. Currently, the main reasons

included with the personal wellness plan in physical health topic) (3.e);
- explain epidemic and pandemic (2.f);
- analyze data on the spread of diseases, including the effect of immunizations (as available) and herd/community immunity (1.f, 2.f);
- apply knowledge of importance of health habits and protective strategies to promote vision, hearing, and dental health (1.g, 2.g, 3.g).

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are genetics/inherited and certain environmental or behavioral triggers. Some behavioral and environmental triggers include cigarettes (increase the risk of lung cancer) and too much exposure to the sun (increase the risk of skin cancer). These types of triggers act on the body slowly over time, so the cancers that may result from them will not show up until a person is an adult. Cancer screening can result in earlier detection, which increases the likelihood of effective treatment and cure.
- o Common cancers include non-melanoma, bladder, breast, colon and rectal, endometrial, kidney, leukemia, lung, melanoma, non-Hodgkin lymphoma, pancreatic, prostate, and thyroid.
- o Common risk factors for different cancers include smoking, obesity, unhealthy diet, genetic factors, and age. Specific types of cancer may have additional or different risk factors. Healthy choices begin early in life. Common prevention strategies include a healthy diet, regular physical activity, taking medications to treat precancerous conditions, and avoiding known carcinogens. (1.e, 2.e)
- Obesity: Well above the normal or healthy weight for a person's age and height. Causes of excess weight gain in young people are similar to those in adults, including factors such as a person's behavior and genetics. Behaviors that influence excess weight gain include eating high-calorie, low-nutrient foods and beverages, not getting enough physical activity, sedentary activities such as watching television or other screen time on devices, medication use, and sleep routines. Consuming a healthy diet and being physically active can help children grow as well as maintain a healthy weight throughout childhood. Balancing energy or calories consumed from foods and beverages with the calories burned through activity plays a role in preventing excess weight gain. In addition, eating healthy and being physically active helps to prevent chronic diseases such as type 2 diabetes, cancer, and heart disease. (1.e, 2.e)
- Stroke: Occurs when something blocks the blood supply to part of the brain or when a blood vessel in the brain bursts (aneurysm). If something happens

to block the flow of blood, brain cells start to die within minutes because they can't get oxygen. A stroke can cause lasting brain damage, long-term disability, or even death. Anyone can have a stroke at any age. (1.e, 2.e)

- o   Risks for stroke: unhealthy diet, physical inactivity, obesity, too much alcohol, tobacco use, genetics and family history, age, sex (gender—men are more likely than women to have a stroke), race or ethnicity, previous stroke, high blood pressure, high cholesterol, heart disease, diabetes, and sickle cell disease.

It is always better to prevent a disease than to treat it after it occurs. Diseases that used to be common in this country and around the world, including polio, measles, diphtheria, pertussis (whooping cough), rubella (German measles), mumps, tetanus, rotavirus, smallpox, and Haemophilus influenzae type b (Hib) can now be prevented by vaccination.

- •   Herd immunity/community immunity: A sufficient proportion of a population is immune to an infectious disease (through vaccination and/or prior illness) to make its spread from person to person unlikely. Even individuals not vaccinated (such as newborns and those with chronic illnesses) are offered some protection because the disease has little opportunity to spread within the community. (1.f)
- •   Germs can travel quickly through a community and make people sick. If enough people get sick, it can lead to an outbreak. However, when enough people are vaccinated against a certain disease, the germs cannot travel as easily from person to person and the entire community is less likely to get the disease. That means even people who are not vaccinated will have some protection from getting sick. If a person does get sick, there is less chance of an outbreak because it is harder for the disease to spread. Eventually, the disease becomes rare and sometimes it is wiped out altogether. (Vaccines Protect Your Community) (1.f)

- Epidemic refers to an increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area. Outbreak carries the same definition as epidemic, but it is used for a more limited geographic area. Pandemic refers to an epidemic that has spread over several countries or continents, usually affecting a large number of people. (Introduction to Epidemiology) (2.f)
- Data for the spread of diseases can be found on CDC website. Teachers may also wish to have students analyze data related to chronic diseases. (3.f)

Vision and hearing are used to navigate the world by helping to process sights and sounds. Good dental health improves a person's ability to speak, smile, smell, taste, touch, chew, swallow, and make facial expressions to show feelings and emotions.

- Vision: Eyes take in visual information about the world around us and sends the information to the brain to process. (Protect Your Eyes)
  - o Wear sunglasses. Protect your eyes from the sun by wearing sunglasses, even on cloudy days! Be sure to look for sunglasses that block 99% to 100% of UVA and UVB radiation. Damage to the eyes by lights includes light emitted by electronic devices.
  - o Wear protective eyewear. Safety glasses and goggles are designed to protect your eyes during certain activities, like playing sports, doing construction work, or doing home repairs.
  - o Give your eyes a rest. Looking at a computer for a long time can tire out your eyes. Rest your eyes by taking a break every 20 minutes to look at something about 20 feet away for 20 seconds. (1.g, 2.g)
- Hearing: Ears take in sounds and balance information and send the information to the brain to process. (October Is National Protect Your Hearing Month and Your Ears)

- o Move away from the noise. If you can't lower the volume, put some distance between you and the source.
- o Lower the volume. Know which noises can damage your hearing, such as listening to music at a high volume. While sound at or below 70 A-weighted decibels (dBA) is generally considered safe, sounds at or above 85 dBA can damage your hearing over time. Turn down the volume on video games, TV, and phones (especially music apps).
- o Wear hearing protectors, such as earplugs or earmuffs, when involved in a loud activity (at a concert, using lawn mowers or other loud equipment). Activity-specific earplugs and earmuffs are available at hardware and sporting goods stores.
- o Do not stick things like cotton swabs and fingernails into your ears. Doing so can scratch the ear canal, push earwax deeper into the ear, and even rupture the eardrum. If earwax bothers you, talk to a parent, who can let your doctor know. (1.g, 2.g)
- Dental health: Oral health care minimizes bacteria in the mouth and gum disease, which can lead to heart problems. Oral infections include tooth decay and gum disease. Oral diseases include cavities and oral cancer. Poor oral health is affected by behaviors including tobacco use, excessive alcohol use, and poor nutrition. Poor oral health is also affected by conditions including diabetes.
  - o Oral Health Tips: Drink fluoridated water and brush with fluoride toothpaste. Practice good oral hygiene. Brush teeth thoroughly twice a day and floss daily between the teeth to remove dental plaque. Visit your dentist at least once a year, even if you have no natural teeth or have dentures. Do not use any tobacco products. If you smoke, quit. Eat a healthy diet and limit food and beverages with added sugar. Protect teeth and gums by using a mouth guard when playing contact and collision sports. (1.g, 2.g)

Topic: Substance Use/Misuse Prevention

Standards:

9.1.h   Explain how alcohol and other drugs increase the risk of injury.

9.1.i   Analyze the consequences of binge drinking.

9.1.j   Explain facts about opioids and why teens are more vulnerable to heroin and prescription opioids.

9.2.h   Evaluate the effects of alcohol and other drugs on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from alcohol, tobacco, or other drugs.

9.2.i   Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances and behaviors.

9.2.j   Analyze and draw inferences about behaviors connected to addiction and mental health.

9.3.h   Promote ways to encourage reporting peer substance use to trusted adults (e.g., parents, teachers, coaches, doctors).

9.3.i   Develop a personal plan to prevent substance use.

9.3.j   Research consequences of drug abuse, including stealing to support a drug habit, arrest, prosecution, and jail.

Essential Understandings	Essential Knowledge and Skills
Using drugs or alcohol may result in individuals taking greater risks that negatively affect the individual. Information on drug effects obtained from NIH National Institute on Drug Abuse. • Risk of injury: The use of alcohol and other drugs impairs brain function and may increase risk-taking behaviors leading to increased injury. Alcohol and drug use may result in injury due to impaired coordination, impaired neurocognitive performance, and impaired ability to recognize and respond to hazards. Additionally, people who are impaired due to alcohol or other drugs are more likely to be hurt more seriously than if they hadn't been using these substances. (1.h)	In order to meet these standards, it is expected that students will • research the effects of alcohol and other drugs on body systems, brain function, and behavior, and how these effects can increase the risk of injury (2.h, 1.h); • research national and state data on the frequency and number of injuries that occur when individuals are impaired by alcohol or drugs (1.h);

- Alcohol is a depressant and slows the functioning of the central nervous system. Alcohol can block messages in the brain. Alcohol intoxication may result in someone being talkative and outgoing or angry and aggressive. (2.h)
- Many factors influence how drugs affect the body, brain, and behavior, including the kind of drug taken, how much of the drug is taken, how often the drug is used, what other food, drugs, or substances are used at the same time, and individual body size and chemistry. (2.h)
- Drugs may intensify or dull the senses, alter the sense of alertness, and may decrease physical pain. Drugs may also affect the ability to learn, solve complex problems, plan ahead, and affect motor coordination. Drug use may lead to aggressive behavior, extreme mood swings, paranoia, delusional behavior, and a feeling of invincibility. (2.h)
- Drugs may alter the brain by affecting cognition (learning and memory), emotion, and perception of pain. Drugs interfere with the way neurons send, receive, and process signals via neurotransmitters. This can lead to abnormal messages being sent, can amplify or disrupt the normal communication between neurons, and reinforces the desire to use drugs. Over time, drug use can lead to addiction, a devastating brain disease—when people can't stop using drugs even when they really want to. (2.h)
- Specific information on the effects of alcohol and other drugs on body systems, brain, and behavior may be found at NIDA (National Institute on Drug Abuse). (2.h)
- Outside of medications from a pharmacy or hospital, drugs obtained in other ways may include additional or more potent ingredients that make the drug more harmful. (2.h)
- Getting help: Drug addiction is a complex disease, and quitting usually takes more than good intentions or a strong will. Drugs change the brain in ways that make quitting hard, even for those who want to. Fortunately, researchers know more than ever about how drugs affect the brain and have found treatments that can help people recover from drug addiction and lead productive lives. (3.h)

- promote the health benefits of abstaining from alcohol, tobacco, and other drugs, and promote seeking help for self and others (2.h, 3.h);
- identify resources available for teens and youth for help with addiction (3.h);
- describe binge drinking and the increased health and safety risks (1.i);
- develop personal strategies and a plan to prevent substance use and to resist substance use; apply personal strategies to a variety of role-play situations (2.i, 3.i);
- explain the connection between prescription opioids and heroin and why teens are more vulnerable (1.j);
- explain the connection between substance use disorder and mental health (2.j);
- explain the potential legal and school consequences of substance use and the possible effects on a student's future (3.j).

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Youths who binge drink are at higher risk for the health, injury, school, social, and legal consequences associated with underage drinking.

- Binge drinking is defined as four or more drinks for women and five or more drinks for men during a single occasion (in about two hours).
- Binge drinking is associated with many health problems (1.i):
  - Unintentional injuries, such as car crashes, falls, burns, and alcohol poisoning.
  - Violence, including homicide, suicide, intimate partner violence, and sexual assault.
  - Sexually transmitted infections/diseases.
  - Unintended pregnancy and poor pregnancy outcomes, including miscarriage and stillbirth.
  - Fetal alcohol spectrum disorders.
  - Sudden infant death syndrome.
  - Chronic diseases, such as high blood pressure, stroke, heart disease, and liver disease.
  - Cancer of the breast, mouth, throat, esophagus, liver, and colon.
  - Memory and learning problems.
  - Alcohol use disorders.
- Resistance skills: Verbal (2.i)
  - Say "no." There is no substitute for the word "no." It makes any refusal stronger.
  - Repeat the refusal.
  - Suggest an alternative (suggest something to do instead).
  - Build the friendship (say something to let the person 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.
  - Use a firm tone of voice. Be strong and business-like.
- Resistance skills: Nonverbal (2.i)

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.

Opioids are among the most addictive drugs. Opioid misuse has become a nationwide public health crisis. Information on drug effects obtained from NIH National Institute on Drug Abuse.

- Opioids are a class of drugs that include the illegal drug heroin (not a medication), synthetic opioids such as fentanyl, and pain relievers available legally by prescription, such as oxycodone (OxyContin), hydrocodone (Vicodin), codeine, morphine, and many others. (1.j)
- All opioids are chemically related and interact with opioid receptors on nerve cells in the body and brain. Opioids block pain messages sent from the body to the brain, which is why they are prescribed for serious injuries or illnesses. Regular use—even as prescribed by a doctor—can lead to dependence and, when misused, opioid pain relievers can lead to addiction, overdose incidents, and deaths. In the short term, the release of dopamine into the body can make some people feel really relaxed and happy. But it can also cause more harmful effects, like extreme sleepiness, confusion, nausea, vomiting, and constipation. Over time, opioids can lead to insomnia, muscle pain, heart infections, pneumonia, and addiction. Note: Parents and children can talk with physicians about non-opioid pain options for surgical procedures or other medical needs.
- Outside of medications from a pharmacy or hospital, drugs obtained in other ways may include additional ingredients that make the drug more harmful. (1.j)
- Using drugs, especially early in life, increases mortality and the likelihood of addiction, can lead to poor grades, a decreased level of performance in sports,

and affect relationships with friends and family. Opioids alter judgment, which can cause risky behaviors. (1.j)
 	
• Heroin is a dangerous drug that can be injected, sniffed, snorted, or smoked, but is most often used by injecting it directly into a vein with a needle. The chemical makeup of heroin is the same as that of pain relievers, and both can be addictive and cause deadly opioid overdoses. (1.j)
 	
• A 2019 University of Southern California study shows that teens who use prescription opioids to get high are more likely to start using heroin by high school graduation. (1.j)
 	
• Research now suggests that the human brain is still maturing during the adolescent years. The developing brain may help explain why adolescents sometimes make decisions that are risky and can lead to safety or health concerns, including unique vulnerabilities to drug abuse and that drug use during adolescence may significantly increase a young person's risk for developing a substance use disorder later in life. (1.j)
 	
• Many individuals who develop substance use disorders are also diagnosed with mental health disorders, and vice versa. Multiple national population surveys have found that about half of those who experience a mental illness during their lives will also experience a substance use disorder and vice versa. Research suggests that adolescents with substance use disorders also have high rates of co-occurring mental illness; over 60% of adolescents in community-based substance use disorder treatment programs also meet diagnostic criteria for another mental illness. (2.j)
 	
• Help and resources are available for mental health and substance use disorders. Talk with a parent, a trusted adult at school, home, or in the community if you have concerns for yourself, friend, or loved one.
   o Parents can help access the health care and resources needed.
   o School counselors, psychologists, and social workers can also help with accessing community services.	

o   In Virginia, the Community Services Boards in many areas of the state can be accessed for information and treatment.

- In addition to the health effects, substance use and misuse can lead to risky behaviors (e.g., stealing for money to buy drugs) and involvement with law enforcement and the judicial system. Types of drug crimes include possession, sale or distribution, and manufacturing. The type of controlled substance and the type of drug crime determine legal penalties, to include fines and imprisonment. Legal penalties may affect a person's future. Note: Teachers should also review their school division's Students Rights and Responsibilities. (3.j)

- Under Code of Virginia §18.2-251.03, someone who seeks or obtains emergency medical attention for himself or for another individual because of a drug- or alcohol-related overdose in progress may be protected from being convicted for certain possession or intoxication crimes if the person reports an overdose to a firefighter, EMS personnel, or a law enforcement officer (most commonly by calling 911 for emergency medical response). To be eligible for this "affirmative defense," the person reporting the overdose must identify themselves as being the one who reported the overdose. (3.j)

- Note: Naloxone is a prescription medication designed to rapidly reverse opioid overdose. It is an opioid antagonist—meaning that it binds to opioid receptors and can reverse and block the effects of other opioids. It can quickly restore normal respiration to a person whose breathing has slowed or stopped as a result of overdosing with heroin or prescription opioid pain medications. Naloxone is used by paramedics, emergency room doctors, and other specially trained first responders. Revive! is a free one-hour training offered in Virginia for members of the community to administer Naloxone; information available at VDH and local health departments. Naloxone can be purchased in many pharmacies in Virginia without bringing in a prescription from a physician. A common brand of naloxone is Narcan.

Topic: Safety/Injury Prevention

Standards:

9.1.k   Identify behaviors that contribute to injuries and that may result in irreversible consequences.

9.1.l   Define traumatic and non-traumatic brain injury and identify examples of each, including concussion.

9.1.m Describe actions, behaviors, and signs that may indicate potential threats to individuals or the school.

9.2.k   Evaluate the long-term consequences of injury and describe controllable and uncontrollable risk factors.

9.2.l   Identify common signs/symptoms (e.g., cognitive, emotional, physical, sleep) of a concussion.

9.2.m Identify strategies to respond to and report potential threats to individuals or the school.

9.3.k   Demonstrate adult and child cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock.

9.3.l   Advocate for reporting signs and symptoms and for safety practices to prevent brain injury.

9.3.m Develop action steps to promote a safe and inclusive school environment.

Essential Understandings	Essential Knowledge and Skills
Taking precautions to reduce risk can help protect self and others from unintentional injury. Making healthy decisions before engaging in behaviors and activities with risk can save lives. • Injuries can occur in the home, during recreational activities, sports, and in motor vehicles for the person involved in the activity and can cause injury to others. For example, impaired or distracted driving may result in a crash that could injure the driver, passengers, occupants of another vehicle, or pedestrians. (1.k) • Injuries can be intentional or unintentional and result in temporary, long-term, and permanent disability. Intentional injuries are injuries which were intended to hurt or harm a person. Unintentional injuries are injuries which were not planned or intended to happen. (2.k)	In order to meet these standards, it is expected that students will • research CDC the injury prevention and control section (or other source) for information/data on types of injuries, causes, potential consequences, and the effects of controllable and uncontrollable risk factors (1.k, 2.k); • demonstration of knowledge and skills for CPR, the use of

- Risk factors may be controllable or uncontrollable. Uncontrollable risk factors include age, family history, race, and gender. For example, older people are at higher risk for falling. Controllable risk factors include diet, activity level, obesity, and alcohol, tobacco, or other drug use. Individuals can use decision-making strategies to limit risk of injury. (2.k)
- Adult and child cardiopulmonary resuscitation (CPR), the use of an automated external defibrillator (AED), and first aid skills for choking, bleeding, contusions, fractures, and anaphylactic shock. CPR should follow current guidelines as set by the International Liaison Committee on Resuscitation/American Heart Association (guidelines are reviewed and revised every five years). (3.k)

Traumatic brain injury (TBI) is a serious public health problem in the United States. Each year, traumatic brain injuries contribute to a substantial number of deaths and cases of permanent disability. (Get the Facts About TBI). Traumatic brain injuries have many causes, including falls, sports, violence, and motor-vehicle crashes.

- A TBI is caused by a bump, blow, or jolt to the head or a penetrating head injury that disrupts the normal function of the brain. Not all blows or jolts to the head result in a TBI. The severity of a TBI may range from mild (a brief change in mental status or consciousness) to severe(an extended period of unconsciousness or amnesia after the injury).
  - o A concussion is a type of TBI caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move rapidly back and forth. This sudden movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging brain cells. Effects of concussions are serious, include affecting memory, judgment, reflexes, speech, balance, and coordination. (1.l)

an AED, and first aid skills (3.k);
- explain the difference between traumatic and non-traumatic brain injuries (1.l);
- promote awareness of signs and symptoms of a concussion, importance of reporting, and prevention strategies (2.l, 3.l);
- identify actions, behaviors, and signs that indicate potential threats to individuals and schools (1.m);
- promote the importance of reporting potential threats and ways to report (2.m);
- evaluate the current school climate and make recommendations for ways students and staff can promote a safe and inclusive school environment (3.m).

Additional resources:
www.healthsmartva.org
https://everfi.com/

• Non-traumatic brain injury may also be called an acquired brain injury (ABI). ABI is a result of an illness or condition within the body, and it is not a result of a blow to the head (TBI). Most common causes of a non-traumatic brain injury include stroke (leading cause), a lack of oxygen (hypoxia), tumors, other illnesses such as cancer, brain infections or inflammation, and other infections. (1.l)
• Signs and symptoms of a concussion generally show up soon after the injury. However, a person may not know how serious the injury is at first and some symptoms may not show up for hours or days. Signs/symptoms of a concussion (2.l):
   o Cannot recall events prior to or after a hit or fall.
   o Appears dazed or stunned.
   o During physical activity, forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
   o Moves clumsily.
   o Answers questions slowly.
   o Loses consciousness (even briefly).
   o Shows mood, behavior, or personality changes.
   o Headache or "pressure" in head.
   o Nausea or vomiting.
   o Balance problems, dizziness, or double or blurry vision.
   o Bothered by light or noise.
   o Feeling sluggish, hazy, foggy, or groggy.
   o Confusion, concentration or memory problems.
   o Just not "feeling right" or "feeling down."
   o Changes in sleep or feeling sleepy.
• Anyone with signs or symptoms of a concussion should be seen by a health care provider. (3.l)	

- To reduce or prevent TBI, wear seat belts for every ride/drive in a motor vehicle, never drive under the influence, and wear a helmet or appropriate head/protective gear for sports and recreational activities. (3.l)

Speaking up about violence, weapons, or threats not only protects you but your friends and classmates too.
- A threat is an expression of intent to physically or sexually harm someone. This expression may be spoken, written, or gestured. Threats can be expressed directly or indirectly to the victim or to others and may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Most students who pose a threat indicate their intentions in some way. Examples include statements to friends, ideas in written work, drawings, and postings on social media that threaten harm. (Threat Assessment at School [National Association of School Psychologists]) (1.m)
- Someone on the verge of violence may display warning signs. (School Violence: What Students Can Do) (1.m)
  - o Playing with weapons of any kind.
  - o Bragging about acts of violence one would like to commit.
  - o Showing an obsession with violent movies or playing violent games.
  - o Bullying or threatening other people.
  - o Cruelty to pets or other animals.
- These signs do not necessarily mean that a person will become violent or bring a weapon to school. Still, all threats should be taken seriously and be reported to a trusted adult. That person could be a teacher, parent, school counselor, or religious leader. (2.m)
  Note: Teachers should review school-specific reporting procedures.
- Students who are connected to their peers, educators, and communities in meaningful ways can improve the school climate and prevent violence. Research suggests that a positive school climate can lead to a significant

decrease in the likelihood of crime, aggression, and violent behavior. (School Climate) (3.m) • Students can contribute to a positive school climate by being involved on a school climate team, looking at data for their school, and working with teachers, administrators, and parents to implement activities and programs to promote student engagement, safety, and environmental changes and design and implement programs to prevent violence, bullying, and harassment. (3.m)	

Topic: Mental Wellness/Social and Emotional Skills
Standards:

9.1.n   Identify effective time-management and organizational skills.

9.1.o   Describe the positive and negative effects of social media and of sharing personal information online.

9.1.p   Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).

9.1.q   Identify causes of conflict with friends and family and feelings/emotions both sides might experience.

9.2.n   Analyze how time management might contribute to stress reduction.

9.2.o   Explain limitations to effective communication online.

9.2.p   Identify school and community mental health resources to help with mental illnesses or challenges.

9.2.q   Identify strategies for peaceful resolution of conflict.

9.3.n   Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).

9.3.o   Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.

9.3.p   Promote access to mental health resources to help oneself and others.

9.3.q   Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

Essential Understandings	Essential Knowledge and Skills
Good time management allows a person to accomplish more in a shorter period of time, which leads to more free time, which lowers stress and helps with focus. • Time-management skills (adapted from Purdue University Global) (1.n, 2.n): o Identify time wasters and set goals: Make a list of things to do. Identify time wasters. Set goals for completing tasks.	In order to meet these standards, it is expected that students will • apply time management and organization skills by creating a plan for a school-related activity (projects, assignments, or assessments (1.n, 2.n, 3.n);

o Plan ahead by creating a to-do list: Divide your list into things to do now and things to do later, and prioritize the list. Set due dates.
o Tackle small tasks to start: Prioritize your list by what can be done in a few minutes and what will take longer to complete. Start with shorter, simpler to-do items and then move on to larger projects or assignments.
o Only do one thing at a time: Don't multitask. Remove distractions.
o Establish routines: A set routine can also help you accomplish the things you need to do.
o Use breaks wisely: Work in short intervals and take short, regular, timed breaks. For example, work for 25 minutes then take a five-minute break.
o Take time off: It's important to take time for yourself. Long study sessions or chunks of time working on assignments should be broken up with time away from screens or textbooks. You need to give your mind a rest. Mindfulness practices can help reduce stress.
 	
Electronic media, including social networking, can be used in positive and beneficial ways, but users need to be aware of risks and protect themselves online. (1.o)
• Social media has benefits, such as communication, education, and entertainment. Social media can negatively affect lives, including how we interact with others in day-to-day life, self-expression, bullying, friendships, and mental health. (1.o)
 o Benefits of social media:
  ▪ Connect with peers, friends, and family; cost savings to connect with others.
  ▪ Overcome geographical barriers to connect and for learning.
  ▪ Opportunities to connect with others of shared interests.
  ▪ Promotes and enables collaboration.
  ▪ Can be used to help others, start a business.
  ▪ Access information for health, education, and real-time news.
  ▪ Fun and enjoyment.
	• compare and contrast the positive and negative effects of social media, sharing personal information, and communicating online (1.o, 2.o);
	• develop personal strategies to mitigate the negative effects of social media and sharing personal information online (3.o);
	• explore/research one or more mental illnesses or challenges and the resources available for help (1.p, 2.p);
	• promote help seeking and available resources for mental illness or challenges (3.p);
	• apply knowledge of conflict resolution skills and strategies to situations that demonstrates understanding of the emotions of all parties involved and when it is appropriate to prevent, manage, de-escalate, defuse, and/or resolve conflict (1.q, 2.q, 3.q).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- o   Risks of social media:
  - ▪   Overuse/dependence can lead to sleep deprivation, less face-to-face interactions; take time away from physical activity and time with family/friends; being overwhelmed with it all.
  - ▪   Social pressure: Comparisons with "ideal" lives and pictures of others may affect self-esteem and self-image and may cause feelings of depression.
  - ▪   Misunderstandings from communications; conflict; cyberbullying; damage to your reputation.
  - ▪   Meeting people who may not be who they say they are can be dangerous.
  - ▪   Leaving a digital footprint puts personal information at risk.
  - ▪   Exposure to frauds and scams.
  - ▪   May lead to dangerous activities, such as trying stunts or challenges posed online that can cause injury or death.
  - o   Inappropriate online behavior includes cheating, accessing and/or sending inappropriate images, hacking, downloading illegally recorded movies or music, cyberbullying.
  - o   Inappropriate online behavior may result in legal consequences, identity theft, the loss of college admission or job, and financial loss.
  - o   Accepting location services—the features of an app that track and use your geographical location (or geolocation)—can be helpful and harmful. Location services features—information about where your device (and you) are in the world—is collected and, in many cases, the information is shared.
- •   Online Communication: Getting to know someone online and communicating online with someone a person knows, without nonverbal cues or being able to see them, can be risky—from simple misunderstandings to manipulation. People do not always represent their true selves online, which may increase risk. (2.o)

Teens experience many changes and situations that may lead to stress, anxiety, and self-destructive behaviors. Resources are available to help teens manage stress, anxiety, self-destructive behaviors, eating disorders, and other mental illnesses or challenges. (1.p)

- Anxiety
  - o Common signs and symptoms of anxiety include:
    - Feeling restless or nervous
    - Being easily fatigued
    - Having difficulty concentrating; mind going blank
    - Being irritable
    - Having muscle tension or an upset stomach
    - Difficulty controlling feelings of worry
    - Having sleep problems, such as difficulty falling or staying asleep, restlessness, or unsatisfying sleep
- Depression: Signs and symptoms of depression may include persistent feelings of sadness, anxiousness, or emptiness; feeling hopeless, guilty, and helpless; loss of interest in activities or hobbies; fatigue; difficulty concentrating and making decisions; headaches, digestive problems that do not get better with treatment; overeating or loss of appetite; thoughts of suicide or suicide attempt.
- Suicide: Warning signs of suicide include talking about suicide, having a plan, preoccupation with death, self-destructive behavior, loss of interest in activities or hobbies, giving away possessions, visiting or calling family and friends.
- Eating disorders: Some signs of eating disorders include becoming very thin; obsession with food, weight control, counting calories; unhappy with body size; excessive exercise; vomiting after meals or making excuses to go to the bathroom after eating; withdrawing from social activities.

- Self-harm or self-injury signs may include someone with frequent bruises or bandages. If someone is wearing long sleeves and pants even in hot weather, they may be trying to hide injuries or scarring. This behavior might be part of a larger condition. There also may be additional signs of emotional distress. They might make statements that sound hopeless or worthless, have poor impulse control, or have difficulty getting along with others.
- Other instructional topics may include challenges such as stress:
  - Signs and symptoms of stress include headache, muscle tension, fatigue, sleep problems, anxiety, lack of motivation or focus, irritability, depression, drug or alcohol abuse, social withdrawal, and overeating or undereating
- Mental health professionals help children, adolescents, and adults deal with life stresses and problems, including addiction/substance abuse; problems with self-esteem; age-related mental health issues; family, parenting or marital problems; grief, anger or depression; and other emotional or behavioral issues. (2.p)
  - Mental health professionals in schools
    - School counselor: Supports student success by providing academic, college and career, and personal and social counseling.
    - School psychologist: Helps students foster social skills, address mental health concerns, and enhance self-regulation skills.
    - School social worker: Provides individual and group counseling to students to develop social-emotional competencies, foster resiliency, and cope with crisis situations and conflicts. Help students and families access resources.
  - Community resources include local Community Services Boards and a variety of mental health professionals.
    - Social worker: Helps individuals develop skills to solve and cope with problems in their everyday lives and can diagnose and treat mental, behavioral, and emotional issues.

▪ Psychologist: Collaborates with physicians, social workers, and others to treat illness and promote overall wellness.
▪ Psychiatrist: Physician who evaluates, diagnoses, and treats patients affected by a temporary or chronic mental health problem.
▪ Counselor: Provides mental health and substance abuse care.
▪ Psychiatric nurse: Treats patients diagnosed with mental illnesses.

Conflicts with friends and family will occur but can be effectively managed.
• Conflicts with friends and family may result from many situations including different values, different interests, changes in personal interests during adolescence, developing a sense of self that may be different from a parent's or family's, a change in the family makeup (e.g., birth, divorce, remarriage, extended family), family or personal finances. (1.q)
• Conflict is better managed when you have self-control, empathy, and emotional maturity. Knowing when emotions are too high (anger or upset) to engage in resolving a conflict is important. If either or both people involved are too angry or upset, it can lead to saying or doing things that will not resolve the situation. When emotions run high, rational thinking is usually low. (1.q)
• Guidelines for resolving conflict include making the relationship the priority, focusing on the present—not what happened in the past, considering whether the issue is worth the time and energy to resolve or whether you can let it go, being willing to forgive and not punish, and knowing when it is OK to disagree. (2.q, 3.q)
  o De-escalate or de-escalation in a conflict means to reduce the intensity or potential violence of a situation. This can be done by active listening, empathy (identify and understand the other person's situation, feelings, and motive), establishing rapport, providing information and support, and following up if appropriate.

o Defuse means to make a situation less harmful, potent, or tense. This can be done by addressing the conflict early so that it does not escalate, but only if it is safe to do so. Avoiding conflict will not necessarily make it go away. Identify the problem, gather information, stay calm (tone of voice, demeanor, and being sincere in what is said), and come to a conclusion (negotiation) if possible.

o Skills to address conflict:
  ▪ Reducing stress quickly (calming oneself before addressing the conflict).
  ▪ Being emotionally aware of yourself and the other person (How are you feeling? How is the other person feeling?)
  ▪ Stating what the conflict is about.
  ▪ Having effective communication skills include;
    ▫ Listening carefully to others.
    ▫ Speaking directly to each other.
    ▫ Speaking honestly and kindly.
    ▫ Focusing on your body language (nonverbal communication).
  ▪ Proposing solutions or compromises:
  ▪ Agree on solution or compromise to try.
  ▪ Asking an adult for help if the conflict is not addressed.

Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.

Topic: Violence Prevention

Standards:

9.1.r   Identify types of gangs, gang-related behaviors, and associated consequences.

9.1.s   Identify risky behaviors adolescents engage in, including weapon use and gang involvement.

9.2.r   Analyze level of risk associated with a variety of behaviors, including weapon use and gang involvement.

9.2.s   Examine how the consequences associated with gang involvement could affect oneself, the family, and the community in the present and the future.

9.3.r   Create a message about the importance of avoiding gang involvement.

9.3.s   Demonstrate healthy decision-making strategies related to risky behaviors.

Essential Understandings	Essential Knowledge and Skills
Involvement in gangs and weapon use can have negative consequences for the individual, their family, and their community. - According to the FBI, in 2015 about 33,000 violent street gangs (national, local, female), motorcycle gangs, and prison gangs were criminally active in the United States. Local street gangs are in rural, suburban, and urban areas. (1.r) - A gang is a group of two or more persons, whether formal or informal, and which individually or collectively engage in activities that are illegal, destructive, disruptive, or intimidating (Fairfax County Public Schools Gang Prevention and Education). Crimes among gangs can include intimidation, vandalism, graffiti, drug dealing, theft, assault, rape, trafficking, and gang-related homicides. Teens involved in gangs are more likely than other teens to commit serious and violent crimes. (1.r. 1.s) - Gang members may threaten family or friends to manipulate and coerce an individual to participate in gang activities. Joining a gang creates automatic enemies from rival gangs. (1.r, 2.s)	In order to meet these standards, it is expected that students will - create a message about the importance of avoiding gang involvement that includes knowledge of gang-related behaviors and consequences (1.r. 1.s); - explain the laws related to gangs and gang recruitment (1.r); - explain the consequences associated with gang involvement and weapon use and how the consequences could affect oneself, family, and the community in the

• Gang involvement can have long-term effects, including increased participation in crime, school problems, decreased employment prospects, exposure/involvement with drug and alcohol use/abuse and sales, and increased risk of victimization. Long-term gang membership is associated with an escalating succession of effects, such as dropping out of school, increased risk of teen parenthood, lack of employment success, arrests, being stopped by police, living under the threat of victimization, involvement with the criminal justice system, negative contacts with law enforcement, and victimization by other gang members (including physical violence and weapon use leading to injury and death). (1.r, 2.s) • A weapon is something (such as a club, knife, or gun) used to injure, defeat, or destroy. Weapon use and physical violence can lead to injury of self and others, death, result in school suspension/expulsion, arrest, and legal actions. (2.r, 1.s) • Gang membership can lead to recruitment of family members (siblings) and violence against family members. Gangs affect communities by instilling fear through intimidation, vandalism, graffiti, drug sales, intimidation of witnesses to gang activity/violence, getting caught in gang crossfire, trafficking, and gang-related homicides. Fear is higher where gangs are more prevalent and dangerous. (2.s) • *Code of Virginia* §18.2-308.1: Possession of firearm, stun weapon, or other weapon on school property prohibited. It is illegal to carry a weapon on public, private, or religious school grounds "or (c) any school bus owned or operated by any such school, is guilty of a Class 1 misdemeanor." Exceptions include law-enforcement officers and an armed security officer hired by school (2.s) • *Code of Virginia* §18.2-46.3: Recruitment of persons for criminal street gang; penalty. (2.s) o "Any person who solicits, invites, recruits, encourages, or otherwise causes or attempts to cause another to actively participate in or become a	present and the future (1.r, 2.s); • apply decision-making skills to a healthy decision related to weapon use and/or gang involvement (3.s). Additional resources: www.healthsmartva.org https://everfi.com/

member of what he knows to be a criminal street gang is guilty of a Class 1 misdemeanor. Any person age 18 years or older who solicits, invites, recruits, encourages or otherwise causes or attempts to cause a juvenile to actively participate in or become a member of what he knows to be a criminal street gang is guilty of a Class 6 felony."

o "Any person who, in order to encourage an individual (a) to join a criminal street gang, (b) to remain as a participant in or a member of a criminal street gang, or (c) to submit to a demand made by a criminal street gang to commit a felony violation of this title, (i) uses force against the individual or a member of his family or household or (ii) threatens force against the individual or a member of his family or household, which threat would place any person in reasonable apprehension of death or bodily injury, is guilty of a Class 6 felony. The definition of 'family or household member' set forth in § 16.1-228 applies to this section."

- Additional risky behaviors may be included, such as:
  o Hazing: Any activity expected of someone joining or participating in a group that humiliates, degrades, abuses, or endangers them, regardless of a person's willingness to participate. Hazing incidents occur in many types of clubs, organizations, and teams and in diverse settings including middle and high schools, colleges and universities, the military, and workplaces. The intimidating, harassing, and sometimes even violent nature of hazing can threaten the health and safety of its victims. It can even be deadly. (Hazing: The Issue)
  o Hate crimes: Defined by the FBI as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." Hate crimes can be prosecuted at the state or federal level.
- Decision-making process includes (3.s):

o Identify the decision to be made.
o List all of the possible options.
o Evaluate the pros and cons of each option (research consequences), using criteria such as:
    ▪ Is this option healthful and does it reflect my beliefs and values?
    ▪ Is this option legal?
    ▪ Is this option safe?
    ▪ Is this option respectful to my family and myself?
    ▪ Is this option responsible?
o Make your decision based on the evaluation of each option (act on the decision selected).
o Reflect on the decision that was made.	

Topic: Community/Environmental Health
Standards:
9.1.t   Identify health-related social issues, such as homelessness, underage drinking, and substance abuse.
9.1.u   Identify global environmental health issues.

9.2.t   Evaluate strategies for improving health-related social issues.
9.2.u   Examine the effects of global environmental health issues on local communities.

9.3.t   Develop a long-term plan for oneself and/or the family to positively influence a health-related social issue.
9.3.u   Promote global environmental health and/or disease prevention projects.

Essential Understandings	Essential Knowledge and Skills
Healthy physical, social, and economic environments strengthen the potential to achieve health and well-being. The neighborhoods people live in have a major influence on their health and well-being. (Healthy People 2030 Framework Foundational Principle) • Social determinants of health are conditions in the environments in which people live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks. Health is determined in part by access to social and economic opportunities; the resources and supports available in our homes, neighborhoods, and communities; the quality of our schooling; the safety of our workplaces; the cleanliness of our water, food, and air; and the nature of our social interactions and relationships. (HealthyPeople.gov) • Examples of health-related social issues include homelessness, underage drinking, and substance use/misuse. (1.t) o Homelessness: On any given night, hundreds of thousands of people are homeless in the United States. These people might be chronically homeless, have temporarily lost their shelter, be fleeing domestic	In order to meet these standards, it is expected that students will • list health-related social issues (1.t); • research social determinants of health and strategies for improving at least one health-related social issue (2.t); • develop a plan to positively influence a health-related social issue (3.t); • list global environmental health issues (1.u); • research global environmental health issues and effects on local communities (2.u); • promote global environmental health and/or disease prevention strategies or projects (3.u). Additional resources:

violence, or facing any number of other issues. Homelessness is closely connected to declines in physical and mental health. Homeless people experience high rates of health problems, such as HIV infection, alcohol and drug abuse, mental illness, tuberculosis, and other conditions. (CDC) o Underage drinking: Alcohol is the most commonly used substance among young people in the United States. Underage drinking is a significant public health problem. Excessive drinking is responsible for more than 3,500 deaths and 210,000 years of potential life lost among people under age 21 each year. (CDC) o Substance use/misuse: Alcohol and drug misuse and related disorders are major public health challenges that are taking an enormous toll on individuals, families, and society. Neighborhoods and communities as a whole are also suffering as a result of alcohol- and drug-related crime and violence, abuse and neglect of children, and the increased costs of health care associated with substance misuse. The health care system has not given the same level of attention to substance use disorders as it has to other health concerns that affect similar numbers of people. Substance-use disorder treatment in the United States remains largely segregated from the rest of health care and serves only a fraction of those in need of treatment. Only about 10% of people with a substance use disorder receive any type of specialty treatment. Further, over 40% of people with a substance use disorder also have a mental health condition, yet fewer than half (48%) receive treatment for either disorder. (Surgeon General's Report on Alcohol, Drugs, and Health [2015]) According to the World Health Organization (WHO), "Clean air, stable climate, adequate water, sanitation and hygiene, safe use of chemicals, protection from	www.healthsmartva.org https://everfi.com/

radiation, healthy and safe workplaces, sound agricultural practices, health supportive cities and built environments, and a preserved nature are all prerequisites for good health." • An estimated 12.6 million deaths each year—nearly one in four of total global deaths—are attributable to unhealthy environments. Environmental risk factors, such as air, water and soil pollution, chemical exposures, climate change and ultraviolet radiation, contribute to more than 100 diseases and injuries. (WHO) (1.u) • As globalization continues, the international spread of disease can affect travel and trade worldwide, as seen with COVID-19. International health regulations encourage countries to work together and share information about disease and other health-related issues with potential international effects. (2.u)	

Topic: Body Systems
Standards:
10.1.a Identify and describe the major structures and functions of the lymphatic system.
10.2.a Describe the role of the lymphatic system in providing protection against the spread of disease and cancer.
10.3.a Promote strategies for maintaining healthy cardiovascular and lymphatic systems.

Essential Understandings	Essential Knowledge and Skills

The lymphatic system, which is a part of the immune system, works to keep body fluid levels in balance and to defend the body against infections.
• The lymphatic system is a network of very small tubes (or vessels) that drain lymph fluid from all over the body. Lymph is a clear, watery fluid that contains proteins, salts, and other substances. The major parts of the lymphatic system (for detailed information, see Cleveland Clinic Lymphatic System or Kids Health Spleen and Lymphatic System) (1.a):
  o Lymph
  o Lymph nodes
  o Lymphatic vessels
  o Collecting ducts
  o Spleen
  o Thymus
  o Tonsils and adenoid
  o Bone marrow
  o Appendix
• The lymphatic system helps defend the body against germs (viruses, bacteria, and fungi) that can cause illnesses. Lymph nodes filter germs. Inside the lymph nodes, lymphocytes called T-cells and B-cells help the body fight infection. B cells make antibodies—special proteins that stop infections from spreading by trapping disease-causing germs and destroying them. (2.a) T-Cells migrate to the infection to help destroy it.
	In order to meet these standards, it is expected that students will
	• explain the structures and functions of the lymphatic system (1.a);
	• promote the importance of maintaining healthy cardiovascular and lymphatic systems for good health and disease prevention (2.a, 3.a).
	
	Additional resources:
	www.healthsmartva.org
	https://everfi.com/

- When a person has an infection, germs collect in the lymph nodes and cause swelling. If the throat is infected, the lymph nodes in the neck may swell. That is why doctors check for swollen lymph nodes (sometimes called swollen "glands") in the neck when someone has a sore throat. (2.a)
- Some cells of the immune system can recognize cancer cells as abnormal and kill them. Unfortunately, this may not be enough to get rid of a cancer altogether. But some new treatments aim to use the immune system to fight cancer. (Cancer Research United Kingdom) (2.a)
- To keep the lymphatic system strong and healthy (3.a):
    - Avoid exposure to pollutants, unhealthy environments, and toxic chemicals like those found in pesticides or cleaning products. These chemicals can build up in your system and make it harder for the body to filter waste.
    - Drink plenty of water to stay hydrated so lymph can easily move throughout the body.
    - Maintain a healthy lifestyle that includes regular exercise and a healthy diet.

Topic: Nutrition
Standards:

10.1.b Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan).

10.2.b Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan).

10.3.b Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs.

Essential Understandings	Essential Knowledge and Skills

Proper nutrition promotes optimal growth and dental health, prevents high blood pressure, and decreases the risk of chronic diseases, obesity, and osteoporosis.
 Teacher Note: The term "diet" has two meanings: (1) food and drink regularly provided and consumed and (2) to cause to eat and drink sparingly or according to prescribed rules; a regimen of eating and drinking sparingly to reduce one's weight (Merriam-Webster). While a nutritious diet may result in weight loss, for the purposes of this learning objective, diets explored should be nutritious in nature (long term) and not for the purpose of losing weight (short term).
 • Diets and food choices are influenced by culture, religion, geographic area, food availability, health concerns, and personal choice.
 • Typical American diet: The typical eating patterns/diets currently consumed by many in the United States do not align with the dietary guidelines.
     o About three-fourths of the population has an eating pattern that is low in vegetables, fruits, dairy, and oils.
     o More than half of the population is meeting or exceeding total grain and total protein foods recommendations but are not meeting the recommendations for the subgroups within each of these food groups.
     o Most Americans exceed the recommendations for added sugars, saturated fats, and sodium.
	In order to meet these standards, it is expected that students will
	 • compare and contrast two or more diets for nutritional content and distinguishing components (1.b, 2.b);
	 • assess current wellness related to proper nutrition and develop a wellness plan with SMART goals, action steps, monitoring, and reflection to maintain or improve wellness (3.b).
	
	 Additional resources:
	 www.healthsmartva.org
	 https://everfi.com/

- o Sixty percent of adults have one or more diet-related chronic diseases, such as cardiovascular disease, type 2 diabetes, obesity, liver disease, some types of cancer, and dental caries. (USDA Dietary Guidelines 2020-2025) (1.b, 2.b) - A Mediterranean diet is typically less dairy and meat than the typical American diet (for more information, see Mayo Clinic Mediterranean Diet). (1.b, 2.b) - Vegetarian diets (MyPlate) can meet all of the recommendations for nutrients. The key is to consume a variety of foods and the right amount of foods to meet calorie needs. Nutrients that vegetarians may need to focus on include protein, iron, calcium, zinc, and vitamin B12. For more detailed information about vegetarian diets, see Mayo Clinic Vegetarian Diet. (1.b, 2.b) - Vegan or plant-based diet excludes meat, poultry, fish, eggs, and dairy products, and foods that contain these products. (1.b, 2.b) - Note: Additional diets may be explored, such as those related to health issues (i.e., DASH diet for lowering blood pressure). - See USDA Dietary Guidelines 2020-2025 for current nutrition guidelines.	

Topic: Physical Health

Standards:

10.1.c Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use.

10.2.c Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases.

10.3.c Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease.

Essential Understandings	Essential Knowledge and Skills
Choices related to physical activity, sleep, personal hygiene, and other health-enhancing behaviors made as a teen might positively or negatively affect an individual's lifestyle now and in the future. • Teens ages 13-18 should get 8-10 hours of sleep each night (CDC). • Physical benefits: Getting enough sleep is not a luxury—it is something people need for good health. Sleep helps the brain, mood, and dealing with stress. Sufficient sleep may improve memory, focus, and reflexes. (1.c) • Sleep deprivation in teens can cause effects such as poor concentration, focus, and attention and affect executive functioning (American Sleep Association). Insufficient sleep affects growth, stress hormones, appetite, and breathing, and impairs higher-level reasoning, problem solving, and attention to detail. Lack of sleep can affect mood, energy, and academic performance, affecting the ability to stay focused and concentrate, and may lead to behavior problems. Not getting enough sleep is linked with many chronic diseases and conditions (i.e., type 2 diabetes, heart disease, obesity, and depression) and can lead to motor vehicle crashes. (Sleep and Chronic Disease) (1.c) • Sleep difficulties and hours of sleep are a significant predictor of a number of substance-related problems among adolescents (Prospective Relationship Between Poor Sleep and Substance-Related Problems in a National Sample of Adolescents).	In order to meet these standards, it is expected that students will • compare and contrast the benefits of sleep and the effects of insufficient sleep; • explain the factors affecting chronic disease prevention; • assess current wellness related to proper physical activity, sleep, personal hygiene, and other health-enhancing behaviors, and develop a wellness plan with SMART goals, action steps, monitoring, and reflection to maintain or improve. Additional resources: www.healthsmartva.org https://everfi.com/

Sleep deprivation can impair emotion regulation and executive function (inhibitory control), which is likely involved in the link between insufficient sleep and substance use. The effects of a lack of sleep on dopamine receptors also suggests that stimulant misuse and impaired sleep could be a vicious cycle: Stimulants impair sleep, and reduced sleep produces changes in the brain that predispose to further drug use and addiction. (The Concerning Link Between Inadequate Sleep and Adolescent Substance Use) (1.c)

Noncommunicable/chronic diseases (i.e., asthma, diabetes, heart disease, cancer, obesity, and stroke) are not contagious and may be inherited or may develop from unhealthy lifestyle choices over time. Healthy choices begin early in life. (2.c)

- A noncommunicable disease is a noninfectious health condition that cannot be spread from person to person. This is also known as a chronic disease and it lasts for a long period. A combination of genetic, physiological, lifestyle, and environmental factors can cause these diseases. (Most Common Noncommunicable Diseases) While genetic-related chronic diseases may not be preventable, people can reduce their risk. (2.c)
- For non-genetic related chronic diseases, many are prevented by reducing/eliminating common risk factors such as tobacco use, alcohol use, physical inactivity, and unhealthy eating habits. Other preventive health measures include immunizations, regular health and medical screenings, sleep, and limiting personal technology use. (2.c)
- Environmental factors, such as air pollution, can contribute to chronic diseases including asthma and other chronic respiratory diseases. (WHO) (2.c)
- The growing epidemic of chronic disease is due to tobacco use, unhealthy diet, physical inactivity, and other risk factors. Policymakers play a crucial role in reducing the risk and burden of chronic diseases by implementing policies and programs that create a healthy environment and improve access to care. A formal national policy and planning framework is essential to give chronic diseases

| appropriate priority and to organize resources efficiently. (Preventing Chronic Diseases) (2.c)
• Recommendations for physical activity (3.c)
• Sleep guidelines (CDC) (3.c)
• Nutrition (USDA Dietary Guidelines 2020-2025) (3.c) | |

Topic: Disease Prevention/Health Promotion
Standards:
10.1.d Identify technologies individuals can use to assess, monitor, improve, and maintain health.
10.1.e Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks.
10.1.f Identify and research a selected personal, community, or global health issue.

10.2.d Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.
10.2.e Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life.
10.2.f Explain the effects of the social determinants of health on a selected personal, community, or global health issue.

10.3.d Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health.
10.3.e Determine strategies for improving access to health care and medical services for different stages of life.
10.3.f Design strategies to address and communicate to others about a selected personal, community, or global health issue.

Essential Understandings	Essential Knowledge and Skills
Technologies allow individuals to have a more active role in maintaining their health, help with day-to-day management of chronic illnesses, and may motivate individuals to make healthy life choices by tracking, monitoring, and providing reminders. • Technologies are available to help individuals monitor their personal physical activity time, heart rate, and sleep. Health-related applications may be wearable (watch) or accessed on phones and other personal devices. Apps allow individuals to track food intake and energy expenditure, and sleep. Individuals can set goals and participate in challenges and social networking to provide motivation. Technologies and apps may help with motivation and give a general idea of activity, sleep, caloric intake, and caloric expenditure, but they are not completely accurate. (1.d)	In order to meet these standards, it is expected that students will • compare and contrast several health-related technologies designed to assess, monitor, improve, and maintain health, including benefits, limitations, and costs (1.d, 2.d); • create and promote strategies to help self and others evaluate and select health-related technologies (3.d); • research age-appropriate screenings, immunizations, vaccines, tests, and other medical examinations needed for different

- Additional technologies may be available, such as full-body scans that use computed tomography (CT) (using radiation) to examine the entire body or specific parts, such as the heart and lungs. These are marketed by promising to catch dangerous diseases in earlier, more curable stages. Any technologies should be thoroughly reviewed and discussed with a health care provider. (1.d)

Appropriate medical screenings, immunizations, vaccines, and tests change at different stages of life and help prevent or detect disease early, leading to the best chance of successful outcomes.

- It is always better to prevent a disease than to treat it after it occurs. Diseases that used to be common in this country and around the world, including polio, measles, diphtheria, pertussis (whooping cough), rubella (German measles), mumps, tetanus, rotavirus, smallpox, and Haemophilus influenzae type b (Hib) can now be prevented by vaccination (CDC). See Immunizations for school – Virginia Department of Health for further requirements (1.e. 2.e)
  - Diphtheria, tetanus (lockjaw), pertussis (whooping cough): one shot for all three given multiple times between infancy and age 7; booster shot at age 10 or 11.
  - Bacterial meningitis (an infection of the tissue covering the brain and spinal cord, which can lead to lasting brain damage and deafness): between infancy and age 5
  - Hepatitis A (virus that causes jaundice [yellow skin or eyes], tiredness, stomachache, nausea, and diarrhea): two doses on schedule starting at 12 months
  - Hepatitis B (can lead to chronic hepatitis [liver inflammation], liver cancer, and death): newborns to adults
  - Human papillomavirus (HPV) (virus that causes some cancers): three shots given on a schedule between the ages 9 and 45.
  - Influenza/flu: annual shot or nasal spray to protect against different types of flu

stages of life and how they reduce health risks (1.e, 2.e);
- create strategies for improving access to health care and medical services for different stages of life (3.e);
- explain advanced care planning and advanced directives (3.e);
- research a selected personal, community, or global health issue (1.f);
- for the selected personal, community, or global health issue (2.f, 3.f)
  - explain the effects of the social determinants of health; and
  - design strategies to address and communicate to others about the issue.

Additional resources:
www.healthsmartva.org
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- o Measles (respiratory disease), mumps (fever, swollen cheeks, and jaw), and rubella (type of measles): 12 months and older.
- o Meningococcal (bacterial illness that affect the lining that surrounds the brain and spinal cord; two different types): children through adult depending on type.
- o Streptococcus pneumoniae (bacterial infection affecting blood, middle ear, spinal cord, and causes pneumonia): infant to adult.
- o Polio (virus that can cause paralysis or death): as young as 6 weeks of age.
- o Rotavirus (can cause severe diarrhea and dehydration): as young as 6 weeks of age.
- o Varicella virus/chicken pox (can cause skin infections, pneumonia): 12 months of age and older.
- Recommended medical screenings vary at different stages of life and in response to individual controllable and uncontrollable risk factors. For adults ages 18 and above, medical screenings may include blood pressure, cholesterol, obesity, breast and cervical cancer in women, prostate cancer in men, colorectal cancer, skin cancer, eye/vision, oral and dental, diabetes, obesity, and osteoporosis. Blood and urine tests are used to identify health indicators such as renal disease, liver function, and blood sugar. Adults 40 and older may need cardiac health screenings and bone health assessments. (MyHealthfinder at U.S. Department of Health and Human Services Office of Disease Prevention and Health Promotion) (1.e, 2.e)
- It is best to schedule an appointment with a health care provider to discuss screenings and exams needed and when/at what age they are needed. Age, health and family history, lifestyle choices (i.e., what you eat, how active you are, whether you smoke), and other important factors affect what and how often you need health care. (1.e, 2.e)
- Advanced care planning: At any age, a medical crisis could leave a person too ill to make their own health care decisions. Planning for health care is an important step toward making sure a person gets the medical care they would want, if they are unable to speak for themselves and doctors and family members are making the

decisions. Many people face questions about medical treatment but may not be capable of making those decisions, for example, in an emergency or at the end of life. Advance care planning involves learning about the types of decisions that might need to be made, considering those decisions ahead of time, and then letting others know—both family and health care providers—about preferences. These preferences are often put into an advance directive, a legal document that goes into effect only if a person is incapacitated and unable to speak for themselves. This could be the result of disease, mental health condition, or severe injury—no matter a person's age. Advanced care planning helps others know what type of medical care is desired. Talk with a health care provider who can help with decisions. (NIH Advanced Care Planning Information; types of advance directives; and suggested form of written advance directives) (3.e)

Social determinants of health are conditions in the environments in which people live, learn, work, play, worship, and age that affect health, functioning, and quality-of-life outcomes and risks.
- Health is determined in part by access to social and economic opportunities; the resources and supports available in our homes, neighborhoods, and communities; the quality of our schooling; the safety of our workplaces; the cleanliness of our water, food, and air; and the nature of our social interactions and relationships.
- Global health issues (1.f)
- National health issues (1.f)
- Virginia health issues (1.f)
- Five key areas of social determinants (2.f):
  o Economic stability
  o Education
  o Social and community context
  o Health and health care
  o Neighborhood and the built environment

- Examples of social determinants (1.f, 2.f):
  - o Availability of resources to meet daily needs (e.g., safe housing, and local food markets, homelessness)
  - o Access to educational, economic, and job opportunities
  - o Access to health care services (physical and mental health; substance use disorder services)
  - o Quality of education and job training
  - o Availability of community-based resources in support of community living and opportunities for recreational and leisure-time activities
  - o Transportation options
  - o Public safety
  - o Social support
  - o Social norms and attitudes (e.g., discrimination, racism, and distrust of government)
  - o Exposure to crime, violence, and social disorder (e.g., presence of trash and lack of cooperation in a community)
  - o Socioeconomic conditions (e.g., concentrated poverty and the stressful conditions that accompany it)
  - o Residential segregation
  - o Language/literacy
  - o Access to mass media and emerging technologies (e.g., cell phones, the Internet, and social media)
  - o Culture

Topic: Substance Use/Misuse Prevention
Standards:
10.1.g Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community.
10.1.h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.
10.1.i Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle.

10.2.g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
10.2.h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use.
10.2.i Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing motor vehicle-related injuries.

10.3.g Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
10.3.h Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club.
10.3.i Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.

Essential Understandings	Essential Knowledge and Skills

Every day we make choices that affect our health. People take drugs for many different reasons, such as dealing with life's challenges, escaping reality, relieving pain, or trying to fit in. (Start a Conversation)
• For information on current drug use behavior trends:
  o Youth Risk Behavior Surveillance (YRBS): The Youth Risk Behavior Surveillance System (YRBSS) monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults. (1.g)
  o Monitoring the Future National Survey (grades eight, ten, twelve): Monitoring the Future is an annual drug use survey of eighth-, tenth-, and twelfth-grade students conducted by researchers at the University of Michigan, Ann Arbor, and funded by
	In order to meet these standards, it is expected that students will
	• research current teen use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs (1.g);
	• explain factors that influence use and reasons to not use substances and what affects decision making (2.g);
	• demonstrate the use of appropriate assertive, refusal, and negotiation skills

the National Institute on Drug Abuse. Results from the survey are released each fall. (1.g)	to resist pressure to use alcohol, tobacco, and other drugs in situations, to include avoiding riding in a car with someone who has been using alcohol or other drugs (3.g);
• Influences on substance use (2.g):	
o Peers: To fit in, to feel good, to feel better (relieve mental health disorders, stress, physical pain—"self-medicate"), to do better (use stimulants or performance-enhancing drugs), to experiment.	• explain the relationship between chronic disease and substance use/abuse (1.h);
o Family: Drug use in the household increases the likelihood an adolescent will use drugs. Research found that a healthy person was at a higher risk if a sibling or spouse abused drugs. An adolescent's inherited genetic vulnerability; personality traits like poor impulse control or a high need for excitement; mental health conditions such as depression, anxiety, or attention deficit hyperactivity disorder (ADHD); and beliefs such as that drugs are "cool" or harmless make it more likely that an adolescent will use drugs.	• explore protective factors to reduce/prevent risk-taking behaviors (2.h);
	• create an educational message about the dangers and consequences of nicotine products for a variety of audiences (i.e., peers, family, younger students, adults) (3.h);
o Social: Teens who are around other teens who use drugs may have the false impression that everyone their age is using drugs.	• identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle (1.i);
o Media: People on various media (e.g., movies, streamed shows, music, video gaming) talk and joke about drugs and may glorify drug culture without showing the consequences. Some teens might be curious to learn what it's about.	
• Teens may engage in risky behaviors not because they want to or do not know whether something is an unhealthy or unsafe choice but because they do not know how to respond, are afraid of losing a friend, looking uncool, or being left out. Practicing and using assertive communication, refusal, and negotiation skills can help teens with peer pressure situations and help build confidence and strength. (2.g)	• explain how the environment, individual behavior, social norms, legislation, and polices can prevent motor vehicle-related injuries (2.i);
• Assertive communication skills include listening to others' views and responding appropriately, accepting responsibility, expressing appreciation, admitting mistakes and apologizing, maintaining self-control, acting as an equal to others, using "I" statements, practicing saying "no," remaining calm, rehearsing what you will say, making eye contact, maintaining an upright posture, and maintaining a neutral or positive facial expression. (3.g)	• advocate for responsible teen driving behaviors (3.1).
	Additional resources: www.healthsmartva.org https://everfi.com/

Addiction is defined as a chronic, relapsing disorder characterized by compulsive drug seeking and use despite adverse consequences. (Drug Misuse and Addiction)

- Substance use disorder and chronic disease: Drugs that may cause cancer include alcohol, tobacco, steroids, and marijuana/cannabis. (Young adult males who use marijuana/cannabis and began use during adolescence are at risk for an aggressive form of testicular cancer.) Most drugs can have adverse cardiovascular effects, ranging from an abnormal heart rate to a heart attack. Drug use can lead to respiratory problems. Smoking cigarettes, marijuana/cannabis, or crack cocaine can cause bronchitis, emphysema, lung damage, and lung cancer. The use of some drugs, such as opioids, may cause breathing to slow, block air from entering the lungs, or make asthma symptoms worse. Alcohol use can cause stroke, high blood pressure, cirrhosis (scarring of the liver), and cancer (Alcohol's Effect on the Body). (1.h)
- Protective factors to reduce risk-taking behaviors are high personal integrity, performing community service, having teachers recognize good work, having community adults to talk to, participating in extracurricular activities, and having parents available for help. Having three protective factors is essential to reducing risk. (2.h)
- Nicotine products (e-cigarettes/vaping): E-cigarettes produce dangerous chemicals including acetaldehyde, acrolein (used to kill weeds), and formaldehyde. These can cause lung disease, acute lung injury, chronic obstructive pulmonary disease (COPD), cardiovascular (heart) disease, asthma, and lung cancer. (The Impact of E-Cigarettes) (3.h)

Driver performance is influenced by many environmental, psychological, and vehicle design factors. One thing is certain: Teens are not ready to have the same level of driving responsibility as adults. Teen drivers have a higher rate of fatal crashes, mainly because of their immaturity, lack of skills, and lack of experience. They speed, they make mistakes, and they get distracted easily—especially if their friends are in the car. (Teen Driving)

Information from National Highway Traffic Safety Agency unless otherwise indicated.

- Drunken driving or riding with someone who has been drinking: Every day, almost 30 people in the United States die in drunken-driving crashes—that's one person every 50 minutes. These deaths have fallen by a third in the last three decades; however, drunken-driving crashes claim more than 10,000 lives per year. (1.i)
- Drug-impaired driving: Many substances can impair driving, including alcohol, some over-the-counter and prescription drugs, and illegal drugs. Alcohol, marijuana/cannabis, and other drugs impair the ability to drive because they slow coordination, judgment, and reaction times. Cocaine and methamphetamine can make drivers more aggressive and reckless. Using two or more drugs at a time, including alcohol, can amplify the impairing effects of each drug a person has consumed. Some prescription and over-the-counter medicines can cause extreme drowsiness, dizziness, and other side effects. Read and follow all warning labels before driving, and note that warnings against "operating heavy machinery" include driving a vehicle. (1.i)
- Distracted driving: Distracted driving is dangerous, claiming 2,841 lives in 2018 alone. Among those killed: 1,730 drivers, 605 passengers, 400 pedestrians and 77 bicyclists. Distracted driving is any activity that diverts attention from driving, including talking or texting on your phone, eating and drinking, talking to people in your vehicle, adjusting the entertainment or navigation system—anything that takes your attention away from the task of safe driving. (1.i) As of January 1, 2020, *Virginia State Law* § 46.2-818.2 prohibits the use of handheld personal communications devices in certain motor vehicles.
- Not wearing a seat belt: Of the 37,133 people killed in motor vehicle crashes in 2017, 47% were not wearing seat belts. In 2017 alone, seat belts saved an estimated 14,955 lives and could have saved an additional 2,549 people if they had been wearing seat belts. Improperly wearing a seat belt, such as putting the strap below the arm, puts you (driver or rider) and the passengers at risk in a crash. (1.i)
- Speeding: Speeding endangers not only the life of the speeder but all of the people on the road around them, including law enforcement officers. For more than two decades,

speeding has been involved in approximately one-third of all motor vehicle fatalities. In 2017, speeding was a contributing factor in 26% of all traffic fatalities. (1.i)
- Drowsy driving: Effects of fatigue/sleep deficiency include impaired cognition and performance, motor vehicle crashes, workplace accidents, and health consequences. NHTSA estimates that in 2017, 91,000 police-reported crashes involved drowsy drivers. These crashes led to an estimated 50,000 people injured and nearly 800 deaths. But there is broad agreement across the traffic safety, sleep science, and public health communities that this is an underestimate of the effects of drowsy driving. (1.i)
- Research has shown that factors that help to keep teens safe include parental involvement, a minimum legal drinking age and zero tolerance laws, and graduated driver licensing systems. These proven steps can protect the lives of young drivers and everyone who shares the road with them. (Teen Drinking and Driving) (2.i)
- Refusal skills (3.i)
  - Verbal
    - Say "no." There is no substitute for the word "no." It makes any refusal stronger.
    - Repeat the refusal.
    - Suggest an alternative (suggest something to do instead).
    - Build the friendship (say something to let the person know you are their friend and want to spend time with them). This is especially important because a major reason for ineffective refusals is not wanting to make them mad.
    - Use a firm tone of voice. Be strong and business-like.
  - Nonverbal
    - Direct eye contact (look the person in the face).
    - Serious expression (use your best "I mean it" face).
    - Hands-off hands (put your hands up in front of you when you refuse). This is especially useful in situations involving physical pressure.
    - Leave (get out of the situation).
    - Avoid situations where there may be pressure.
- Negotiation skills (3.i)

o   State what you need.
   o   Listen and clarify.
   o   Identify other perspectives.
   o   Determine common ground.
   o   Elicit an agreement.
 	
Information on drug effects obtained from NIH National Institute on Drug Abuse unless otherwise noted.	

Topic: Safety/Injury Prevention

Standards:

10.1.j List examples and describe the risks of sharing/posting personal information online.

10.2.j Identify what needs to be considered before posting pictures, videos, and communicating with others online.

10.3.j Promote safe practices related to online communication and in-person interactions with individuals one meets online.

Essential Understandings	Essential Knowledge and Skills
Electronic media, including social networking, can be used in positive and beneficial ways, but users need to be aware of the risks and protect themselves online. • Personal information: What is posted online can be seen by anyone. Sharing sensitive information such as your address, phone number, family members' names, car information, passwords, Social Security numbers, birth date, school names, passport information, driver's license numbers, insurance policy numbers, loan numbers, credit/ debit card numbers, PIN numbers, and bank account information is risky and should be avoided. Sharing personal information can expose people to theft, frauds and scams. (1.i) • Photos/videos taken from smartphones embed the GPS coordinates in the photo, which will allow others to know the location where the picture was taken and may be used to find you. Beware of this when posting photos to online social media sites. Remember that pictures posted online may be copied, altered, and shared with many people without your knowledge or consent, unless you use privacy settings to limit who has access to the pictures. (U.S. Attorney's Office Northern District of Georgia) Even if privacy settings are set, people can take screenshots of someone else's phone and share or alter the photos or video. (2.i) • Webcams: Be careful when using webcams. They can be hijacked and turned on remotely. This allows others to illegally view and listen to individuals without their knowledge. Consider turning them off or disconnecting them when not in use. (2.i)	In order to meet these standards, it is expected that students will • explain what students should know about the risks of interacting online, including sharing/posting personal information, posting pictures and videos, and communicating with others and in-person interactions with individuals one meets online (1.i, 2.i, 1.j, 2.j); • advocate for safe online practices (3.i). Additional resources: www.healthsmartva.org https://everfi.com/

o Online communication: Getting to know someone online and communicating online, even with someone a person knows, without nonverbal cues or being able to see them, can be risky, causing simple misunderstandings or conflict, cyberbullying, damaged reputations, and manipulation. (2.i) o People do not always represent their true selves online, which may increase risk. Beware of meeting people in person whom you meet online, meet through online channels/texts, or through other forms of electronic communication. Not everyone is honest with their identity, age, gender, and intentions. o The recommendation for teens is never to meet someone in person they have only met online and not talk to people they do not know. As teens move into adulthood (college/career), this may become impractical. As an adult, do your research using public records and consider seeking reputable references. If you decide to meet someone, never go alone, let others know where you are going, meet in a very public place, and have your smartphone readily available. Meeting people who may not be who they say they are can be dangerous. (Known as catfishing—a person who sets up a false personal profile on a social networking site for fraudulent or deceptive purposes) (3.i)	

Topic: Mental Wellness/Social and Emotional Skills
Standards:
10.1.k Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.
10.1.l Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.
10.1.m Identify health professionals and types of services available for mental illnesses and emotional challenges.
10.1.n Identify different personal relationships teens are involved in and the characteristics of each.

10.2.k Describe the stigma surrounding mental illness and challenges and effects of stigma and discrimination on help-seeking behavior.
10.2.l Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.
10.2.m Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicidal ideation).
10.2.n Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

10.3.k Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.
10.3.l Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.
10.3.m Advocate for the use of and the additional need for mental health resources at school and in the community.
10.3.n Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.

Essential Understandings	Essential Knowledge and Skills
Mental health is an important part of overall health for children and adolescents. Stigma continues to be a significant barrier to mental health treatment for children and their families. • Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress,	In order to meet these standards, it is expected that students will • describe the influences/factors that affect mental health (1.k);

relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood and aging. • Many factors contribute to mental health problems, including: o Biological factors, such as genes or brain chemistry o Life experiences, such as trauma or abuse o Family history of mental health problems o Lifestyle, such as diet, physical activity, and substance use. (1.k) • Stigma is discrimination against an identifiable group of people, a place, or a nation. Stigma is associated with a lack of knowledge, a need to blame someone, fears, and gossip that spreads rumors and myths. Stigma causes people to feel ashamed for something that is out of their control. There are still many harmful attitudes and misunderstandings around mental health and mental illness, which make people ignore mental health, fuel stigma about mental illness, and make it harder to reach out for help. (CDC) (2.k) • Harmful effects of the stigma related to mental health can lead to a reluctance to seek help or treatment (2.k): o Lack of understanding by family, friends, co-workers, or others. o Can lead to discrimination. o Fewer opportunities for work, school or social activities or trouble finding housing. o Bullying, physical violence, or harassment. o Health insurance that doesn't adequately cover mental illness treatment. o Stigma causes people to feel ashamed for something that is out of their control. • Ways to fight stigma may include (National Alliance on Mental Illness) (3.k): o Be open to conversations about mental health. o Educate yourself and others (be understanding of what you might not understand). o Be respectful and conscious of language (don't use mental health conditions as adjectives for people).	• describe the stigma associated with mental health and how stigma affects one's ability to seek help (2.k); • promote ways to reduce stigma for mental illnesses and challenges (3.k); • compare and contrast healthy, unhealthy, and abusive relationships (1.l); • describe strategies to build healthy relationships, including setting and respecting boundaries (2.l); • promote resources to assist teens (self and others) with getting help for addressing unhealthy and abusive peer, family, and dating relationships (3.l); • advocate with a variety of audiences for the use of and need for mental health professionals and services, including when to seek assistance and the types of professionals and services available (1.m. 2.m, 3.m); • describe a variety of different teen relationships (1.n); • describe warning signs for potentially harmful and abusive relationships with family, peers, and in dating relationships (2.n); • describe strategies to set personal boundaries to reduce and prevent relationship and dating violence (3.n).

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o   Be supportive of other people's struggle and recovery (show empathy, compassion, and acceptance for those with mental illness).
o   Be active in spreading mental health awareness; encourage equality between physical and mental illness; let the media know when they are being stigmatizing.

Respect for oneself and others is a key characteristic of healthy relationships with peers, family, and dating relationships.
•   Components of healthy relationships include mutual respect, trust, honesty, support, fairness, separate identities, good communication, equality, compromise, and kindness. Learning to give and to receive, revealing feelings (likes/dislikes, dreams and worries, proud moments, disappointments), listening, and supporting others are skills developed through healthy relationships. (Characteristics of Healthy & Unhealthy Relationships) (1.l)
•   Characteristics of unhealthy relationships include control, hostility, dishonesty, disrespect, dependence, intimidation, physical violence, and sexual violence (Characteristics of Healthy & Unhealthy Relationships). (1.l)
•   Abusive peer, family, or dating relationships may include physical, emotional, or sexual abuse. (1.l)
o   Physical abuse: This includes pinching, hitting, shoving, or kicking.
o   Emotional/verbal abuse: This involves threatening a person/partner or harming their sense of self-worth. Examples include name calling, controlling/jealous behaviors, consistent monitoring, shaming, bullying (online, texting, and in person), intentionally embarrassing the person, keeping them away from friends and family. (Dating Violence Prevention)
o   Sexual abuse: This is defined as forcing a partner to engage in a sex act when they do not or cannot consent (Dating Violence Prevention). Child sexual abuse refers to the involvement of a child (a person younger than 18) in sexual activity that violates the laws or social taboos of society and that the child (1.l);

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- ▪ Does not fully comprehend.
- ▪ Does not consent to or is unable to give informed consent to, or
- ▪ Is not developmentally prepared for and cannot give consent to.
- Abusive family/parent(s) may also include neglect: The failure to provide adequate food, shelter, affection, supervision, education, or dental or medical care. Neglect is when the parent(s) have the financial means to provide these things but do not. (1.l)
- Setting and communicating personal boundaries may include physical closeness to another person (personal space), emotions and thoughts, time and energy, and stuff or possessions. Boundaries may be flexible depending on the people or situation. Boundaries should reflect basic rights of saying "no," being treated with respect, making personal needs as important as others, being accepting of one's mistakes and failures, and not having to meet unreasonable expectations of others. (How to Build Your Own Personal and Emotional Space)
- Boundaries are a personal choice and vary from one person to the next. Communicate boundaries using "I" statements and assertive communication. Example, "I feel ____ when ____ because ____." "What I need is ____." Say, "No" —it is OK to say "no" without an explanation. Use features on devices such as setting a cut-off time for reading and answering texts. (2.l)
- To address unhealthy and abusive peer, family, and dating relationships, talk to (3.l):
  - o A parent, adult family member, adult in your faith community, or other adult you trust.
  - o School personnel (teacher, administrator, counselor, psychologist, social worker, nurse).
  - o Health care provider.
  - o Community resources.

Teacher note: Reminder that all school personnel are mandated reporters. Child abuse and recognition training is required for initial licensure and renewals; training and resources are available at the Virginia Department of Education.

Talk with a parent or other adult you trust if you or someone you know needs help with a mental health issue.
- Resources are available on the National Institute of Mental Health's (NIMH) Find Help for Mental Illnesses webpage. Students can talk to parents/guardians, school counselors, school psychologists, school social workers, school nurses, health care providers, specialized therapists, and local Community Services Board. (1.m)
- Social worker: Helps individuals develop skills to solve and cope with problems in their everyday lives and may diagnose and treat mental, behavioral, and emotional health issues. (1.m)
- Psychologist: Collaborates with physicians, social workers, and others to treat illness and promote overall wellness. (1.m)
- Psychiatrist: Medical specialty (trained as a physician) that involves the treatment of mental health disorders. Psychiatrists are physicians who evaluate, diagnose, and treat patients who are affected by a temporary or chronic mental health problem. (1.m)
- Counselor: Provides mental health and substance abuse care. They work in partnership with individuals, families, and groups to treat mental, behavioral, and emotional problems and disorders. (1.m)
- Psychiatric nurse: Treats patients diagnosed with mental illnesses. (1.m)
- Mental health professionals in schools (1.m)
  - School counselor: Supports student success by providing academic, college and career, and personal and social counseling.
  - School psychologist: Helps students foster social skills, address mental health concerns, and enhance self-regulation skills.
  - School social worker: Provides individual and group counseling to students to develop social-emotional competencies, foster resiliency, and cope with crisis, conflicts and other stressful situations. They also serve as liaison between home,

school, and community, linking students and families to community resources and agency services.

- Often, family and friends are the first to recognize the warning signs of suicide and can be the first step toward helping an at-risk individual find treatment with someone who specializes in diagnosing and treating mental health conditions. If someone engages in unsafe behavior or talks about wanting to hurt themselves or someone else, do not keep it a secret or dismiss it. Seek help immediately. Tell an adult. (2.m)
- Call 911 if you or someone you know is in immediate danger or go to the nearest emergency room. (2.m)
- National Suicide Prevention Lifeline (2.m)
  - o Call 1-800-273-TALK (8255); En Español 1-888-628-9454; TTY 1-800-799-4889
  - o The Lifeline is a free, confidential crisis hotline that is available to everyone 24 hours a day, seven days a week. The Lifeline connects callers to the nearest crisis center in the Lifeline national network. These centers provide crisis counseling and mental health referrals.
- Crisis Text Line (2.m)
  - o Text "HELLO" to 741741
  - o The Crisis Text hotline is available 24 hours a day, seven days a week throughout the United States. The Crisis Text Line serves anyone, in any type of crisis, connecting them with a crisis counselor who can provide support and information.

Respect for oneself and others is a key characteristic of healthy relationships with peers, family, and dating relationships.
- Teens are involved in a variety of relationships with family, extended family, community groups (faith community, recreation and athletics, service groups), school groups, school personnel, peers, and others. Each relationship is slightly different. A

teen may share more of a personal relationship with one individual over another. (1.n)

- Teen dating violence is a type of intimate partner violence. It occurs between two people in a close relationship. Teen dating violence includes four types of behavior. (2.n)
  - o Physical violence is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force. Nearly 1 in 11 female and about 1 in 15 male high school students report having experienced physical dating violence in the last year.
  - o Sexual violence is forcing or attempting to force a partner to take part in a sex act, sexual touching, or a nonphysical sexual event (e.g., sexting) when the partner does not or cannot consent. About 1 in 9 female and 1 in 36 male high school students report having experienced sexual dating violence in the last year.
  - o Psychological aggression is the use of verbal and nonverbal communication with the intent to harm another person mentally or emotionally and/or exert control over another person.
  - o Stalking is a pattern of repeated, unwanted attention and contact by a partner that causes fear or concern for one's own safety or the safety of someone close to the victim.
- Teen dating violence can take place in person or electronically, such as through repeated texting or posting of sexual pictures of a partner online without consent. Unhealthy relationships can start early and last a lifetime. Teens often think some behaviors, like teasing and name-calling, are a "normal" part of a relationship, but these behaviors can become abusive and develop into serious forms of violence. However, many teens do not report unhealthy behaviors because they are afraid to tell family and friends. There is help and assistance: Tell a trusted adult. (2.n)
- Power and control are the reasons abusers choose to use violence and other tactics against their dating partners. They want complete power over and control of their

partners. Note: There are a variety of power and control wheels available online that may be helpful for instruction. (2.n)
 • Setting and respecting boundaries. See 2.l above. (3.n)
 • To address unhealthy and abusive peer, family, and dating relationships, talk to (3.n):
    o A parent, adult family member, adult in your faith community, or other adult you trust.
    o School personnel (teacher, administrator, counselor, psychologist, social worker, nurse).
    o Health care provider.
    o Community resources.	

Topic: Violence Prevention

Standards:

10.1.o Identify the skills needed to effectively navigate peer pressure situations.

10.1.p Identify the consequences of using acts of violence to settle disputes.

10.1.q Compare and contrast assertive and aggressive communication and how they affect conflict resolution.

10.1.r Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future.

10.2.o Examine the influences of peer approval and peer pressure on decision making.

10.2.p Identify protective factors and strategies that may prevent acts of violence.

10.2.q Identify strategies for the peaceful resolution of conflict.

10.2.r Evaluate protective factors needed to prevent gang involvement.

10.3.o Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval.

10.3.p Describe methods to avoid violent acts of aggression and use of weapons.

10.3.q Practice procedures for peaceful resolution of conflict.

10.3.r Describe and demonstrate methods of avoiding gang-related activity and gang involvement.

Essential Understandings	Essential Knowledge and Skills
Peer relationships are important during adolescence and can have healthy or unhealthy influences on personal health and risk-taking behaviors. • Review assertive communication, refusal skills, and negotiation skills provided in Substance Use/Misuse Prevention topic. (1.o) • Research has found that adolescents possess the knowledge, values, and processing efficiency to evaluate risky decisions as competently as adults; however, adolescents are particularly sensitive to social stimuli (acceptance, fitting in, pressure) and this may affect their capacity to "put the brakes on" acting impulsively. (The Teenage Brain: Peer Influences on Adolescent Decision Making) (2.o)	In order to meet these standards, it is expected that students will • explain the influences of peer approval on peer pressure and decision making (2.o); • demonstrate effective communication in a variety of peer pressure situations (1.o, 3.o); • explain the importance of preventing violence to settle disputes (1.p);

Youth violence is a significant public health problem that affects thousands of young people, and in turn, their families, schools, and communities. (Youth Violence)
• Youth violence is the intentional use of physical force or power to threaten or harm others by young people ages 10-24. It typically involves young people hurting peers who are unrelated to them and who they may or may not know well. Youth violence can include fighting, bullying, threats with weapons, and gang-related violence. A young person can be involved with youth violence as a victim, offender, or witness. (Preventing Youth Violence) (1.p)
• Weapon use and physical violence can lead to injury of self and others, death, result in school suspension/expulsion, arrest, and legal actions. (1.p)
• A weapon is something (such as a club, knife, or gun) used to injure, defeat, or destroy. (1.p)
• Protective factors may lessen the likelihood of youth violence victimization or perpetration. (Risk and Protective Factors) (2.p)
  o Individual protective factors
     ▪ Intolerant attitude toward deviance
     ▪ High IQ
     ▪ High grade-point average (as an indicator of high academic achievement)
     ▪ High educational aspirations
     ▪ Positive social orientation
     ▪ Popularity acknowledged by peers
     ▪ Highly developed social skills/competencies
     ▪ Highly developed skills for realistic planning
     ▪ Religious beliefs
  o Family protective factors
     ▪ Connectedness to family or adults outside the family
     ▪ Ability to discuss problems with parents
     ▪ Perceived parental expectations about school performance are high
     ▪ Frequent shared activities with parents
	• explain how protective factors affect the prevention of acts of violence (2.p);
	• describe methods to avoid violent acts of aggression and weapon use (3.p);
	• compare and contrast assertive and aggressive communication (1.q);
	• apply knowledge of communication and strategies for peaceful resolution of conflict to a variety of situations (2.q, 3.q);
	• describe the effects of gang involvement and gang-related activity on personal, family, and community health (1.r);
	• apply knowledge of protective factors to design strategies to avoid gang-related activity and gang involvement (2.r, 3.r).
	
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- ■ Consistent presence of a parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime, or when going to bed
- ■ Involvement in social activities
- ■ Parental/family use of constructive strategies for coping with problems (provision of models of constructive coping)
- o Peer and social protective factors
- ■ Possession of affective relationships with those at school that are strong, close, and prosocially oriented
- ■ Commitment to school (an investment in school and in doing well at school)
- ■ Close relationships with nondeviant peers
- ■ Membership in peer groups that do not condone antisocial behavior
- ■ Involvement in prosocial activities
- ■ Exposure to school climates with the following characteristics:
  - • Intensive supervision
  - • Clear behavior rules
  - • Firm disciplinary methods
  - • Engagement of parents and teachers

Conflict can be positive or negative. Conflicts are easier to manage when the people in conflict work together, trust one another, and strive to maintain their relationship. (Peace Building Toolkit for Educators High School Edition)
- • The process of conflict management, whether at the personal or international level, is dependent upon trust, relationship building, and working cooperatively to find solutions. (1.q)
- • Assertive communication: Individuals clearly state their opinions and feelings and firmly advocate for their rights and needs without violating the rights of others; are strong advocates for themselves while being respectful of the rights of others. (The Four Basic Styles of Communication) (1.q)

- Aggressive communication: Individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of others. Thus, aggressive communicators are verbally and/or physically abusive. (The Four Basic Styles of Communication) (1.q)
- Peaceful resolution of conflict strategies (2.q):
  o Analyze the conflict: What is the conflict about? Who is involved? What does each person in the conflict want? What is the relationship between the people? What is the history of the conflict? How have the parties involved chosen to deal with the conflict? Is there a history of efforts to resolve the conflict?
  o Know your personal conflict style: How do you respond in a conflict? (Avoiding, accommodating, problem solving, compromising, competing).
  o Effective communication skills: active listening (encouraging, eliciting, restating, clarifying, empathizing, summarizing, reframing) and verbal/nonverbal skills.
  o Negotiation: problem solving, compromising.

Compared to non-gang members, gang members commit a disproportionate amount of violent crimes and offenses across the country. Gangs and gang involvement result in short- and long-term negative outcomes for gang-involved youth, their friends and families, and the surrounding communities. (Gang Involvement Prevention)
- Gang members cut ties to other important social groups and organizations, such as family, friends, schools, and religious communities, to focus more intensively on gang participation and identity, leading to higher levels of delinquency. Gang involvement can have long-term effects, including increased participation in crime, school problems, decreased employment prospects, exposure/involvement with drug and alcohol use/abuse and sales, and increased risk of victimization. Long-term gang membership is associated with an escalating succession of effects, such as dropping out of school, increased risk of teen fatherhood/pregnancy, lack of employment success, arrests, being stopped by police, living under the threat of victimization,

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involvement with the criminal justice system, negative contacts with law enforcement, and victimization by other gang members (including physical violence and weapon use leading to injury and death). (Getting Out of Gangs, Staying Out of Gangs) (1.r)

- Large communities, those with a population over 50,000, are at the greatest risk of significant gang activity, and community members face heightened fear that they, their families, schools, or businesses will become victims of theft and/or violence. Further, communities with gang activity are disproportionately affected by theft, negative economic impact, vandalism, assault, gun violence, illegal drug trade, and homicide. (Gang Involvement Prevention) (1.r)
- Protective factors for avoiding gang involvement include positive self-esteem, educational aspirations, positive and healthy relationships with friends and family, parental supervision, school achievement, bonding to school, and a positive school climate. (2.r)

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Topic: Community/Environmental Health
Standards:
10.1.s Investigate natural disasters and emergency situations that affect the community.
10.1.t Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life.
10.1.u Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their effects on the community.
10.1.v Analyze how health literacy and health-science skills prepare one to become a productive citizen.
10.1.w Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.

10.2.s Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.
10.2.t Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns.
10.2.u Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.
10.2.v Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life.
10.2.w Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).

10.3.s Design crisis-management strategies for natural disasters and emergency situations.
10.3.t Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health.
10.3.u Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse.
10.3.v Identify health promotion opportunities to enhance the health and wellness of oneself and others.
10.3.w Identify high school courses that lead to health and medical science industry certifications.

Essential Understandings	Essential Knowledge and Skills

Natural disasters and many emergency situations can result in life-threatening injuries or circumstances. Preparing and planning in advance can increase survival.
 	
• Natural disasters include earthquake, flood, landslide, hurricane, tornado, volcanic eruption, winter storm, avalanche, blizzard, lightning, hailstorm, ice storm, drought, wildfire, extreme temperatures (cold or heat wave), and famine. (1.s)
 	
• Emergency situations include poisoning, chemical emergency, fire, power outage, terrorism, falls, choking, medical-related (e.g., stop breathing, heart attack, stroke), and drowning. (1.s)
 	
• Life-threatening situations that may result from an emergency situation or natural disaster including lack of food and clean water; injuries (blunt trauma, crush-related, drowning); disease transmission; destruction of shelter; release of dust, ash, chemicals into the environment; and medical effects. (1.s)
 	
• Young children, seniors, and people with disabilities may be more vulnerable in emergency situations. Community resources for emergency preparedness (2.s):
  o Fire and rescue services
  o American Red Cross
  o Federal Emergency Management Agency (FEMA)
  o Centers for Disease Control and Prevention (CDC)
  o Department of Homeland Security
  o Virginia Department of Emergency Management (know your evacuation zone for coastal communities)
 	
• Emergency preparedness: Build a kit, have a plan, and access alert options (local and social media outlets). Considerations when preparing for an emergency situation include having (3.s):
  o nonperishable food and bottled water available
  o manual can opener (for food)
  o extra medications available
  o emergency radio
  o emergency contact information for each family member
	In order to meet these standards, it is expected that students will
	
	• research a natural disaster or an emergency situation that can affect a local community (1.s);
	
	• identify community emergency preparedness resources designed for a life-threatening situation that may be caused by an emergency and/or natural disaster (2.s);
	
	• develop a crisis-management plan with strategies for a natural disaster or emergency situation (3.s);
	
	• research the health effects of environmental concerns and explain how these can affect someone's health (1.t);
	
	• explain how health, wellness, education, safety, and business professionals can positively affect environmental health concerns (2.t);
	
	• establish goals and strategies for improving and reducing the risk for environmental health for home, school, or community (3.t);
	
	• for a selected health-related social issue, describe the issue and effects on the community, where/how to access community resources, and create a plan to address the issue (1.u, 2.u, 3.u);
	
	• analyze how health literacy and health-science skills prepare one to become a

o   evacuation plan to two or three different destinations
o   flashlight and extra batteries
o   whistle (to signal for help)
o   extra blankets
o   first aid kit
o   someone trained in CPR and first aid.

Harmful exposures anywhere in a person's environment might affect their health. Any exposure to hazardous substances or dangerous events in the environment can cause harmful health effects. (CDC)
•   Environmental health is the branch of public health that focuses on the relationships between people and their environment, promotes human health and well-being, and fosters healthy and safe communities. The field works to advance policies and programs to reduce chemical and other environmental exposures in air, water, soil and food to protect people and provide communities with healthier environments.
•   Health can be affected through outdoor air quality, surface and ground water quality, toxic substances and hazardous wastes, and indoor environments. (Environmental Quality) (1.t)
o   Poor environmental quality has the greatest impact on individuals whose health is already at risk.
o   Outdoor air quality may result in premature death, cancer, respiratory and cardiovascular disease.
o   Surface and ground water quality includes both drinking water and recreational waters that may be contaminated by infectious agents or chemicals and can cause mild to severe illness.
o   The effects of toxic substances and hazardous wastes are not completely understood, and research is ongoing.

productive citizen and help to reduce health risks and enhance the health and wellness of oneself and others throughout life (1.v, 2.v);
•   identify health promotion opportunities to enhance the health and wellness of oneself and others (3.v);
•   for one or more health-related professions
o   describe the attributes, characteristics, and interests of individuals in the profession (1.w)
o   identify core academic skills needed for workplace skills in the profession (1.w)
o   research available high school health and medical science courses that lead to industry-recognized credentials (2.w, 3.w).

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- o   Homes and communities may expose people to indoor air pollution, inadequate heating, poor sanitation, structural hazards, fire hazards, and lead-based paint; all of which can affect health and safety.
  - o   Radon is a radioactive, naturally occurring gas. Radon can enter homes and other buildings through cracks in floors and walls, spaces around pipes and in suspended floors, or in the water supply. Radon is the second leading cause of lung cancer in the United States.
- Community members and organizations can work together to address community health concerns and improve the environment for those who live and work there. (2.t)
- Individuals and families can positively affect environmental health through different practices in homes, yards, and offices. Some examples:
  - o   Clean or replace air filters.
  - o   Unplug appliances that are not used often.
  - o   Turn off lights and electronics when not in use.
  - o   Plant trees to shade homes.
  - o   Use cold water instead of hot when possible.
  - o   Test paint in the home for lead.
  - o   Test the home for radon.
  - o   Leave grass clippings on the yard.
  - o   Minimize the use of pesticides.
  - o   Use recycled paper.
  - o   Walk or ride a bike instead of driving when possible. (3.t)

Healthy physical, social, and economic environments strengthen the potential to achieve health and well-being. (Healthy People 2030 Framework Foundational Principle)
- Organ donation: There are currently more than 115,000 people in the United States waiting for organ transplants. Each year, approximately 8,000 people

die waiting for an organ transplant that would have given them a second
chance at life. Additionally, each year, hundreds of thousands of people
benefit from donated tissue that is used for life-saving and reconstructive
purposes, and corneas that restore sight.
  o   Resource: Donate Life Virginia (1.u., 2.u)
• Homelessness (CDC): On any given night, hundreds of thousands of people
  are homeless in the United States. These people might be chronically
  homeless, have temporarily lost their shelter, be fleeing domestic violence, or
  facing any number of other issues. Homelessness is closely connected to
  declines in physical and mental health. Homeless people experience high
  rates of health problems, such as HIV infection, alcohol and drug abuse,
  mental illness, tuberculosis, and other conditions. Health problems among
  the homeless result from various factors, such as barriers to care, lack of
  access to adequate food and protection, and limited resources and social
  services.
  o   Resources: (1.u, 2.u)
      ▪   Virginia Department of Housing and Community Development.
      ▪   The Continuum of Care (CoC) community programs for information
          about access to shelter, housing, and other resources.
      ▪   A 211 hotline is available in many communities and offers trained
          staff 24/7 to help residents access services like shelter, health care,
          food, and other social services programs.
      ▪   The National Coalition for the Homeless offers basic information on
          how people experiencing homelessness can get help and access
          resources.
      ▪   School resources include school counselor, psychologist, and social
          worker, who can help access appropriate information and services.
• Spread of infectious diseases (CDC's Infectious Disease Framework):
  Infectious diseases are a leading cause of illness and death throughout the

world. The enormous diversity of microbes combined with their ability to evolve and adapt to changing populations, environments, practices, and technologies creates ongoing threats to health and continually challenges our efforts to prevent and control infectious diseases. We are living in an interconnected world where an outbreak of infectious disease is just a plane ride away. (1.u, 2.u)

- Underage drinking: Alcohol is the most commonly used and abused drug among youth in the United States (Underage Drinking). Consequences of underage drinking can affect everyone, regardless of age or drinking status. We all feel the effects of the aggressive behavior, property damage, injuries, violence, and deaths that can result from underage drinking. This is not simply a problem for some families—it is a nationwide concern. (Underage Drinking)
  - o Resources: School resources include school counselor, psychologist, and social worker, who can help access appropriate information and services; Community Services Board; health care providers (1.u, 2.u).
- Substance use/misuse: Beyond the health-related and other effects on an individual with substance use disorder and families, substance use/misuse affects the community through associated crime and violence, injuries, accidents (some fatal), involvement of law enforcement, and the health care system.
  - o Resources: School resources include school counselor, psychologist, and social worker, who can help access appropriate information and services; Community Services Board; health care providers (1.u, 2.u).
- Violence (CDC): Youth violence affects entire communities. Violence increases health care costs, decreases property values, and disrupts social services. Youth violence negatively affects perceived and actual safety, participation in community events, school attendance, and the viability of businesses. Addressing the short- and long-term consequences of violence

strains community resources and limits the resources that states and communities have to address other needs. (Preventing Youth Violence)
- o Resources: School resources include school counselor, psychologist, and social worker, who can help access appropriate information and services (1.u, 2.u).

Awareness of health- and wellness-related issues allows individuals to make informed choices in matters that affect their overall health and the health of family and community.
- Health literacy: Healthy People 2030 defines personal health literacy as the degree to which individuals have the ability to find, understand, and use information and services to inform health-related decisions and actions for themselves and others.
- NIH National Library of Medicine Skills Needed for Health Literacy: Patients are often faced with complex information and treatment decisions. Patients need to: (1.v)
  - o Access health care services.
  - o Analyze relative risks and benefits.
  - o Calculate dosages.
  - o Communicate with health care providers.
  - o Evaluate information for credibility and quality.
  - o Interpret test results.
  - o Locate health information.

  In order to accomplish these tasks, individuals may need to be:
  - o Visually literate (able to understand graphs or other visual information).
  - o Computer literate (able to operate a computer).
  - o Information literate (able to obtain and apply relevant information).
  - o Numerically or computationally literate (able to calculate or reason numerically).
  - o Oral language skills are important as well. Patients need to articulate their health concerns and describe their symptoms accurately. They need to ask pertinent

questions, and they need to understand spoken medical advice or treatment directions.
- Health science skills may include (VDOE CTE Workplace Readiness Skills) (1.v)
  o Creativity and innovation
  o Critical thinking and problem solving
  o Initiative and self-direction
  o Work ethic
  o Conflict resolution skills
  o Communication skills (listening, speaking, writing, reading)
  o Respect for diversity
  o Customer service skills
  o Collaboration
  o Continuous learning and adaptability
  o Information-literacy skills
  o Science and mathematics skills

Careers in health and medical sciences are varied and provide opportunities to promote the health and wellness of individuals and the local and global community.
- There are many career opportunities in the health and medical sciences, including athletic trainer, audiologist, chiropractor, dentist, dietitian, emergency medical technician, home health aide, massage therapist, medical and clinical laboratory technologist, nurse, occupational therapist, optician, optometrist, orthotists and prosthetists, pharmacist, physical therapist, and speech-language pathologist.
- Individuals in health and medical science careers are interested in helping others, often enjoy science, are good problem solvers, and can work collaboratively with others. (1.w)
- Science courses such as biology, anatomy and physiology, chemistry, and physics help prepare students to pursue health and medical careers. (1.w)

- Students in Virginia may take career and technical education (Health & Medical Sciences) courses that (2.w, 3.w): - Introduce secondary students to nursing, medical, dental, and other health occupations, such as athletic training and sports medicine. - Prepare students with basic skills for employment in nursing homes, clinics, medical and dental offices, hospitals, homes, and certain public health settings. - Facilitate entry into advanced health occupations programs that require post-high school education leading to state licensure, certification, registration, or national credentialing. - Enable students to become knowledgeable consumers of health services. - The occupational preparation programs prepare students for entry-level positions in a particular health field or for advanced training in health occupations at the technical and professional levels. (Health & Medical Sciences) (2.w) - Entry-level positions may include - Nursing (certified nurse aide or licensed practical nurse). - Medical (medical assistant, emergency medical technician, or surgical technologist). - Dental (dental assistant). - Other health occupations (physical or occupational therapy aide, respiratory therapy assistant, rehabilitation aide, dietary aide, laboratory aide, geriatric aide, home health aide, housekeeping aide, sterile supply aide, transportation aide, veterinary assistant, personal trainer). - Note: Teachers may want to review school-specific CTE, science, advanced placement (such as psychology), and health and physical education electives available for students.	