

Elementary Health – Lessons for Standards 3-5

Guidance - Orange

Classroom Teacher - Pink

Nurse – Green

P.E. - Purple

Grade 3

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the third grade. These performance indicators specify what students should know and be able to do by the end of grade three.

Performance Indicators

The student will

- D-3.1.1 Identify the basic parts of the respiratory system (e.g., lungs, bronchioles, diaphragm).
- D-3.1.2 Discuss ways that **alcohol, tobacco, and other drugs (ATOD)** can harm an individual’s physical, mental, and social health.
- D-3.1.3 Define **over-the-counter (OTC)** and **prescription drugs**.
- D-3.1.4 Explain the difference between the use, misuse, and abuse of drugs.
- D-3.1.5 Define the term **refusal skills**.

- G-3.1.1 Identify physical signs of growth and change that occur during childhood.
- G-3.1.2 Identify the four stages of the life cycle (e.g., infancy, childhood, adolescence, adulthood).
- G-3.1.3 Identify major parts of the muscular system (e.g., heart, biceps, triceps, quadriceps).
- G-3.1.4 Identify the major parts of the digestive system (e.g., esophagus, intestine, mouth, stomach).

- I-3.1.1 Identify ways to prevent poisoning.
- I-3.1.2 Describe the characteristics of violent and unsafe behaviors.

- M-3.1.1 Identify examples of mental, emotional, social, and physical health.
- M-3.1.2 Define the term **peer pressure**.
- M-3.1.3 Identify healthy ways to communicate (e.g., verbal, nonverbal, written).
- M-3.1.4 Explain grief and discuss ways to deal with loss.

D: Alcohol, Tobacco, and Other Drugs

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- N-3.1.1 Define the **six essential nutrients** and **calories**.
- N-3.1.2 Use the current federal Dietary Guidelines for Americans to identify the number of servings from each food group that children need daily.
- N-3.1.3 Categorize food choices by food group.
- N-3.1.4 Identify ways to handle and store foods safely.
- N-3.1.5 Explain ways to be physically active daily and limit **screen time**.
- N-3.1.6 Explain **health-related fitness** and **skill-related fitness**.
- P-3.1.1 Define the term **wellness**.
- P-3.1.2 Examine types of **chronic** and **communicable diseases**.
- P-3.1.3 Discuss wellness practices that keep the body healthy.
- P-3.1.4 Describe ways in which a safe and healthy school and community environment can promote personal health.*

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Grade 3

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

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Performance Indicators

The student will

- D-3.2.1 Explain how family, peers, and the media can influence an individual’s **ATOD** use.
- I-3.2.1 Examine media messages that are related to violence and **risk behaviors**.
- I-3.2.2 Explain how peers can influence the way an individual handles conflict.
- M-3.2.1 Identify sources that both positively and negatively influence an individual’s mental, emotional, and social health behaviors.
- M-3.2.2 Identify ways that the media influences an individual’s **self-concept** and health behaviors.
- N-3.2.1 Identify the various strategies used by the media to influence food choices and physical activity.
- P-3.2.1 Discuss ways that media messages influence personal health.
- P-3.2.2 Discuss ways that the environment influences personal and **community health**.

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Grade 3

Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- I-3.3.1 Identify school and community resources as well as services that contribute to a safe and healthy environment.
- N-3.3.1 Identify places to access accurate information on healthy eating and physical activity.
- N-3.3.2 Describe the nutrition information that is found on food labels.
- P-3.3.1 Use technology to find reliable health information.

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Grade 3

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- I-3.4.1 Demonstrate nonviolent strategies to manage or resolve conflicts.
- I-3.4.2 Define **consent** (e.g., by sharing a personal object; by engaging in personal contact such as a hug or a handshake).
- M-3.4.1 Identify appropriate verbal and nonverbal communication to enhance healthy behaviors.
- M-3.4.2 Practice ways to ask for assistance in harmful situations or relationships.
- M-3.4.3 Identify appropriate electronic communication to enhance health.

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Grade 3

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

I-3.5.1 Identify steps to take when making a decision about a safety issue.

N-3.5.1 Identify recommended serving size from each food group that children need daily.

P-3.5.1 Demonstrate the ability to apply a decision-making process regarding a personal or community health issue.

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Grade 3

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- I-3.6.1 Develop plans for dealing with emergencies that could result in injuries in the home, school, or community.
- N-3.6.1 Create a goal to eat a healthy breakfast daily.
- N-3.6.2 Develop a goal to choose **healthy foods** and beverages, reduce **screen time**, and be physically active.
- P-3.6.1 Set a goal to brush teeth for at least two minutes before school and before bedtime.

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Grade 3

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- G-3.7.1** Demonstrate behaviors that promote healthy growth and development.
- I-3.7.1** Explain safety rules at home, school and the community (e.g., identify dangers associated with hot objects; identify locations and function of working smoke alarms; plan an escape route for family members in case of fire; never open the door to a stranger while at home; never touch an unknown substance; follow directions of a **safe adult** during a storm; dial 911 for assistance in an emergency).
- I-3.7.2** Identify safety rules at school and the community (e.g., do not fight on the school bus; tell a **safe adult** if a peer brings a gun or weapon to school or when someone is being bullied; do not throw rocks on the playground; never tell a stranger on the Internet a personal detail like a school name or home address).
- I-3.7.3** Describe safety rules in various environmental situations (avoid listening to loud music when walking down the street; tell a **safe adult** if a person tries to hurt someone, hurt you, makes you feel unsafe, or threatens you; do not approach an unknown animal; learn to swim).
- I-3.7.4** Demonstrate appropriate responses to emergency situations, including basic **first aid**.
- I-3.7.5** Define **cyberbullying**.
- I-3.7.6** Describe ways to deal with **bullying**, **cyberbullying**, and violence.
- M-3.7.1** Demonstrate behaviors that promote healthy relationships with families and peers.
- M-3.7.2** Demonstrate **coping strategies** for dealing with changes within the family.
- P-3.7.1** Demonstrate ways to keep the eyes, ears, hair, teeth, and body healthy.

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Grade 3

Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

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Performance Indicators

The student will

D-3.8.1 Explain to family members and peers the harmful effects of **ATOD** use.

M-3.8.1 Explain to family members and peers the characteristics of an **active bystander**.

N-3.8.1 Explain to others why healthy eating and physical activity are important.

P-3.8.1 Discuss ways to help others be healthy.

P-3.8.2 Describe ways to promote **personal**, school, **community**, and **environmental health**.

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Grade 4

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These performance indicators specify what students should know and be able to do by the end of grade four.

Performance Indicators

The student will

- D-4.1.1 Describe the impact of **alcohol, tobacco, and other drugs (ATOD)**-use or abuse on the individual, peers, family, and society.
- D-4.1.2 Discuss reasons that there are laws regulating **ATOD** use.
- D-4.1.3 Define the term **gateway drugs**.
- G-4.1.1 List the factors that affect an individual’s growth (e.g., nutrition, heredity, and environment).
- G-4.1.2 Define the terms **hormones** and **puberty**.♦
- G-4.1.3 Identify examples of the physical, emotional, and social changes that occur in **puberty** and adolescence.♦
- G-4.1.4 Identify personal hygiene needs during **puberty** and adolescence.
- I-4.1.1 Discuss the consequences of violent and unsafe behaviors, including gang behavior.
- I-4.1.2 Describe basic **first aid** and emergency procedures for accidental loss of teeth or injuries to the mouth or teeth.
- M-4.1.1 Describe the characteristics associated with a positive **self-concept**.
- M-4.1.2 Define the term **depression**.

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- N-4.1.1 Identify the **six essential nutrients** and the food groups that contain each essential nutrient.
- N-4.1.2 Analyze the nutrition information included on food package labels.
- N-4.1.3 Explain the importance of following the current federal Dietary Guidelines for Americans with regard to portion sizes.
- N-4.1.4 Explain the interrelationship among food intake, physical activity, and health.
- N-4.1.5 Describe the benefits of choosing a variety of ways to be physically active.
- P-4.1.1** Define the term **pathogens**.
- P-4.1.2** Describe ways to prevent or contain **communicable diseases**.
- P-4.1.3** Describe the immune system and the way it works.
- P-4.1.4 Describe ways to prevent common childhood injuries and health problems.*
- P-4.1.5 Identify the major parts of the nervous system (e.g., brain, nerves, spinal cord).
- P-4.1.6 List ways to reduce exposure to harmful environmental factors (e.g., ultraviolet rays, pollutants).

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Grade 4

Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

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Performance Indicators

The student will

- D-4.2.1** Describe factors that can positively and negatively influence a person’s decision to use or not use **ATOD**.
- I-4.2.1** Analyze ways that **protective factors** promote health and safety (e.g., positive outlook, healthy **self-concept**, good relationships with parents).
- I-4.2.2** Identify ways that gangs can threaten individual and community safety.
- I-4.2.3** Analyze appropriate use of the internet and social media to reduce **risk behaviors**.
- M-4.2.1** Explain ways that peers can influence an individual’s **self-concept**.
- N-4.2.1** Describe factors that influence individual **healthy food** choices and physical activity.
- N-4.2.2** Predict the effects of nutritional choices on an individual’s health, including oral health.
- P-4.2.1** Analyze ways that family, peers, school, community, culture, and the media influence personal health practices and behaviors.

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Grade 4

Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These performance indicators specify what students should know and be able to do by the end of grade four.

Performance Indicators

The student will

- G-4.3.1** Identify people in the family, school, or community who could provide **valid** health information about changes that occur during **puberty**.♦
- M-4.3.1** Locate resources in the home, school, and community that provide **valid** mental, emotional, and social health information.
- N-4.3.1** Identify places to access accurate information on **healthy foods** and physical activity.
- P-4.3.1** Locate **valid** health information, products, and services that promote personal and community health, including oral health, environmental health, and the prevention of disease.

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Grade 4

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- D-4.4.1** Demonstrate effective **refusal skills** that a person can use to communicate with family and peers about **ATOD** use
- G-4.4.1** Discuss ways to communicate with **safe adults** about the stages of growth and development.
- I-4.4.1** Model **refusal skills** that a person can use to resolve conflict and promote personal safety.
- P-4.4.1** Demonstrate ways to ask for assistance to promote personal health.

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Grade 4

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

D-4.5.1 Explain why saying “no” to **ATOD** is a healthy decision.

I-4.5.1 Develop a safe and appropriate plan to employ when using social media (e.g., to tell a **safe adult** when something feels unsafe; privacy settings; internet safety; appropriate behaviors and photos).

N-4.5.1 Use nutrition information on food package labels to make **healthy food** choices.

P-4.5.1 Explain when adult assistance is needed in order to make a health-related decision.

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Grade 4

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

M-4.6.1 Develop a plan to reduce and manage stress.

N-4.6.1 Set a nutritional goal and track progress towards achievement.

N-4.6.2 Create a goal and track progress to reduce **screen time** and increase daily physical activity.

P-4.6.1 Identify a personal health goal and name resources to help achieve that goal.

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Grade 4

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- I-4.7.1 Demonstrate basic **first aid** procedures and responses to common emergencies.
- I-4.7.2 State ways to keep the mouth safe from injury.
- N-4.7.1 Demonstrate ways to interpret the information on food labels to plan a meal.
- P-4.7.1 Develop a plan to achieve recommended sleep habits (e.g., recommended number of sleep hours; limited screen time and food prior to bedtime) to promote overall health.
- P-4.7.2 Implement a personal health plan with the help of a parent or guardian.

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Grade 4

Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fourth grade. These performance indicators specify what students should know and be able to do by the end of grade four.

Performance Indicators

The student will

- D-4.8.1** Model ways to influence and support others in refusing to use **ATOD**.
- M-4.8.1** Encourage others to use **active bystander** behaviors when appropriate (e.g., **bullying, cyberbullying, ATOD** use).
- N-4.8.1** Advocate for others to eat **healthy foods** and to engage in regular physical activity.
- P-4.8.1** Demonstrate ways to influence and support others in making healthy choices related to personal health.
- P-4.8.2** Encourage others to keep the air, land, and water clean and safe.

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Grade 5

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These performance indicators specify what students should know and be able to do by the end of grade five.

Performance Indicators

The student will

- D-5.1.1 Define the terms **alcohol, tobacco, and other drugs (ATOD)** use, abuse, addiction, and withdrawal.
- D-5.1.2 Explain the link between tobacco use and diseases, including oral disease.
- D-5.1.3 Describe the link between alcohol use, injury, and disease.

- G-5.1.1 Describe the structures and function of the respiratory system.
- G-5.1.2 Review circulatory system.
- G-5.1.3 Describe the physical, emotional, and social changes that occur in **puberty** and adolescence (e.g., changes in voice; growth of body and facial hair; sensitivity to peer influence; mood swings).♦
- G-5.1.4 Define the term **abstinence**.♦

- I-5.1.1 Examine the impact of violent and unsafe behaviors.
- I-5.1.2 Explain **cardiopulmonary resuscitation (CPR)**.
- I-5.1.3 Discuss strategies to effectively deal with **cyberbullying**.
- I-5.1.4 Define **sexting**.

- M-5.1.1 Describe **coping strategies** to promote **mental health**.
- M-5.1.2 Identify positive and negative stressors.

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- N-5.1.1 Examine the **six essential nutrients**, their function, and foods or food groups in which they are present.
- N-5.1.2 Identify the benefits of following the current federal Dietary Guidelines for Americans.
- N-5.1.3 Describe methods of safe food handling and preparation.
- N-5.1.4 Discuss the benefits of moderate to vigorous physical activity.
- N-5.1.5 Explain basic precautions to help prevent injury during physical activity.

- P-5.1.1 Discuss the barriers to a person's practicing healthy behaviors.
- P-5.1.2 Describe ways that family health history can affect a person's health.
- P-5.1.3 Identify ways that health care providers promote health and detect and treat problems.

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Grade 5

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Performance Indicators

The student will

- D-5.2.1** Discuss the influences of peers and family on behaviors related to the use of tobacco products, including smokeless tobacco.
- I-5.2.1** Discuss family, peer, and cultural influences on the way an individual deals with conflict
- I-5.2.2** Analyze media messages on the subject of violence and **risk behaviors**.
- M-5.2.1** Analyze media influences an individual’s thoughts, feelings, **self-concept**, and health behaviors.
- N-5.2.1** Investigate the various strategies used by the media to influence food choices and physical activity.
- P-5.2.1** Examine how family, peers, school, community, and culture can positively and negatively influence personal health practices and behaviors.

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Performance Indicators

The student will

- D-5.3.1** Demonstrate the ability to locate **valid** information and resources concerning **ATOD**.
- G-5.3.1** Locate people in the family, school or community who can provide **valid** health information about the changes that occur during **puberty**.♦
- M-5.3.1** Identify a **safe adult** to talk with if something is bothering them or someone they know.
- N-5.3.1** Locate resources (e.g., American Dietary Guidelines, American Dental Association, American Public Health Association, Centers for Disease Control and Prevention) that provide **valid** information on the link between excessive sugar consumption and diseases (e.g., obesity, diabetes, tooth decay).
- P-5.3.1** Locate resources from home, school, and community that provide **valid** health information.*

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Grade 5

Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These performance indicators specify what students should know and be able to do by the end of grade five.

Performance Indicators

The student will

- D-5.4.1 Demonstrate effective **refusal skills** regarding **ATOD**.
- G-5.4.1 Discuss ways to communicate with parents, teachers, or other **safe adults** about the stages of growth and development that take place during adolescence.
- G-5.4.2 Demonstrate ways to ask for assistance in harmful situations or relationships.
- I-5.4.1 Utilize effective communication strategies, including **negotiation skills**, to resolve conflicts and promote personal safety.
- I-5.4.2 Identify the appropriate steps to take when being **bullied** or **cyberbullied**.
- I-5.4.3 Explain the role of an **active bystander** when another person is being **bullied** or **cyberbullied**.
- N-5.4.1 Discuss with family members and peers ways to make **healthy food** choices.
- N-5.4.2 Discuss with family members and peers ways to minimize **screen time** and be physically active.
- P-5.4.1 Demonstrate **consent** and **refusal skills** to avoid or reduce health risks.

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Grade 5

Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- D-5.5.1** Explain how **ATOD** can affect the way individuals make decisions and perform tasks.
- G-5.5.1** Discuss the benefits of deciding to abstain from sexual activity and to remain abstinent.♦
- I-5.5.1** Discuss when it is necessary for a person to seek help to protect personal safety or that of others.
- I-5.5.2** Describe what to do if someone displays a weapon at home, at the school, or in the community.
- M-5.5.1** Identify instances when it is important to seek information, support, and assistance regarding mental, emotional, and social health.
- N-5.5.1** Select **healthy food** choices from a menu.
- N-5.5.2** Describe physical activities that promote **health-related fitness**.
- N-5.5.3** Explore the advantages of using fresh foods and produce.

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Grade 5

Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

D-5.6.1 Identify ways that **ATOD** use can interfere with the achievement of a person’s goals.

M-5.6.1 Develop a plan to reduce and manage stress.

P-5.6.1 Construct a plan, including monitoring and assessing progress, to achieve a health goal.

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Grade 5

Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- D-5.7.1 Implement strategies for dealing with peer pressure.
- I-5.7.1 Implement safety strategies to avoid causing injury to self and to others.
- I-5.7.2 Demonstrate strategies for dealing with conflict, **bullying**, **cyberbullying**, unhealthy relationships, abuse, and violence.
- I-5.7.3 Explain safety rules for when a person is home alone and with others including internet safety and social media.
- M-5.7.1 Model behaviors that promote healthy relationships with family and peers.
- M-5.7.2 Demonstrate positive self-management skills.
- N-5.7.1 Demonstrate **healthy food** and beverage choices along with physical activities that reduce or help eliminate health risks, including obesity and tooth decay.

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Grade 5

Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the fifth grade. These performance indicators specify what students should know and be able to do by the end of grade five.

Performance Indicators

The student will

- D-5.8.1** Write a plan to advocate for a tobacco free community.
- I-5.8.1** Advocate for disaster preparedness for home and school.
- N-5.8.1** Encourage peers, family, and others to choose **healthy foods** and be physically active.
- N-5.8.2** Advocate for physical activity in school and in the community.
- P-5.8.1** Utilize strategies to promote keeping the environment clean and safe.

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