



# Park Ridge School District Curriculum Office

Below are the 'Focus' Standards - meaning that it's either an ongoing theme (like nutrition) that is thematic for the grade.

*While some standards may be introduced earlier than indicated below, the starred standards will only be taught in the grade indicated. If a standard is noted with 'FL,' then it is part of our Family Life teaching, which will continue as per current practice. This is taught in grades 4-6 by the school's nurse.*

## Grade K Health

### Families, Community, and Individuals Work Together to be Safe

2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

### Senses, Cleanliness, and Good Nutrition

2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

## *Grade 1 Health*

### **Feelings, Relationships, and Being a Good Friend**

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

### **Personal Health and Nutrition:**

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

## **Grade 2 Health**

### **Character (Boundaries and Respect):**

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

\*\*2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

\*\*2.3.2.PS.7: Identify behaviors that would be considered child abuse.

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

### **Personal Health and Keeping our Bodies Strong**

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

\*\*2.1.2.PP.1: Define reproduction.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

\*\*2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

\*\*2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

\*\*2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

## **Grade 3 Health**

### **Genes, Physical Impairment, and Body Structures:**

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

### **Community and Personal Safety:**

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

## Grade 4 Health

### Character (Conflict and Bullying):

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

\*\*2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

### Nutrition, Digestion, and the Body:

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

## Grade 5 Health

### **Hormones, the Body and its Systems (Brain, Nerves, Lungs, and Circulation), and Character:**

(FL)\*\*2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

(FL)\*\*2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

(FL)\*\*2.1.5.PGD.4: Explain common human sexual development and the role of hormones

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

(FL)\*\*2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

(FL)\*\*2.1.5.PGD.2: Explain the range of ways pregnancy can occur.

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

\*\*2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.

2.3.5.HCDM.3: Examine how mental health can impact one's wellness.

### **First Aid, Nutrition, and Drug Safety:**

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

\*\*2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

## *Grade 6 Health*

### **Character (Bullying):**

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

### **Personal Health/First Aid:**

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.