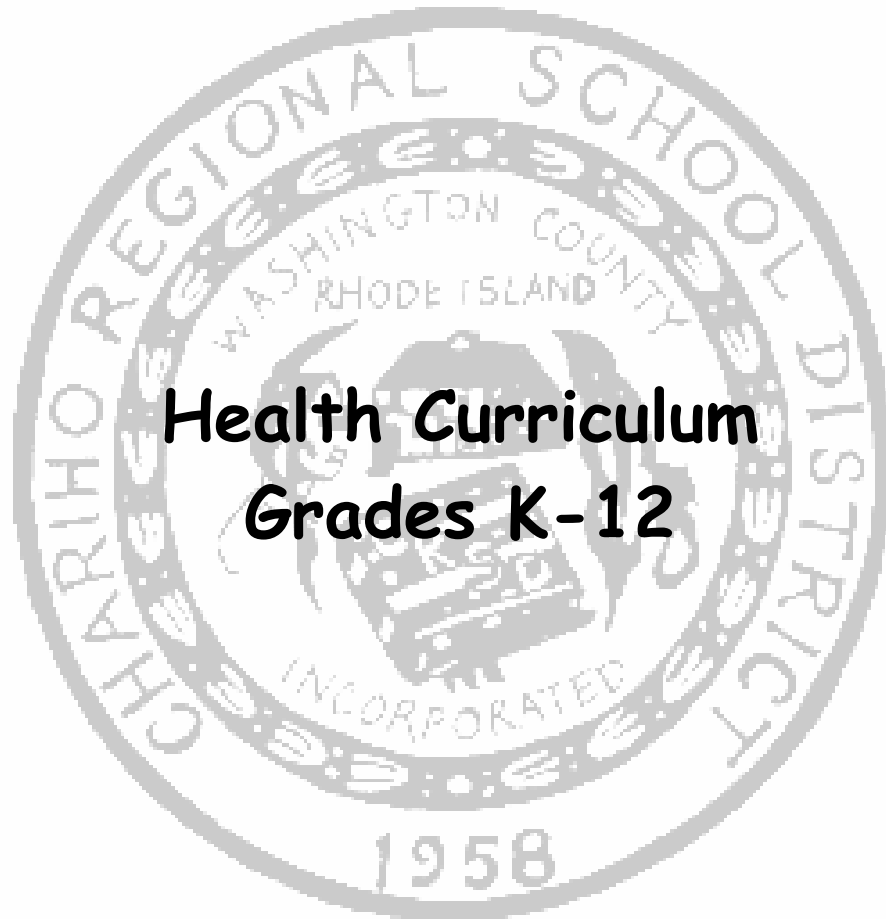


Chariho Regional School District



**Health Curriculum
Grades K-12**

June 5, 2007



**Chariho Regional School District
Health Curriculum
Grades K-12**

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort, and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.



Health Education Curriculum

INTRODUCTION

The Chariho Regional School District will develop a new Health Curriculum that is standards-based and one that reflects current best practice in the field. This curriculum updates content and sources of information. It makes expanded use of advances in technology and emphasizes skill building for students, families, and the community.

District Mission

The Chariho Regional School District is a partnership of students, staff, parents, and community whose mission is to provide all students with an outstanding education emphasizing high academic standards and the skills needed to become lifelong learners and productive citizens in a complex and changing society.

District Vision

The District's state-of-the-art facilities and highly qualified staff support the attainment of high standards of performance, the development of inspired leaders, and the encouragement of innovative thinking. Committed to continuous improvement, research-based exemplary practice, and data-informed decision-making, we nurture, challenge, and guide our community of learners to thrive and excel.

District Beliefs

We believe that:

- rigorous academic standards are the foundation of this school district;
- all students can learn;
- education is a shared responsibility of students, parents, staff, and the community;
- learning is a continuous, lifelong process;
- all students, parents, staff, and community members have unique talents and abilities that are to be encouraged, developed, and celebrated;
- highly capable students must be engaged in rigorous and challenging academic experiences;
- appropriate resources and supports are necessary for a successful learning community;
- the "whole child" must be educated in a safe, secure, and nurturing environment;
- everyone must be treated with kindness, dignity, and respect;
- schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators;
- schools must prepare students to be team members, community contributors, and productive citizens in a global society;
- with vision, courage, and hard work, all things are possible;
- instructional and program decisions must be data-informed and research-based;
- all students can meet or exceed rigorous academic standards.

**Report on Knowledge Base
for
Health Education**

The Chariho Regional School District Health Curriculum will focus on building student capacity in two areas: health knowledge base and the personal skills to apply that knowledge. The knowledge base will consist of developmentally appropriate current and accurate information that empowers our students to make informed decisions. At the same time, personal skills, such as those involving decision-making and communication, will be strengthened. A variety of instructional strategies and methodologies, proven to work best, will be employed in our health classrooms. We will respect student differences and focus on science-based prevention as we strive to promote lifelong wellness within the individual and throughout the community.

Hallmarks of Excellence for

Health Education

Desirable Features of the Curriculum

MORE

- Emphasis on the use of technology
- Project-based instructional strategies
- Collaborative learning
- Skill-building activities
- Authentic assessment
- Integration with other disciplines
- Applied learning
- Individualized Learning
- Literacy-based teaching and learning

LESS

- Emphasis on worksheets
- Lecture
- Emphasis on memorization
- Traditional assessment
- Isolated teaching of health



**Statement of Educational Goals
for**

Health Education

The graduate from Chariho High School will be knowledgeable about all matters concerning his/her health. Health-enhancing decisions will be practiced so that the individual can advocate for himself/herself and the wider community. As a promoter of wellness, our graduates will possess an awareness of community resources and be respectful of individual differences.

**Standards
for
Health Education**

The Chariho Regional School District Health Education Content Standards for grades K-12 are:

HE/1.0: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

HE/2.0: Students will demonstrate the ability to access valid health information and health-promoting products and services.

HE/3.0: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

HE/4.0: Students will analyze the influence of culture, media, technology, and other factors on health.

HE/5.0: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

HE/6.0: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

HE/7.0: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Relationships Among the Standards

Although the seven standards cover a great deal of ground individually, there are certain underlying relationships among them that offer a more connected picture. A relationship among the individual, the community, and the skills needed for health is important. These underlying relationships are as follows:

The individual and health is reflected in:

Standard 1: Students will understand the concepts related to health promotion and disease prevention as a foundation for a healthy life. This standard deals with the fundamental aspects of personal health and disease. This standard is probably the densest standard in terms of health content.

Standard 2: Students will demonstrate the ability to access valid health information and health promoting products and services. This standard deals with the external sources that are directly focused on an individual's well being, including specific health-focused information (e.g. the food pyramid), products (e.g. cough medicine), services, and service providers (e.g. doctors).

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. This standard focuses on health-fostering behaviors that will preserve the individual.

The skills needed for good health are reflected in:

Standard 4: Students will analyze the influence of culture, media, technology, and other factors on health. This standard focuses on the individual's ability to interpret how culture, media, technology, and other factors that are not always defined as having a health focus can influence the individual's well-being (for example, the increasing amount of violence on TV has an impact on how society functions and in turn can affect individual behaviors as well as actions).

Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. This standard focuses on effective communication, which is fundamental to ensuring healthy relationships and interpreting one's own state of health.

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. This standard deals directly with goal setting and decision-making, both of which are fundamental in taking control over the direction of one's health.

The interconnectedness of the individual and community is reflected in:

Standard 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health. This standard deals specifically with a student's ability to use advocacy skills to maintain and improve his/her personal health as well as that of her/his family, community, and environment.



CONTENT AREAS

PERSONAL HEALTH

MENTAL AND EMOTIONAL HEALTH

INJURY PREVENTION

NUTRITION

SEXUALITY AND FAMILY LIFE

DISEASE PREVENTION AND CONTROL

SUBSTANCE USE AND ABUSE PREVENTION

(including alcohol, tobacco, and other drugs or ATOD)



How to Read and Use the Standards

Health performance standards and indicators are designed for each grade level, K - 12. The indicators are in language describing what students should know and be able to do. They are arranged by content area and headed by one of the seven health education standards. The amount of content and skills vary from standard to standard. The standards and outcomes are not independent of one another. None is meant to be considered in isolation but are complimentary. Educators need to be aware that there are interrelationships as well as opportunities for interdisciplinary approaches.

The topics included in this document are the minimum required by the Rhode Island Department of Education. If there are no topics listed, then the content of the standard itself establishes the minimum content. A general instructional goal for the content area at the benchmarked grade levels is presented at the top of the page.

In many cases, these health education indicators overlap with other health content areas and/or can be linked with other subject areas, such as Science, Mathematics, English/Language Arts, Social Studies, and Family Life and Consumer Science.



Health Performance Standards by Content Area

Content Area #1: Personal Health (K-4)

Overall Goal: Students will understand the structure and function of the human body, the interaction of its major systems, and the significant role of physical activity in maintaining a high level of wellness.

Standard #1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe relationships among heredity, environment, physical activity, lifestyle, and individual well being.
- Identify indicators of health-related fitness during childhood.
- Describe the basic structure and functions of the human body systems.
- Describe how physical activity is influenced by physical, social, emotional, and family environments.
- Explain how simple injuries from physical activity can be prevented or treated.

Required Content

1. Kindergarten:
2. Grade One: senses, tooth decay, skeletal and muscular systems, hereditary differences, acceptance of differences, protective gear
3. Grade Two: nervous system, oral health and protection with physical activities, family differences, care of simple injuries
4. Grade Three: digestive system
5. Grade Four: personal health, respiratory system, circulatory system, immune system, lifestyles and well-being

Standard #2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Identify characteristics of valid personal health information and health-promoting products and services.



- Locate resources from home, school and community that provide valid information about personal health, including physical activity.
- Explain how media influences the selection of information about physical activity, personal hygiene, and other wellness information.
- Locate school and community health helpers in the area of physical activity, personal hygiene, and overall wellness.
- Describe the relationship between personal health products and services and money.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two: community helpers
4. Grade Three: health promotion products, media influences, health information providers, (physicians, nurses, police and counselors)
5. Grade Four: resources from home

Standard #3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible personal health behaviors.
- Identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition, and other aspects of wellness.
- Compare physical activity behaviors that are safe to those that are risky or harmful.
- Demonstrate strategies for preventing injuries during physical activity.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: helmets, warm-up activities

5. Grade Four: good posture

Standard #4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Explain the influence of culture upon personal health behaviors.
- Explain how media influences thoughts, feelings, and behaviors about personal health.
- Describe ways technology can influence personal health.
- Explain how information from school and family influences personal health.

Required Content

1. Kindergarten:
2. Grade One: information from school and family (how it influences personal health)
3. Grade Two: information from school and family (how it influences personal health)
4. Grade Three:
5. Grade Four:

Standard #5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use healthy ways to express needs, wants and feelings.
- Communicate care, consideration, and respect of self and others during physical activity.
- Understand and apply non-violent strategies to resolve conflicts during physical activity.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four:

Standard #6: Students will demonstrate the ability the ability to use goal setting and decision making skills to enhance health.

Students will demonstrate the ability to:



- Apply a decision-making process to a personal health issue.
- Explain when it is appropriate to ask for assistance in making personal health decisions and setting personal health goals.
- Predict outcomes of specific decisions about personal health.
- Set a personal health goal and track progress toward its achievement.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four:

Standard #7: Students will demonstrate the ability the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about personal health issues.
- Describe a variety of methods that convey accurate information and ideas about personal health, including physical activity.
- Identify community agencies that advocate for wellness, including physically active individuals, families, and communities.
- Influence and support others in making choices about personal health choices, including positive physical activity.
- Work cooperatively when advocating for personal wellness.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:



5. Grade Four:

Content Area #1: Personal Health (5-8)

Overall Goal: Students will understand the structure and function of the human body, the interaction of its major systems, and the significant role of physical activity in maintaining a high level of wellness.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Explain the relationship between positive health behaviors and the prevention of injury and premature death.
- Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- Explain how health is influenced by the interaction of body systems.
- Describe how family, peers, and environment are interrelated with the health of adolescents, including physical activity, nutrition, and hygiene practices.
- Describe how physical activity reduces risks related to adolescent health problems.

Required Content

1. Grade Five: body systems, muscles and bones, body senses
2. Grade Six: food choices, nutrition, diet, forms of physical activity
3. Grade Seven: components of physical fitness, benefits of physical activity, fatigue, sedentary lifestyle
4. Grade Eight:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze the validity of personal health information, products, and services.
- Utilize resources from home, school, and community that provide valid personal health information.
- Analyze how media influences the selection of personal health information, products, and services.



- Compare the costs and validity of personal health products and services.
- Describe physical activity situations requiring professional services.

Required Content

1. Grade Five: sources of products and services
2. Grade Six: quackery, use of role models, celebrities in advertising strategies
3. Grade Seven: athletic injuries
4. Grade Eight:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risk.

Students will demonstrate the ability to:

- Explain the importance of assuming responsibility for physical activity, hygiene, and care of the body.
- Analyze personal health habits to determine health strengths and risks.
- Distinguish between safe and risky or harmful behaviors.
- Apply strategies to improve or maintain personal health.
- Identify and demonstrate ways to avoid and reduce threatening situations that may occur during physical activity.

Required Content

1. Grade Five: basic hygiene practices, refusal skills
2. Grade Six: benefits of physical activity, identifying one's strengths and weaknesses
3. Grade Seven: identify good and harmful health practices
4. Grade Eight: risky behaviors

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of cultural and family beliefs on personal health behaviors and the use of personal health services.
- Analyze how positive and negative messages from media and other resources influence personal health behaviors.
- Analyze the influence of technology on personal health.
- Analyze how information from peers influences and affects health choices about personal health.



Required Content

1. Grade Five: peer pressure
2. Grade Six: use of media in advertising, safety equipment
3. Grade Seven: physical activity practices, expressions of culture
4. Grade Eight: risky behaviors

Standard # 5: Students will demonstrate the ability to use interpersonal communications skills to enhance health.

Students will demonstrate the ability to:

- Use healthy ways to express needs, wants, and feelings about personal health.

Required Content

1. Grade Five: self-image, self-esteem
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Standard # 6: Students will demonstrate the ability to use goal setting and decision making skills to enhance health.

Students will demonstrate the ability to:

- Predict how decisions regarding risk-taking behaviors have consequences for self and others.
- Apply strategies and skills needed to attain personal health goals.
- Develop a plan that addresses personal strengths, needs, and health risks.

Required Content

1. Grade Five: decision-making
2. Grade Six: food choices, nutritional benefits
3. Grade Seven: physical activity levels, care of the body
4. Grade Eight: risks and consequences

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:



- Influence and support others in making positive choices affecting personal health, including physical activity.
- Work cooperatively when advocating for individual, family, and school safety.

Required Content

1. Grade Five: teamwork
2. Grade Six:
3. Grade Seven:
4. Grade Eight: gender roles

Content Area #1: Personal Health (9-10)

Overall Goal: Students will understand the structure and function of the human body, the interaction of its major systems, and the significant role of physical activity in maintaining a high level of wellness.

Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how behavior can impact health maintenance and disease prevention.
- Explain the interrelationships of mental, emotional, social, and physical health throughout young adulthood.
- Explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle.
- Analyze how the family, peers, community, and environment influence the lifestyle of individuals.

Required Content

1. Grade Nine: health as a balance, risk reduction
2. Grade Ten:

Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze the cost and availability of physical activity products and services for individuals.



- Analyze situations relating to personal health requiring professional health services.
- Explain requirements for entering and pursuing specific careers related to physical activity, health care, and related fields.

Required Content

1. Grade Nine: mental and emotional health needs relating to health practices (such as eating disorders)
2. Grade Ten:

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the role of individual responsibility for enhancing health.
- Evaluate personal health behaviors to determine strategies for health enhancement and risk reduction.

Required Content

1. Grade Nine: choices and consequences
2. Grade Ten:

Standard # 4: Students will analyze the influence of culture, media, technology and other factors on health.

Students will demonstrate the ability to:

- Evaluate the effect of media and other factors on personal, family, and community health.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard # 6: Students will demonstrate the ability to use goal setting and decision making skills to enhance health.

Students will demonstrate the ability to:

- Analyze the ability to use different strategies when making decisions related to lifestyle for young adults.
- Analyze lifestyle concerns that require individuals to work together.
- Predict immediate and long-term impact of lifestyle decisions on the individual, family, and community.
- Compare and contrast a variety of plans that address personal strengths, needs, and risks related to



lifestyle change and health behaviors.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Evaluate information and express opinions about lifestyle and wellness.
- Design methods for accurately expressing information and ideas about wellness.
- Influence and support others in making choices about positive health behaviors.
- Work cooperatively when advocating for healthy communities.

Required Content

1. Grade Nine:
2. Grade Ten:

Content Area #1: Personal Health (11-12)

Overall Goal: Students will understand the structure and function of the human body, the interaction of its major systems, and the significant role of physical activity in maintaining a high level of wellness.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze the interrelationships of mental, emotional, social, and physical health throughout life.
- Analyze how the family, peers, community, and environment influence public health.
- Analyze how public health policies and government regulations influence health promotions.
- Analyze how the public influences the development of public health and government regulations promoting wellness.

Required Content



1. Grade Eleven: impact of lifestyle on life span; quality of life; magnitude of physical activity among various age groups; risk reduction; prevention; health education and health promotion; regulation, laws and policies regarding physical activity in schools
2. Grade Twelve:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate the effect of responsible behaviors on self, others, and the community.

Required Content

1. Grade Eleven: personal physical activity levels, short and long-term effects of personal health choices
2. Grade Twelve:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community issue relating to health promotion and wellness, resulting from the influence of culture, media, technology, or other factors.
- Develop alternative solutions to a researched wellness issue.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues.

Required Content

1. Grade Eleven: pro-social, communication and cooperation skills; dealing with diversity; resolving



conflict

2. Grade Twelve:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Design, implement and evaluate a plan for attaining a personal health goal.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about wellness.
- Adapt health promotion and wellness messages and techniques to the characteristics of a particular audience.
- Influence and support others in making positive choices regarding their personal health behaviors.
- Work cooperatively when advocating for wellness, including creating and maintaining a positive family, school, and community environment.
- Evaluate community health services and systems addressing wellness and make recommendations for improving those system and services.

Required Content

3. Grade Eleven:
4. Grade Twelve:



Content Area #2: Mental and Emotional Health (K-4)

Overall Goal: Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others, being able to meet the demands of life, and having the capacity to make sound health choices.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe relationships between one's feelings and behaviors.
- Identify indicators of mental and emotional health during childhood.
- Describe the connection of emotional health with the function of body systems.
- Describe the influence of family and friends on an individual's emotional health.
- Identify common childhood problems related to poor mental and emotional health.
- Identify mental health problems that should be detected and treated early.
- Explain how childhood illness related to poor mental or emotional health can be prevented or treated.

Required Content

1. Kindergarten:
2. Grade One: self-concept, basic and mixed emotions, various feelings, situations that provoke various feelings
3. Grade Two: personal strengths/qualities, uniqueness of individuals, desirable traits, family structures, how people are similar and different, role of parents/ guardians, ways to make friends, sharing, appropriate expression of feelings
4. Grade Three: stress, circulatory system, respiratory system- connection with emotional health; self concept, caring and sharing; introduction to death and dying
5. Grade Four: dealing with feelings, signs of emotional problems, emotional or other abuse, stress/eustress/distress, role of family and friends



Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Locate resources from home, school, and community that provide help for those with unmanageable stress or other emotional problems.
- Identify different kinds of health providers who can provide information and services about mental and emotional health.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: resources for help
5. Grade Four: health providers who can provide information and services (mental health)

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible interpersonal behaviors.
- Identify personal emotional and mental health needs.
- Compare behaviors that are safe to those that are risky or harmful.
- Compare behaviors that deal with stress well and those that deal with stress poorly.
- Apply strategies to improve or maintain behaviors which enhance mental and emotional health.
- Identify and apply ways to avoid and reduce situations threatening mental or emotional health.
- Recognize stressful situations and identify appropriate ways to manage them.

Required Content

1. Kindergarten:
2. Grade One: expressing emotions appropriately
3. Grade Two: respecting other's rights, sharing, promoting cooperation, exercise, communication with



others, healthy ways to deal with stress, recognizing and reporting abuse

4. Grade Three: identification of stressful situations, asking for help, managing stress
5. Grade Four: identification of personal, emotional, and mental health needs, responsible actions, negativity, and its effect on the objective

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Explain the influence of family and culture on the range of emotional experience and expression.
- Explain how media influences thought, feelings, and health behaviors.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: influence of media on thought, feelings, and health behaviors (aggression and violence)
5. Grade Four: family and culture influences on emotional expression and experience

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Distinguish between verbal and non-verbal communications.
- Describe characteristics needed to be a responsible friend and family member.
- Demonstrate healthy ways to express needs, wants, and feelings.
- Demonstrate ways to communicate care, consideration, and respect of self and others
- Explain attentive listening skills needed to build and maintain healthy relationships.
- Apply refusal skills needed to enhance health.
- Differentiate between negative and positive responses to conflict situations.

Required Content

1. Kindergarten
2. Grade One: making friends, influence of peers, names of various emotions and situations which elicit them



3. Grade Two: verbal and non-verbal communication, being a responsible friend and family member, impact of behaviors on other's feelings, refusal skills
4. Grade Three: working cooperatively, listening skills, avoiding drug use, managing stress, making and keeping friends
5. Grade Four:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply a decision-making process to a mental health or emotional issue.
- Predict outcomes of specific decisions.
- Recognize that everyone has personal strengths and needs.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about mental/emotional health.
- Describe a variety of methods that convey accurate information and ideas about mental and emotional health.
- Identify community agencies that advocate for mental health promotion.
- Influence and support others in making positive health choices affecting their mental and emotional health.
- Work cooperatively when advocating for mental and emotional health.

Required Content

1. Kindergarten:

2. Grade One:
3. Grade Two
4. Grade Three
5. Grade Four

Content Area #2: Mental and Emotional Health (5-8)

Overall Goal: Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others, being able to meet the demands of life, and having the capacity to make sound health choices.

Standard #1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe the interrelationship between mental, emotional, and physical health in adolescence,
- Explain how the interaction of body systems is affected by mental and emotional health.
- Describe how family, peers, and environment influence mental and emotional health.
- Analyze how environment and personal, mental, and emotional health status are interrelated.
- Describe ways to reduce risks for stress related illness.

Required Content

1. Grade Five: self-image, self-esteem, personal growth and change, peer pressure
2. Grade Six: stress, management of stress
3. Grade Seven:
4. Grade Eight: emotional needs of adolescents, family and social expectations

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:



- Analyze the validity of mental and emotional health information services.
- Utilize resources from home, school, and community that provide valid mental and emotional health information.
- Analyze how media influences mental and emotional health.
- Locate mental health services.
- Describe mental and emotional health situations requiring professional health services.
- Explain roles played by different health providers in promoting mental and emotional health.

Required Content

1. Grade Five: sources of information, substance abuse
2. Grade Six: advertising
3. Grade Seven: community resources
4. Grade Eight: mental health programs and treatment

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Explain the importance of assuming responsibility for behaviors.
- Analyze how personal stress is managed to determine health strengths and risks.
- Distinguish between safe and risky or harmful behaviors.
- Apply mental health promotion strategies to improve or maintain personal and family health.
- Identify and demonstrate ways to avoid and reduce threatening situations.
- Develop and apply appropriate ways of managing conflict and specific stressful situations.

Required Content

1. Grade Five: feelings, identifying personal strengths, refusal skills, puberty
2. Grade Six: stress, management of stress, self-concept
3. Grade Seven:
4. Grade Eight: avoiding risky situations, maturity, adolescence, assuming responsibility for behavior choices



Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective verbal and non-verbal communication skills to enhance mental health.
- Describe how the behavior of family and peers affects interpersonal communications and mental health.
- Use healthy ways to express needs, wants, and feelings.
- Communicate care, consideration, and respect of self and others.
- Use communication skills needed to build and maintain healthy relationships.
- Apply refusal and negotiation skills needed to enhance mental and emotional health and prevent substance abuse.
- Analyze the possible causes of conflict among youth in schools and communities.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply a decision making process to emotional health issues and problems individually and collaboratively.
- Analyze how the expression of emotions is influenced by individuals, family, or community values.
- Predict how decisions regarding emotional expression have consequences for self and others.
- Apply effective communications strategies to attain personal mental and emotional health goals.
- Develop an emotional health plan that addresses personal strengths, needs, and health risks.

Required Content

1. Grade Five: listening skills
2. Grade Six: child abuse, neglect, friendships
3. Grade Seven: results of alcohol abuse on family



4. *Grade Eight: communication*



Content Area #2: Mental and Emotional Health (9-10)

Overall Goal: Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others, being able to meet the demands of life, and having the capacity to make sound health choices.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how mental and emotional health can impact health maintenance and disease prevention.
- Describe the interrelationships of the emotional, social, and physical throughout young adulthood.
- Analyze the impact of emotional expression on the functioning of body systems.
- Analyze how the family, peers, community, and environment are interrelated with mental and emotional health.
- Analyze interrelationships of mental, emotional, social, and physical health throughout life.
- Describe how to delay the onset and reduce risks of potential lifelong health problems relating to poor mental and emotional health.

Required Content

1. *Grade Nine: effect of mental, social, emotional, and physical health on judgment; anxiety and depression and susceptibility to disease; self-image - personal, social, ideal; personal qualities and characteristics; personal development over time; capacity and potential for personal growth and change; heredity and environment; fallacies regarding suicide; signs signaling suicide; eating disorders; anxiety; eustress; effect on performance, concentration, etc.; depression as a common emotional response to distress; positive mental/emotional states and physical health; peer pressure; violence in society; the consequences of participating in high-risk behaviors; depression and mental illness; maturation; key tasks in each stage of human growth and development; alcoholism, drug dependency and treatment; depression in young adults; appropriate identification and expression of emotions*
2. *Grade Ten:*



Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze and evaluate resources from home, school, and community that provide valid mental health information.
- Access school and community resources and services for personal or family problems, and for treating alcohol.
- Analyze and evaluate situations requiring professional health services.

Required Content

1. Grade Nine: different types of available assistance; elements and rationale of support systems; seeking help in reaction to signs of suicide; emotional, sexual, physical abuse
2. Grade Ten:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the roll of individual responsibility for healthy behaviors.
- Evaluate how personal stress management habits determine strategies for enhancing health and reducing risk.
- Analyze the short-term and long-term consequences of risky and harmful behaviors.
- Outline strategies for dealing with mental and emotional health emergencies and crises, including suicide.
- Research and evaluate strategies to manage stress in individuals.

Required content

1. Grade Nine: effects of emotions on behavior, judgments and reason; sharing and facing a crisis with others and its effect on anxiety; personal feelings and attitudes about suicide; dealing with depression and/or anxiety
2. Grade Ten:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how cultural diversity enriches and challenges appropriate emotional expression.
- Evaluate the effect of media and other factors on personal, family and community expression of emotions.
- Analyze how information from the community, peers, and others influences behaviors in response to emotions.

Required Content

1. Grade Nine: cultural experiences, attitudes and practices; dealing with conflict; complex emotions; violence and aggression on TV; gangs
2. Grade Ten:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Apply skills and strategies for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Use healthy ways to express needs, wants, and feelings.
- Communicate care, consideration, and respect of self and others.
- Apply strategies for solving interpersonal conflicts without harming self or others.
- Apply refusal, negotiation, limit setting, and collaboration skills needed to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families, and communities.

Required Content

1. Grade Nine: assertive behavior; listening skills; "befriending" skills to prevent suicide; conflict resolution
2. Grade Ten:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Analyze the ability to use different strategies when making decisions related to mental and emotional health needs.
- Analyze mental health concerns that require individuals to work together.
- Predict immediate and long-term impact of emotional expression on the individual, family, and community.
- Describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.
- Compare and contrast a variety of mental health strategies that address personal strengths, needs, and risks.
- Evaluate different strategies when making decisions related to managing stress and dealing with conflict.
- Design, evaluate, and implement a plan for attaining a personal mental health goal.
- Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.

Required Content

1. Grade Nine: substance use, coping with stress, relationships, seeking help, suicide prevention, eating disorders, depression, factors and steps in decision-making, ongoing nature of decision-making throughout life
2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information about mental and emotional health issues, including suicide prevention and express opinions about them.
- Design methods for accurately expressing information and ideas about mental health promotion and suicide prevention.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.
- Influence and support others in making positive health choices.



- Work cooperatively when advocating for healthy communities.

Required Content

1. Grade Nine: effects of violence, self destructive behaviors, misdirected emotions on individual, family and society, managing stress, changing unhealthy behaviors, identifying community resources, laws addressing violent behaviors
2. Grade Ten:

Content Area #2: Mental and Emotional Health (11-12)

Overall Goal: Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others, being able to meet the demands of life, and having the capacity to make sound health choices.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze interrelationships of mental, emotional, social, and physical health throughout life.
- Analyze how the family, peers, community, and environment influence mental and emotional health.
- Describe how to delay onset and reduce risks of potential life-long health problems relating to poor mental and emotional health.

Required Content

1. Grade Eleven: victimization and abuse
2. Grade Twelve: alcoholism, drug dependency and treatment

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate the effect of responsible behaviors on self, others and community.



- Design a plan with recommended strategies to address a mental health issue in the local community which presents a threat to individual, family or community health.
- Research and evaluate strategies to manage stress by individual and groups within the family, at school, at work, or in other social situations.

Required Content

1. Grade Eleven: violence, impact of individual behaviors on family and society.
2. Grade Twelve: avoiding ATOD

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community mental health issue resulting from the influence of culture, media, technology, and other factors.
- Develop and implement a solution to a researched mental health issue.

Required Content

1. Grade Eleven: violence and aggression on TV, gangs
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Apply strategies to a selected situation that facilitate effective communication among individuals or groups.

Required Content

1. Grade Eleven: conflict resolution, negotiation
2. Grade Twelve:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Evaluate different strategies when making decisions related to managing stress, and dealing with conflict.
- Design, evaluate, and implement a plan for attaining a personal mental health goal.
- Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and



implement effective plans to achieve and maintain optimum, lifelong health.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about mental health issues.
 - Adapt messages and techniques about mental and emotional health, including suicide prevention, to the characteristics of a particular audience.
 - Influence and support others in making positive choices regarding their mental and emotional health.
 - Work cooperatively when advocating for mental and emotional health problems.
 - Evaluate community health services and systems in place relating to mental health, suicide prevention, and make recommendations for improving those systems and services.
1. Grade Eleven:
 2. Grade Twelve:

Content Area #3: Injury Prevention (K-4)

Overall Goal: Students will understand that injuries are not "accidents," but are predictable and preventable. It is important to recognize, understand and abide by basic rules, regulations, procedures, and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe relationships between the causes and effects of injuries, including personal behaviors and injury



prevention.

- Describe how physical, social, emotional, and family environments influence personal safety.
- Describe the effects of injuries on the body.
- Identify common injuries of children and their prevention.

Required Content

1. Kindergarten:
2. *Grade One*: identify basic safety rules regarding bus, bike, fire, strangers, school, home, auto, water, and playground
3. *Grade Two*: explain safety rules regarding water and railroad
4. *Grade Three*: describe the use of protective gear during physical activity, define common injuries in children and their prevention tools, poisons, drugs, and weapons
5. *Grade Four*: explain how childhood injuries and illnesses can be prevented or treated (predictable and preventable)

Standard #2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Demonstrate the ability to locate resources from home, school, and community that provide help for injured individuals.
- Describe the relationship between injury prevention products and money.
- Identify injuries requiring professional health services.
- Identify different kinds of health providers who can provide information about injury prevention and can provide emergency services.

Required Content

1. Kindergarten:
2. *Grade One*: care providers - trusted adults, using 911
3. *Grade Two*: community helpers
4. *Grade Three*: responding to emergencies



5. Grade Four: first aid products and kits

Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible injury prevention and treatment behaviors.
- Identify need for personal safety and own injury prevention habits.
- Compare behaviors that are safe to those that are risky or harmful.
- Use strategies for preventing injuries.
- Develop injury prevention and management strategies for personal health.

Required Content

1. Kindergarten:
2. Grade One: use of protective gear
3. Grade Two: "no, go, tell" strategies, fire safety
4. Grade Three: weapons
5. Grade Four: reducing or eliminating the potential for injury in the home, school, and play environment

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Explain how media influences thoughts, feelings, and behaviors about injury.
- Describe ways technology can influence injury prevention.
- Explain how information from peers, school, and family influences injury prevention behaviors.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.



Students will demonstrate the ability to:

- Apply a decision-making process to an injury prevention issue.
- Explain when it is appropriate to ask for assistance in preventing or treating injuries, including abuse or assault.
- Predict outcomes of specific decisions.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four: decision-making process

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about injury prevention issues.
- Describe a variety of methods that convey accurate information and ideas about preventing and treating injuries.
- Identify community agencies that advocate for prevention of injuries.
- Influence and support others in making choices about avoiding risks with potential for injuries.
- Work cooperatively when advocating for injury prevention.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: community agencies, (Red Cross, Am. Heart, Am. Cancer)
5. Grade Four: peer support in prevention of injuries



Content Area #3: Injury Prevention (5-8)

Overall Goal: Students will understand that injuries are not “accidents,” but are predictable and preventable. It is important to recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Explain the relationship between positive health behaviors and the prevention of injury and premature death.
- Analyze how environment and personal safety are interrelated.
- Explain the effects of injuries on the body, and the significance of disabling injuries.
- Describe ways to reduce risks related to injuries among adolescents.
- Describe how appropriate treatment can prevent premature death and disability related to injuries.

Required Content

1. **Grade Five:**
2. **Grade Six:** use of safety equipment, signs and symptoms of child abuse
3. **Grade Seven:** injury and injury prevention, basic first aid and CPR, poison, Heimlich maneuver
4. **Grade Eight:**

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze the validity of injury prevention and treatment information.
- Locate injury prevention and treatment products and services.
- Compare the costs and validity of injury prevention and treatment products.
- Describe situations requiring professional health services.



- Explain roles played by different health providers in promoting safety and preventing injuries.

Required Content

1. Grade Five: sources of information
2. Grade Six: quackery, consumerism, safety procedures
3. Grade Seven: health services, substance abuse, burns, sports injuries, role of public safety officers
4. Grade Eight:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of cultural and family beliefs on injury prevention behaviors.
- Analyze how positive and negative messages from media and other resources influence intentional and unintentional injury prevention.
- Analyze the influence of technology on personal and family injury prevention behaviors.
- Analyze how information from peers influences and affects health choices about preventing injuries.

Required Content

1. Grade Five: sources of information
2. Grade Six: role models in the use of safety equipment, community resources
3. Grade Seven: injury prevention
4. Grade Eight:

Standard # 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective verbal and non-verbal communication skills to enhance prevention of injury.
- Describe how the behavior of family and peers affects interpersonal relationships.
- Express needs, wants, and feelings in a healthy way.
- Communicate care, consideration, and respect of self and others.
- Use communication skills needed to build and maintain healthy, non-violent relationships.
- Use refusal and negotiation skills needed to prevent injury.

Required Content

1. Grade Five: listening skills, qualities of a good friend, decision-making
2. Grade Six: influence of self-perception, abuse, neglect
3. Grade Seven:
4. Grade Eight: communication skills, conflict resolution

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Predict how decisions regarding risk-taking behaviors have consequences for self and others.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: cause and effect; risks and consequences; effects of injuries on self, family, and others
4. Grade Eight:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Influence and support others in making positive choices affecting safety and preventing injury.
- Work cooperatively when advocating for individual, family, and school safety.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Content Area #3: Injury Prevention (9-10)

Overall Goal: Students will understand that injuries are not “accidents,” but are predictable and preventable. It is important to recognize, understand and abide by basic rules, regulations, procedures, and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how behavior can impact personal safety.
- Analyze the impact of risk-taking behaviors and the occurrence of injuries on the functioning of body systems, and the significance of disabling injuries.
- Analyze how the family, peers, community, and environment influence the health of individuals

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services

Students will demonstrate the ability to:

- Access school and community health services for self and others.
- Analyze situations requiring professional health services.
- Explain requirements for entering and pursuing specific health careers related to safety.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the role of individual responsibility for preventing injuries.



- Evaluate personal risk-taking behaviors to determine strategies for health enhancement and risk reduction.
- Develop injury prevention and management strategies for personal, family, and community health.
- Identify and demonstrate ways to avoid and reduce threatening situations.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how information from the community influences injury prevention behaviors.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective communication skills with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Use healthy ways to express needs, wants and feelings, without using violence.
- Use ways to communicate care, consideration, and respect of self and others.
- Apply strategies for solving interpersonal conflicts without harming self or others.
- Apply refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations.
- Analyze the possible causes of conflict in schools, families, and communities leading to injury.
- Use healthy strategies to prevent intentional injury.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Analyze the ability to use different strategies when making decisions related to injury prevention.
- Analyze safety concerns that require individuals to work together.
- Predict immediate and long-term impact of risk-taking decisions on the individual, family, and community.
- Compare and contrast a variety of plans that address personal strengths, needs, and risks of injury.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about safety and prevention of injuries.
- Design methods for accurately expressing information and ideas about safety and injury prevention.
- Influence and support others in making choices about safety and injury prevention.
- Work cooperatively when advocating for safe, healthy communities.

Required Content

1. Grade Nine:
2. Grade Ten:

Content Area #3: Injury Prevention (11-12)

Overall Goal: Students will understand that injuries are not “accidents,” but are predictable and preventable. It is important to recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.



Students will demonstrate the ability to:

- Analyze how the family, peers, community, and environment influence public health.
- Analyze how public health policies and government regulations influence individual and community health and safety.
- Analyze how the public influences the development of public health policy and government regulations regarding safety and injury prevention.

Required Content

1. Grade Eleven:
2. Grade Twelve: regulations and laws regarding public safety, magnitude of the injury problem among various age groups, predictability of injuries, interpretation of data relating to incidence, and prevalence of various injuries

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate situations requiring professional health services.
- Evaluate opportunities for career choices in the field of injury prevention and safety.
- Analyze the educational requirements, demands, rewards, and benefits of a career in the field of public health, public safety, injury prevention, and/or injury treatment.

Required Content

1. Grade Eleven: child abuse, when to call for medical help
2. Grade Twelve: traffic related injuries, falls resulting in head injury, substance use, burns, water\boating injuries, sport injuries, weapons

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate injury prevention and management strategies for personal, family, work place, and community health.



Required Content

1. Grade Eleven:
2. Grade Twelve: home and occupational safety, correct performance of adult/child/infant CPR, correct AED use, basic first aid for injury, heart attack and choking

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community safety issue resulting from the influence of culture, media, technology, or other factors.

Required Content

1. Grade Eleven: TV\movie violence, interpersonal violence
2. Grade Twelve: recreational safety, sexual assault

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues.

Required Content

1. Grade Eleven: communication and cooperation skills, dealing with diversity, resolving conflict
2. Grade Twelve:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Evaluate different strategies to use when making decision about resolving conflict and avoiding injury.

Required Content

1. Grade Eleven: conflict resolution skills, avoiding violence, choices about safety precautions
2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.



Students will demonstrate the ability to:

- Discuss accurate information and express opinions about injury prevention and safety.
- Adapt injury prevention message and techniques to the characteristics of a particular audience.
- Influence and support others in making positive choices regarding avoiding injury.
- Work cooperatively when advocating for injury prevention, including creating and maintaining a positive family, school, and community environment.
- Evaluate community health services and systems addressing public safety and make recommendations for improving those systems and services.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Content Area #4: Nutrition (K-4)

Overall Goal: Students will understand the relationship between proper nutrition and one's health, including physical and cognitive performance.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe relationships between proper nutrition and individual well being on a on a daily basis and throughout the lifespan.
- Identify indicators of good nutrition during childhood.
- Describe how the body digests and uses food.
- Identify common childhood problems related to poor nutrition.
- Explain how childhood injuries and illnesses related to food storage and preparation can be prevented or treated.

Required Content

1. Kindergarten:
2. Grade One: where food comes from, foods vs. non-food
3. Grade Two: food as fuel
4. Grade Three: food pyramid, energy levels
5. Grade Four: healthy menus, variety and moderation, nutrients food preparation and storage

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Identify characteristics of valid nutrition information and good nutrition promoting products and services.
- Locate resources from home, school, and community that provide valid health information about nutrition.
- Locate school and community nutrition helpers.



- Compare cost and nutritional value of various foods.
- Identify situations requiring professional health services for nutrition.
- Identify different kinds of health providers who can provide information and services about nutrition.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two: school and community helpers
4. Grade Three: special diets for health issues
5. Grade Four: where and from who can you get good information about planning a healthy menu

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible nutrition behaviors.
- Identify personal nutrition needs and nutrition habits
- Compare eating behaviors that are safe to those that are risky or harmful.
- Demonstrate strategies to improve or maintain nutrition behaviors that enhance health.
- Develop injury prevention and management strategies for personal health.

Required Content

1. Kindergarten:
2. Grade One: dental health
3. Grade Two: good snacks
4. Grade Three:
5. Grade Four: why is a healthy diet important, nutritional needs, safe food preparation

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Discuss the influence of culture upon nutrition behaviors, such as food choice and food preparation.
- Explain how media influences thoughts, feelings, and behaviors about nutrition.



- Explain how media influences selection of foods, information about nutrition, food and nutrition products, and services.
- Describe ways technology influences nutrition.
- Explain how information from school, family, and society influence nutrition.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four: reading labels

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use healthy ways to express nutritional wants, needs, and feelings.
- Choose healthy foods in a social context.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two: choosing healthy snacks
4. Grade Three:
5. Grade Four:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply a decision-making process to a nutritional issue.
- Explain when it is appropriate to ask for assistance in making a nutrition-related decision and setting healthy eating goals.
- Predict outcomes of specific nutrition decisions.



- Set a personal nutritional goal and track progress towards its achievement.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three:
5. Grade Four: planning a healthy menu

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about nutrition issues.
- Describe a variety of methods that convey accurate information and ideas about nutrition.
- Identify community agencies that advocate for good nutrition.
- Influence and support others in making positive nutritional choices.
- Work cooperatively when advocating for good nutrition.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: promote breakfast
5. Grade Four:

Content Area #4: Nutrition (5-8)

Overall Goal: Students will understand the relationship between proper nutrition and one's health, including physical and cognitive performance.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Explain the relationship between good nutrition, prevention of disease, and personal wellness.
- Describe the interrelationship between good nutrition and mental, emotional, and physical health in adolescence.
- Explain how proper nutrition affects the interaction of body systems.
- Describe how family, peers, and environment influence nutritional status and nutrition behaviors.
- Analyze how environment and personal nutritional status are interrelated.
- Describe ways to reduce risks for eating disorders.
- Describe how lifestyle, family history, and pathogens are related to the cause of prevention of disease and other health problems.

Required Content

1. Grade Five:
2. Grade Six: major nutrients, where in food pyramid specific nutrients are found, food sources of nutrients, US Dietary guidelines, food choices, high fat/low fat foods, benefits of exercise, food processing, safety and preparation, healthful ways to cook, dieting, weight management, relationship between chronic disease and nutrition, food handling and safety, and personal wellness
3. Grade Seven:
4. Grade Eight:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze the validity of nutrition information, food products, and services.
- Access resources from home, school, and community that provide valid nutrition information.
- Locate nutrition related product and services.
- Compare the costs and nutritional value of various foods.



- Describe food and/or nutrition situations requiring professional health services.
- Explain roles played by different health providers in promoting good nutrition,

Required Content

1. Grade Five:
2. Grade Six: food labels, reliable sources of information, why "special foods" and supplements are generally unnecessary, special diets for diabetes, food safety, counseling for weight management, nutrition and sports
3. Grade Seven:
4. Grade Eight:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Explain the importance of assuming responsibility for eating behaviors.
- Analyze eating habits to determine health strengths and risks,
- Distinguish between safe and risky or harmful eating behaviors.
- Demonstrate nutrition strategies to improve or maintain personal and family health.

Required Content

1. Grade Five:
2. Grade Six: fast food restaurants, food storage and preparation, family needs
3. Grade Seven:
4. Grade Eight:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of cultural beliefs and cultural diversity with respect to nutrition differences and behaviors.
- Analyze how positive and negative messages from media and other resources influence nutrition behaviors, such as the selection of food.
- Analyze the influence of technology on nutrition.



- Analyze how information from peers influences and affect food choice.

Required Content

1. Grade Five:
2. Grade Six: advertising and food choice
3. Grade Seven:
4. Grade Eight:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Demonstrate choosing healthy foods in a social context.
- Communicate food preferences in a health-enhancing way.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply a decision-making process to nutrition issues and problems individually and collaboratively.
- Analyze how nutrition-related decisions are influenced by individuals, peers, family, or community values.
- Predict how decisions regarding behaviors have consequences for self and others.
- Apply nutrition strategies to personal eating to attain personal health goal.
- Develop a nutrition plan that addresses personal strengths, needs, and health risks.

Required Content

1. Grade Five:
2. Grade Six: snack and meal selection, eating patterns, variety, and moderation, "empty calories"
3. Grade Seven:



4. Grade Eight:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate nutrition information and express opinions about nutrition issues.
- Analyze various communication methods needed to express nutrition issues.
- Identify barriers to effective communication of nutrition information, ideas, feelings, and opinions about nutrition-related health issues concerning individuals, family, and schools.
- Influence and support others in making positive nutrition choices.
- Work cooperatively when advocating for nutrition-related health issues concerning individuals, family, and schools.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Content Area #4: Nutrition (9-10)

Overall Goal: Students will understand the relationship between proper nutrition and one's health, including physical and cognitive performance.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how nutrition behaviors can impact health maintenance and disease prevention.
- Describe the interrelationships of mental, emotional, social, and physical health through young adulthood.



- Analyze the impact of personal nutrition behaviors on the functioning of body systems.
- Analyze how the family, peers, community, and environment influence the nutritional health of individuals.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate the validity of nutrition information, products, and services.
- Analyze resources from home, school, and community that provide valid nutritional information.
- Evaluate media influences on the selection of nutrition information and food products,
- Analyze the cost and availability of health care products and services.
- Analyze situations requiring professional health services.
- Explain requirements for entering and pursuing health careers in nutrition.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the role of individual responsibility for healthy nutrition behaviors.
- Evaluate personal nutrition/eating habits to determine strategies for enhancing health and reducing risk.
- Analyze the short-term and long-term consequences of proper and poor nutrition habits.
- Demonstrate strategies to improve or maintain personal, family, and community health with regard to nutrition.

Required Content

1. Grade Nine:



2. Grade Ten:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how cultural diversity enriches and challenge's nutrition behaviors.
- Evaluate the effect of media and other factors on personal, family, and community nutrition practices.
- Evaluate the impact of technology on personal, family, and community.
- Analyze how information from the community influences nutrition behaviors.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use skills for communicating effectively about nutrition issues with the family, peers, and others.

Required Content

1. Grade Nine:
2. Grade Ten:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Analyze different strategies when making decision related to nutrition.
- Analyze nutrition concerns that require individuals to work together.
- Predict immediate and long-term impact of nutrition-related decision on individual, family, and community.
- Describe how personal nutrition goals are influenced by changes in information, abilities, priorities, and responsibilities.
- Compare and contrast a variety of nutrition plans that address personal strengths, needs, and risks.

Required Content

1. Grade Nine:



2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate nutrition information and express opinions about health issues.
- Design methods for accurately expressing nutrition information and ideas.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about nutrition issues.
- Influence and support others in making positive nutrition choices.
- Work cooperatively when advocating for healthy communities.

Required Content

1. Grade Nine:
2. Grade Ten:

Content Area #4: Nutrition (11-12)

Overall Goal: Students will understand the relationship between proper nutrition and one's health, including physical and cognitive performance.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze interrelationships of proper nutrition on mental, emotional, social, and physical health throughout life.
- Analyze how the family, peers, community, and environment influence availability and accessibility of nutritional foods to various population groups.
- Describe how to delay onset and reduce risks of potential life-long health problems relating to nutrient



excesses and disease prevention.

- Analyze how the public health policies and government regulations relating to nutrition influence health promotion and disease prevention.
- Analyze how the public influences the development of public health policies and government regulations regarding nutrition.

Required Content

1. *Grade Eleven:* nutrition and daily functioning, nutrient deficiencies, excesses, prenatal nutrition, US Dietary Guidelines, RDA, how these can be met in a variety of ways, fat and CHD, calcium and osteoporosis, facts and myths regarding nutrition and athletic performance, role of government regulations, FDA, food safety, public health campaigns, food additives, consumer activism, food safety, food choice
2. *Grade Twelve:*

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate resources from home, school, and community that provide valuable nutrition information for self and others.
- Evaluate all factors that influence personal selection of food, food products, food, and nutrition services.
- Evaluate situations requiring professional health services.
- Evaluate opportunities for career choices in the field of nutrition.
- Analyze the educational requirements, demands, rewards, and benefits of a career in the field of nutrition.

Required Content

1. *Grade Eleven:* sound sources of nutrition information, safe weight management vs. fad diets, eating disorders, weight management, sports medicine
2. *Grade Twelve:*

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.



Students will demonstrate the ability to:

- Evaluate the effect of responsible nutrition behaviors on self, others, and community.
- Design a plan with recommended strategies to address poor nutritional practices in the local community which present a threat to health.

Required Content

1. Grade Eleven: Effects of steroid and supplement use, eating disorders; personal and cultural eating patterns, US Dietary guidelines and RDA, fast food and other restaurant selections, malnourishment in specific population groups, exercise and nutrition
2. Grade Twelve:

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community nutrition issue resulting from the influence of culture, media, technology, and other factors.
- Develop and implement a solution to a researched nutrition issue.

Required Content

1. Grade Eleven: dietary myths, nutrition controversies, personal and cultural eating patterns
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

- Use skills for communicating effectively about nutritional issues with the family, peers, and others

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Analyze different strategies when making decisions related nutrition.
- Design, implement and evaluate a plan for attaining a personal nutrition goal.
- Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective nutrition plans to achieve and maintain optimum, lifelong health.

Required Content

1. Grade Eleven: dietary analysis, tracking food intake

2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about nutrition.
- Adapt nutrition messages and techniques to the characteristics of a particular audience.
- Influence and support others in making positive nutrition choices.
- Work cooperatively when advocating for nutrition issues.
- Evaluate community health services and systems relating to nutrition in place and make recommendations for improving those systems and services.

Required Content

1. Grade Eleven:

2. Grade Twelve:

Content Area #5: Sexuality and Family Life (K-4)

Overall Goal: Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe the basic structure and functions of the body systems relating to reproduction.
- Describe how physical, social, emotional, and family environments influence personal health.
- Describe why it is good to have and express many kinds of feelings.
- Recognize that all people, including children, have rights and a child is never at fault if someone touches



him/her in a way that is wrong or uncomfortable.

- Differentiate between good and bad touch.
- Discriminate between people who care for you and people who may try to harm you.

Required Content

1. Kindergarten:
2. *Grade One*: good touch/ bad touch
3. *Grade Two*: good touch/ bad touch
4. *Grade Three*: sexual and physical abuse, neglect
5. *Grade Four*: introduction to puberty

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Locate resources from home, school, and community that provide valid health information about growth and development.
- Locate school and community health helpers.

Required Content

1. Kindergarten:
2. *Grade One*: no-go-tell
3. *Grade Two*: who to tell about inappropriate touches
4. *Grade Three*: resource and agencies available in abuse situations
5. *Grade Four*: trusted adults for puberty or abuse questions

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Use strategies to improve or maintain personal health.
- Identify and use ways to avoid and/or reduce threatening situations, including ways to deal with someone who is trying to harm a child or pressure them into doing something he or she does not want to do.



- Demonstrate specific sexual abuse prevention techniques including yelling at the person, leaving the situation, and/or telling a parent or a trusted adult who will listen.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two: sleep, resistance strategies, how to say no to unwanted touches
4. Grade Three: good health behaviors; exercise, sleep and diet
5. Grade Four: diet, exercise, hygiene

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Discuss the influence culture has on family values, health behaviors, and practices.
- Recognize the value and influence of cultural differences.
- Describe how the media and other forms of technology (e.g., TV, movies, Internet, etc.) can influence a person's thoughts, feelings, and behaviors about families and friends.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: how do family and friends influence choices
5. Grade Four: how does the media influence health choices

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use health, ways to express needs, wants, and feelings.
- Use positive ways families can communicate and show consideration, and take care of each other.
- Use appropriate forms of communication when expressing personal feelings.

Required Content

1. Kindergarten:



2. *Grade One*: talking to trusted adults, positive ways to express feelings
3. *Grade Two*:
4. *Grade Three*: respecting others when expressing feelings
5. *Grade Four*:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Explain how males and females have many different choices throughout their life span.
- Apply a decision making process to issues regarding family, friends, and feelings.
- Explain when it is appropriate to ask for assistance in making health-related decisions.

Required Content

1. Kindergarten:
2. *Grade One*:
3. *Grade Two*:
4. *Grade Three*: gender roles; decision-making regarding friends, family, and feelings
5. *Grade Four*: asking for help when making decisions

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about health issues relating to growth and development.
- Influence and support others in making positive health choices.
- Influence and support others in making positive choices about feelings, friends, and family.
- Explain why it is necessary to respect an individual's rights and wishes concerning their body.

Required Content

1. Kindergarten:
2. *Grade One*:
3. *Grade Two*:



4. Grade Three:

5. Grade Four: help support others to make health choices about feelings and friends, respect other's choices

Content Area #5: Sexuality and Family Life (5-8)

Overall Goal: Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Explain how reproductive health is influenced by the interaction of body systems.
- Describe the interrelationships of mental, emotional, social, and physical health which males and females experience during puberty and adolescence.
- Describe how family, peers, and environment influence the health of adolescents.
- Describe ways to reduce risk related to sexual health.
- Explain how appropriate health care can enhance health.

Required Content

1. Grade Five: components of the male and the female reproductive systems, range of puberty, menstruation, feelings about body changes, characteristics of good friends
2. Grade Six: role of the male and female reproductive systems; role of X and Y chromosomes in determining gender; environment and health habits in personal appearance; how body image affects feelings and behaviors; how talents, characteristics, strengths, and hopes are equally found in boys and girls
3. Grade Seven: role of the endocrine system; secondary sex characteristics; families in present day society; patterns in US; separation, divorce and how children deal with their feelings about it;



responsibilities and privileges inherent in a family; responsible parenting; seriousness and long-term nature of having and/or raising a child; why some people choose not to have children

4. Grade Eight: nocturnal emissions; pregnancy; possibility of pregnancy with genital intercourse; fertilization; masturbation; prenatal development and human birth; development of sexual and romantic feelings during adolescence; gender roles and stereotyping; sexual health (including its enhancement of life and relationships); people as sexual beings with a sexual identity; value of non-sexual relationships; types of dating; family views regarding dating; difference between like, infatuation, and love.

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up.
- Explain the role of health care providers (e.g., physicians, nurses, etc.) in puberty, maturing contraceptive decision making, and other reproductive health, sexuality, and family life issues.
- Identify professional health care providers, trusted adults, faith communities, and other resources available for someone with questions about sexuality and growing up.
- Describe situations requiring professional services.

Required Content

1. Grade Five:
2. Grade Six: exploitation and sexual abuse
3. Grade Seven:
4. Grade Eight: dating violence, rape, sexual abuse, pregnancy

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Explain the importance of assuming responsibility for personal health behaviors related to puberty and



reproductive health.

- Analyze personal health habits to determine health strengths and risks.
- Distinguish between safe and risky or harmful behaviors.
- Apply strategies to improve or maintain personal and family relationships.
- Explain the value of young people postponing sexual activity (e.g. reducing consequences associated with early onset of sexual activity).
- Identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault.

Required Content

1. Grade Five: healthy habits during puberty, pride in special qualities, responsibility for personal behavior
2. Grade Six: impact of body image on emotions and behaviors
3. Grade Seven:
4. Grade Eight: good health behaviors for a woman who is pregnant; assuming responsibility for sexual behavior; abstinence from sexual intercourse is the best way to prevent pregnancy; social, emotional, economic, and physical risk of adolescent pregnancy and parenthood for both males and females; there are many kinds of relationships based on love and like, but no one should expect you to do anything sexual as an outcome of the relationship

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of different cultural and religious beliefs in the US on health behaviors and practices.
- Analyze why individuals need to examine positive and negative messages received from the media.
- Analyze the influence of media on sexual health behaviors.
- Analyze the influence of technology on sexual health behaviors.
- Analyze how information from the community influences behaviors regarding sexual and reproductive health.

Required Content



1. Grade Five: peer influence on health choices
2. Grade Six:
3. Grade Seven: marriage, divorce, relationships, parenthood, factors which have significantly influenced family patterns through time
4. Grade Eight: health behaviors and utilization of health services regarding sexual and reproductive health; use of contraceptives; prenatal care; decision-making about sexual health, establishing guidelines for one's own sexual behavior; influence of media, peers, and community on one's understanding of healthy relationships; similarities and differences in male and female gender roles; masculinity; femininity; choices and opportunities for males and females; unrealistic or negative images presented in gender role stereotyping

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective verbal and non-verbal communication skills to enhance health.
- Describe how the behavior of family and peers affects interpersonal communication.
- Use healthy ways to express needs, wants, and feelings.
- Communicate care, consideration, and respect of self and others.
- Use communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend.

Required Content

1. Grade Five:
2. Grade Six: importance of respecting different value systems in friends and families, respect of others regardless of personal choice or expression, genetics
3. Grade Seven:
4. Grade Eight: importance of respecting the personal choices of all individuals, ways for pre-teens and teens to talk with their parents and other trusted adults about questions or concerns regarding sexuality issues, pressure to date and/or be sexually active, saying no and communicating limits, use of contraceptives, alternative fertilization methods, reproductive technology

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance



health.

Students will demonstrate the ability to:

- Apply different strategies when making decisions regarding puberty and sexual health.
- Analyze how decisions relating to puberty and sexual health are influence by individuals, family, and/or community values.
- Predict how decisions regarding sexual behaviors have consequences for self and others.
- Identify how people can protect themselves against the possibility of rape.

Required Content

1. Grade Five: how parents and other trusted adults can help children with decisions regarding puberty and personal health
2. Grade Six:
3. Grade Seven: self-defense, assessing situations, avoiding drugs and alcohol
4. Grade Eight: abstinence from sexual intercourse, responsible contraceptive use, steps involved in sexual decision-making, role of parents and trusted adults, role of self-esteem, personal goals, family values in responsible sexual decision-making, responsibilities in family change as individuals mature, changes in family structure and influence on relationships, couple have choices regarding sharing sexual feelings with each other

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information about sexual health issues.
- To influence and support others in making positive personal health choices about family issues, relationships, sexuality, and growing up.
- Identify barriers to effective communication of information, ideas, feelings, and opinions about sexuality, family, and relationship issues.

Required Content

1. Grade Five:

2. *Grade Six:*
3. *Grade Seven:*
4. *Grade Eight:* heterosexual, homosexual, and bisexual individuals are alike except for their sexual attractions; immediate and long-term impacts of adolescent pregnancy on the individual, family, and community; how people and communities can help homosexual and bisexual individuals, various methods for people to access help with personal questions or concerns about sexuality or relationships.

Content Area #5: Sexuality and Family Life (9-10)

Overall Goal: Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how behavior can impact reproductive health maintenance.
- Describe and analyze the interrelationships of mental, emotional, social, and physical health throughout young adulthood and life.
- Analyze the impact of adolescent sexual health behaviors on the individual, families, the community, and society.
- Analyze how the family, peers, community and environment influence the health of individuals.
- Analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society.
- Analyze how the family, peers, community, and environment influence the health of individuals.
- Describe how to delay onset and reduce risks of potential lifelong reproductive health problems.
- Analyze the relationship between public health policies, government regulations, and health promotion and disease prevention.



Required Content

1. Grade Nine:
2. Grade Ten: need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion; functions of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual's sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.; adolescent pregnancy; STDs; various reasons people date, such as companionship, to share an experience with someone, friendship and love; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family; human sexuality throughout the lifespan; committed relationships vs. "falling in love"; dating as a way for some people to learn about others and relationships; statistics on teen pregnancy and parenting; marriage and lifetime commitments; relationship choices; gays and lesbians can establish fulfilling committed relationships; importance of preventive health behaviors including regular check-ups, breast and testicular exams, prevention of unwanted pregnancy and STDs; issues such as abortion and contraception; definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception; issues involved in choosing a method of contraception including advantages and disadvantages; motivation, cost, effectiveness, comfort, religious beliefs, parent and family values; prevention of STDs and HIV transmission

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate the validity of health information products and resources.



- Analyze appropriate resources from home, school and the community which can assist and individual and/or couple with issues such as sexuality, family life, feelings and/or relationships.
- Access school and community resources for self and others.
- Analyze situation requiring professional services for teens.
- Evaluate resources from home, school, and community that provide valid sexuality and family life information for self and others.
- Evaluate factors which influence personal selection of health products and services.
- Evaluate situations requiring professional services and identify appropriate services.

Required Content

1. Grade Nine:

2. Grade Ten: sexual health and sexual identity identity/orientation; sexual activity, sexual health, and gender role stereotyping; finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay and lesbian community resources; adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults; using health professionals (gynecologist, obstetrician, urologist, community agencies, etc.); identification of various professional services for human sexuality and family life issues; STDs; sexual decision-making; sexual dysfunction; sexual orientation; pregnancy/parenting;

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the role of individual responsibility for enhancing health.
- Explain why it is important to talk with one's partner and other trusted adults about contraception prior to deciding to use it.
- Analyze the short-term and long-term consequences of safe, risky, harmful behaviors.
- Use strategies to improve or maintain sexual health.
- Develop strategies for preventing injury to self and others.



- Evaluate the effect of sexual behaviors on self, others, and the community.
- Evaluate the effect of responsible behaviors on self, others, and community.
- Identify strategies which can aid in the prevention of unplanned pregnancy.

Required Content

1. Grade Nine:
2. Grade Ten: abstinence from sexual intercourse is the preferred sexual behavior for adolescents; responsible behaviors such as contraceptive use; condom use, etc.; sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.) importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.); inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship; pregnancy, fetal and infant problems or mortality; importance of caring for one's reproductive health to assure health of future offspring; behaviors for prenatal (before, during, after pregnancy) health; role of education, sexual decision-making, positive self-esteem, etc.; reducing the spread of disease; universal precautions; use of latex barriers, e.g. condoms, to reduce risk of HIV transmission

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how cultural diversity may enrich or challenge health behaviors.
- Evaluate the effect of media, technology, and other factors on sexuality, relationships, and other aspects of personal and community health.
- Research a school or community sexuality or family life issue resulting from the influence of media, culture, technology, or other factors.
- Research how the media, culture, and technology influences thoughts, feelings and behaviors regarding human sexuality.



Required Content

1. Grade Nine:
2. Grade Ten: why in some cultures some assertive behaviors are considered impolite or inappropriate; beliefs about abortion and contraception are based on religious, cultural, family and societal values; media portrayal of sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression; influence on thoughts, feelings, and behaviors related to human sexuality; how relationships are different than those modeled by the media; relationship of personal values and family values regarding sexuality; American society's diversity of sexual attitudes and behaviors; discrimination related to sexual expression or sexual orientation; various cultural beliefs and practices regarding dating, marriage and committed relationships; role of culture on a person's decisions regarding sexual relationships and other human sexuality issues; how faith communities are addressing current human sexuality issues

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Demonstrate skills for communicating effectively with family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Communicate care, consideration, and respect of self and others.
- Use strategies that solve interpersonal conflicts without harming self or others.
- Use strategies that enhance relationships and avoid potentially harmful situations.
- Evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas.

Required Content

1. Grade Nine:
2. Grade Ten: verbal and nonverbal assertiveness techniques; individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not to be intimidated regarding sexuality issues; value of communication; outcomes of poor communication - confusing



messages, unwanted behaviors and emotional stress; being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial; negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity; ways to verbalize personal views about sexuality to partners, friends, family; how communication about sexual feelings, desires, and limits improves sexual relationships; negotiating decisions about sexual behaviors and limits; responsibility for quality of a relationship is shared by both dating partners; how teens can express their sexual feelings without engaging in sexual intercourse

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Use and evaluate multiple strategies when making decisions related to sexuality and family life issues.
- Predict immediate and long-term impact on health decisions about sexual health on the individual, family, and community.
- Describe how sexual decision-making for adolescents and adults is influence by changes in information, abilities, priorities, and responsibility.
- Compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration their personal strengths, needs, and health risks.
- Design, implement, and evaluate a personal plan to promote sexual health.
- Evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum sexual health.

Required Content

1. Grade Nine:
2. Grade Ten: complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships; benefits of postponing childbearing; role of significant others, culture, media, peers; making personal choices about appropriate roles for oneself; need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit; avoiding STD/STI;



choosing health promoting behaviors; a wellness plan for HIV infected individuals

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation).
- Influence and support others when making positive choices regarding sexuality issues (regardless of sexual orientation).
- Work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.
- Discuss accurate information and express opinions about human sexuality and family life issues.
- Influence and support others in making positive health choices.

Required Content

1. Grade Nine:
2. Grade Ten: people who are still denied equal treatment on the basis of gender even though laws prohibit this; how one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms; responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influence (e.g. in the media) surrounding sexuality; supporting others' positive choices about dating relationships; how one can be a support system to gay and lesbian individuals when they decide to "come out"

Content Area #5: Sexuality and Family Life (11-12)

Overall Goal: Students will comprehend basic concepts including roles and values of families, the beginning of life, and respect of self and others.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a



foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze the interrelationships of mental, emotional, social, and physical health throughout life.
- Describe how to delay onset and reduce risks of potential life-long reproductive health problems.
- Analyze the relationship between public health policies, government regulations, and health promotion and disease prevention.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate resources from home, school, and community that provide valid sexuality and family life information for self and others.
- Evaluate factors which influence personal selection of health products and services.
- Evaluate situations requiring professional services and identify appropriate services.

Required Content

1. Grade Eleven: sexual harassment or assault; victimization; marriage/partner relationship difficulties
2. Grade Twelve:

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate the effect of sexual behaviors on self, others, and the community.
- Design a plan with recommended strategies for individuals, schools, and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.
- Identify strategies which can aid in the prevention of unplanned pregnancy.

Required Content



1. Grade Eleven:
2. Grade Twelve: impact of adolescent alcohol/drug use combined with sexual activity including assault; date rape; impact of sexual violence on an individual including sexual abuse, rape, and date rape

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community sexuality or family life issue resulting from the influence of media, culture, technology, and other factors.
- Research how the media, culture, and technology, influences thoughts, feelings, and behaviors regarding human sexuality.
- Propose a plan for personal and community response to the media's portrayal of sexual issues.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas.
- Apply strategies to a selected situation that facilitate effective communication among individuals or groups.

Required Content

1. Grade Eleven: skills to enhance relationships; constructive ways of dealing with sexual harassment
2. Grade Twelve:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Evaluate different strategies to use when making decisions related to sexual health, family life, and potential risks of young adults.
- Design and evaluate a personal plan to promote sexual health.



- Evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify, and implement effective plans and maintain optimum sexual health.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about human sexuality and family life issues.
- Influence and support others in making positive health choices.
- Work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS.
- Evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.

Required Content

1. Grade Eleven:
2. Grade Twelve: Understanding the impact of rape on the victim, the victim's family and society; long term effects; portrait of rapists, reporting, investigation, and trial, etc.

Content Area #6: Disease Prevention and Control (K-4)

Overall Goal: Students will recognize factors which contribute to disease and illness, their effect on the individual and society and how to prevent the transmission of communicable disease, and the development of chronic disease.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.



Students will demonstrate the ability to:

- Describe relationships between personal health behaviors and individual well-being.
- Identify indicators of physical health during childhood.
- Describe the basic structure and functions of the body systems responsible for fighting illness.
- Describe how physical, social, emotional, and family environments contribute to disease and illness.
- Identify common health problems of children.
- Identify diseases that should be detected and treated early.
- Explain how childhood illness can be prevented or treated.

Required Content

1. Kindergarten:
2. Grade One: explain how to wash hands, explain how germs can spread
3. Grade Two: explain the proper steps of hand washing, identify ways to prevent germs from spreading (covering mouth and nose when coughing or sneezing, staying home when sick, keeping hands clean)
4. Grade Three: differentiate between communicable and non communicable disease, bacteria vs. virus
5. Grade Four: identify health problems that should be detected and treated early

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Locate resources from home, school, and community that can provide valid information about disease control and prevention.
- Identify different kinds of health providers and other adults, (e.g. parents, school nurse, teacher) who can provide information and services about disease and to whom children can talk about their feelings and concerns about their bodies.

Required Content

1. Kindergarten:
2. Grade One:



- 3. *Grade Two:*
- 4. *Grade Three:* identify situations requiring professional health services
- 5. *Grade Four:*

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible disease prevention behaviors.
- Compare behaviors that are safe to those that are risky or harmful.

Required Content

- 1. *Kindergarten:*
- 2. *Grade One:* demonstrate hand washing
- 3. *Grade Two:*
- 4. *Grade Three:*
- 5. *Grade Four:* universal precautions

Standard # 4: Students will analyze the influence of culture, media, technology and other factors on health.

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Communicate care, consideration and respect of self and others.

Required Content

- 1. *Kindergarten:*
- 2. *Grade One:* how to communicate health problems or concerns to a parent or other trusted adult
- 3. *Grade Two:*
- 4. *Grade Three:*
- 5. *Grade Four:*

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community and environmental

health.

Kindergarten:

Grade One:

Grade Two: students will explain ways to prevent the spread of germs, focusing on hand washing

Grade Three:

Grade Four:

Content Area #6: Disease Prevention and Control (5-8)

Overall Goal: Students will recognize factors which contribute to disease and illness, their effect on the individual and society and how to prevent the transmission of communicable disease and the development of chronic disease.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe relationships between personal health behaviors and individual well-being.
- Describe the interrelationships of mental, emotional, social, and physical health during adolescence.
- Describe the basic structure and functions of the body systems responsible for fighting illness.
- Describe how family, peers, the environment, and personal health are interrelated.
- Describe ways to reduce risks related to disease control and prevention during early adolescence.

Required Content

1. Grade Five:

2. Grade Six: relationship between positive feelings of self and taking care of one's body; distinguish among illness, disease, and health; positive health habits; effects of heredity on health status

3. Grade Seven: disease causing agents; factors that contribute to disease and infection; how diseases and disorders affect feelings and actions; short and long term effects of disease in individuals,



family, and society; physically challenged individuals and their contributions to society; behaviors and other factors which place an individual at risk for certain diseases; personal, family, and economic impact of diseases; effect of lifestyle on chronic disease; effect of lifestyle on health; importance of early diagnosis and treatment; medical attention; risky behaviors; maintenance of healthy habits; communicable diseases (TB, hepatitis, influenza, meningitis, definite HIV/AIDS, sexually transmitted diseases); cycle of infection; nature of viruses; how viruses and bacteria attack body cells; immune system; common methods of disease transmission; how infections can spread through the body; non-communicable diseases/cardiovascular disease (heart attack, stroke, high blood pressure, hypertension); risk factors related to heart disease; ulcers, and other disorders. HIV infection-people with HIV may not look or feel sick, incubation period, virus remains in body throughout life, sexual orientation is not the cause of HIV and AIDS. HIV is transmitted through exposure to infected body fluids (semen and vaginal secretions), blood (sharing IV drug needles, using un-sterile needles for steroids, body piercing, blood brothers), from an infected mother to her child before or during childbirth and/or through breast milk. HIV is not transmitted through casual contact (hugging, sneezing, sharing eating utensils and drinking cups, playing or speaking with an infected person. Individuals with HIV often develop illnesses and other diseases that healthy people normally do not get; a diagnosis of AIDS means an individual has one or more serious illnesses, such as Kaposi's sarcoma, lymphomas, wasting syndrome, AIDS related dementia, end-cervical cancer, chronic yeast infections or the T-cell count is under 200

4. Grade Eight: sexually transmitted diseases, sexually transmitted infections signs, symptoms, incubation periods, disease agents, transmission and health risks; testing and treatment options, specific STDs-gonorrhea, chlamydia, genital warts/condyloma

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze the validity of disease control and prevention information and services.
- Access resources from home, school, and community that provide valid health information about disease



prevention and control, including parents, schools, trusted adults, and community agencies.

- Locate resources from home, school, and community that provide valid information about disease prevention and control.
- Describe situations requiring professional health services.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: sources of information for adolescents, including community agencies addressing HIV/AIDS issues, medical sites for diagnosis, treatment and information regarding HIV and AIDS, diagnosis of HIV through testing procedures-ELISA test, Western Blot test; basic treatments available for people with HIV and AIDS-medications, lifestyle changes
4. Grade Eight: resources for physically challenged individuals and their families; medical sites for diagnosis, treatment and information regarding STDs; when to seek help for illness; identify testing procedures for STDs

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Distinguish between safe and risky or harmful behaviors.
- Apply disease prevention strategies to improve or maintain personal and family health.

Required Content

1. Grade Five:
2. Grade Six: basic hygiene practices
3. Grade Seven: steroid use
4. Grade Eight: abstinence to prevent HIV, use of condoms, latex barriers to prevent HIV transmission

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of cultural beliefs on health behaviors.



- Analyze how positive and negative messages from media and other sources influence behaviors which facilitate the transmission of disease.
- Analyze how information from peers influences and affects choices about engaging in behaviors which can transmit disease.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight: sexual orientation, mixed messages regarding sexual behaviors

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective verbal and non-verbal communication skills to prevent transmission of disease.
- Communicate care, consideration, and respect of self and others.
- Apply refusal and negotiation skills needed to prevent disease transmission.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: needle sharing, drug use
4. Grade Eight: support of individuals with AIDS and other diseases, high risk behaviors, setting limits

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply decision-making process to disease prevention and control issues individually and collaboratively.
- Predict how decisions regarding exposure to disease agents and lifestyle have consequences for self and others.
- Apply strategies and skills needed to attain personal health goals.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: predicting and avoiding personal risk for developing a disease, development of heart disease, cancer or long-term disability resulting from injury
4. Grade Eight: impact of STD

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Work cooperatively to advocate for preventing communicable and non-communicable disease in individuals, families, and schools.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: communicable and non-communicable diseases
4. Grade Eight:

Content Area #6: Disease Prevention and Control (9-10)

Overall Goal: Students will recognize factors which contribute to disease and illness, their effect on the individual and society, and how to prevent the transmission of communicable disease and the development of chronic disease.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how behavior can impact disease prevention.
- Analyze the impact of communicable and non-communicable (infections and chronic) diseases on the



functioning of body systems.

- Analyze how the family, peers, community, and environment are interrelated with disease prevention and control.

Required Content

1. Grade Nine: exposure to smoking, environmental tobacco smoke
2. Grade Ten: transmission of STD/STI; impact of ATOD use on risk-taking; cancer; signs, symptoms, and course of infection of HIV/AIDS, STD/STI and other communicable diseases; transmission; prevention; course of HIV infection leading to AIDS; opportunistic infections; risk of infection via blood products before and after 1985; testing and treatment

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate the validity of health information, products, and services.
- Analyze resources from home, school, and community that provide valid disease prevention and control information.
- Analyze the cost and availability of products and services which prevent and/or control disease.
- Analyze situations requiring professional health services.
- Identify career opportunities related to disease control and prevention.

Required Content

1. Grade Nine:
2. Grade Ten: community agencies with missions to address certain diseases and disorders; cost comparison of preventing disease vs. treating disease; diagnosis and treatment of symptoms and diseases

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Analyze the role of individual responsibility for preventing disease.



- Evaluate personal risk for communicable disease transmission.
- Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
- Outline strategies for dealing with personal, family, and community disease prevention and control.

Required Content

1. Grade Nine: lifestyle choices regarding smoking
2. Grade Ten: behaviors leading to increased risk for STDs - numerous sexual partners; males who have had sex with other males; use of injected illegal drugs; infants born to infected mothers, unsafe sex; effect of substance use on judgment and exposure to risk; primary and secondary prevention - early detection methods, e.g. mammograms, BSE, TSE; testing for STD/STI, use of latex barrier (e.g. condoms)

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how cultural diversity enriches and challenges health behaviors related to disease control and prevention.
- Evaluate the effect of media, peers and other factors on personal, family, and community health.
- Analyze how information from the community influences health.
- Effective verbal and nonverbal communication skills to prevent transmission of disease.

Required Content

1. Grade Nine:
2. Grade Ten: attitudes regarding prevention; early detection and screening; sexual behavior choices; how religion and other cultural practices influence health behaviors; promotion of high-risk behaviors through TV, music and other media

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Effective verbal and non-verbal communication skills to prevent transmission of disease.
- To communicate care, consideration, and respect of self and others.

Required Content



1. Grade Nine: understanding and using public health data to make personal lifestyle changes; listening skills; assertiveness; "I" statements; setting limits; refusal, negotiation, and collaboration skills
2. Grade Ten: compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Predict immediate and long-term impact of behaviors leading to risks for communicable and non-communicable disease on the individual, family, and community.
- Integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle.

Required Content

1. Grade Nine: factors and steps in decision-making, ongoing nature of decision-making throughout life
2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information about communicable and non-communicable disease prevention and control issues and express opinions about them.
- Design methods for accurately expressing information and ideas about preventing disease.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about STDs, HIV/AIDS and other communicable and non-communicable disease.
- Influence and support others in making positive health choices.
- To work cooperatively when advocating for healthy communities.

Required Content

1. Grade Nine: lifestyle choices, avoiding substances, seeking professional help/treatment, early diagnosis and treatment; changing unhealthy behaviors, identifying community resources, community



education

2. Grade Ten: reducing others' risk for exposure to an infectious disease

Content Area #6: Disease Prevention and Control (11-12)

Overall Goal: Students will recognize factors which contribute to disease and illness, their effect on the individual and society, and how to prevent the transmission of communicable disease and the development of chronic disease.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze interrelationships of mental, emotional, social, and physical health throughout life.
- Analyze how the family, peers, community, and environment influence public health.
- Describe how to delay onset and reduce risks of potential life-long health problems.
- Analyze how public health policies and government regulations influence disease prevention.
- Analyze how the public influences the development of public health policy and government regulations.

Required Content

1. Grade Eleven:
2. Grade Twelve: exposure to disease agents; risk-taking behaviors leading to disease transmission; need for immediate testing, counseling, and treatment; immunizations

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate resources from home, school, and community that provide valid information for self and others about communicable (including HIV) and non-communicable disease.
- Evaluate all factors that influence personal selection of health products and services in the community



designed to prevent and/or control disease.

- Evaluate situations requiring professional health services.
- Evaluate opportunities for career choices in the field of disease prevention and control.
- Analyze the educational requirements, demands, rewards, and benefits of a career in the field of disease control and prevention.

Required Content

1. Grade Eleven: selection of health care providers, abuse
2. Grade Twelve: health and safety products, exposure to pathogen, signs and symptoms of illness, health promotion

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate the effect of responsible behaviors on self, others, and community.
- Design a plan with recommended strategies to address a disease prevention issue in the local community that presents a threat to individual, family, or community health.

Required Content

1. Grade Eleven:
2. Grade Twelve: reducing the spread of disease, universal precautions

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a disease control and prevention issue resulting from the influence of culture (e.g. the influence of religion and culture on health behaviors).

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:



- Evaluate the effectiveness of communication methods for accurately expressing information and ideas about disease control and prevention.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Evaluate different strategies to use when making decisions related to prevention and control of disease.
- Design, implement, and evaluate a plan for maintaining health.

Required Content

1. Grade Eleven:
2. Grade Twelve: choosing to avoid substances which could affect judgment

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about disease prevention and control issues.
- Adapt disease prevention and control messages and techniques to the characteristics of a particular audience.
- Influence and support others in making positive choices about their health, including avoiding risks for disease transmission, and seeking medical care, etc.
- Evaluate community health services and systems in place relating to disease prevention and control and make recommendations for improving those systems and services.

Required Content

1. Grade Eleven:
2. Grade Twelve

Content Area #7: Substance Use and Abuse Prevention (K-4)



Overall Goal: Students will understand the effect all chemical substances have on the body, the potential for substances to be abused, and the role of individual, family, and community in substance abuse prevention.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Describe the effects drug use has on the function of body systems.
- Identify substance abuse problems that should be detected and treated early.
- Explain the use of drugs to prevent and treat illness.

Required Content

1. Kindergarten:
2. Grade One: explain the difference between medicines, drugs, and poisons
3. Grade Two: describe the effects of drugs on the body, such as tobacco, alcohol, and caffeine
4. Grade Three: describe what addiction is
5. Grade Four:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Locate resources from home, school, and community that provide help for those with drug problems.
- Identify trusted adults and/or various health providers who can provide information and services about substance abuse/drugs.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:



4. *Grade Three:*

5. *Grade Four: identify different kinds of health providers who can provide information and services*

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Identify responsible use of OTC and Rx drugs.
- Compare behaviors that deal with stress well and those that deal with stress poorly.
- Identifies how misuse/abuse of ATOD causes problems for the user, family, and society.

Required Content

1. *Kindergarten:*
2. *Grade One: medicines, drugs, and poisons*
3. *Grade Two: alternatives to medication*
4. *Grade Three: misuse of ATOD*
5. *Grade Four:*

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Explain how media influences thought, feelings, and use of substances.

Required Content

1. *Kindergarten:*
2. *Grade One:*
3. *Grade Two:*
4. *Grade Three:*
5. *Grade Four:*

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use strategies needed to enhance health.

Required Content



1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: use strategies needed to enhance health (avoiding drugs)
5. Grade Four: use strategies needed to enhance health (avoiding drugs)

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Apply a decision-making process to a substance use issue.
- Predict outcomes of specific decisions about ATOD.
- Recognize that everyone has personal strengths and needs.

Required Content

1. Kindergarten:
2. Grade One:
3. Grade Two:
4. Grade Three: recognize that everyone has personal strengths and needs
5. Grade Four: apply the decision making process to a substance use issue, predict outcomes of a specific decision about ATOD

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about substance use.
- Describe a variety of methods that convey accurate information and ideas about substance use.
- Identify community agencies that advocate for substance abuse prevention.
- Demonstrate the ability to influence and support others in making choices about avoiding drug use.
- Work cooperatively when advocating for substance abuse prevention.

Required Content



1. Kindergarten:
2. Grade One: medicines, drugs, and poisons
3. Grade Two:
4. Grade Three: OTC, medicines, drugs, and poisons
5. Grade Four: ATOD

Content Area #7: Substance Use and Abuse Prevention (5-8)

Overall Goal: Students will understand the effect all chemical substances have on the body, the potential for substances to be abused, and the role of individual, family, and community in substance abuse prevention.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy.

Students will demonstrate the ability to:

- Explain how the interaction of body systems is affected by substance use.
- Describe the relationship among family, peers, the environment, and substance use behaviors.
- Analyze how environment and substance use are interrelated.
- Describe ways to reduce risks of substance use.
- Describe how substance use is related to health problems.

Required Content

1. Grade Five: short and long-term effects of tobacco, alcohol, caffeine, peer pressure, dealing effectively with negative feelings
2. Grade Six:
3. Grade Seven: individual, psycho-social, and environmental influences on effect of chemical substances; dependency; tolerance; addiction; withdrawal; patterns of alcohol, tobacco and caffeine use; effect of individual use on family and society; legal issues related to youth access to substances; HIV



transmission; classification of drugs by effect, use, how sold; independent, additive, synergistic, and antagonistic drug effects

4. Grade Eight: needs of adolescents, influence of needs on behavior, meeting needs in a healthy way, dealing effectively with negative feelings

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Locate substance abuse prevention services.
- Analyze the validity of substance abuse prevention information and services.
- Access resources from home, school, and community that provide valid substance abuse prevention information.
- Analyze how media influences the selection and use of substances.
- Describe situations requiring professional health services.
- Explain roles played by different health providers in promoting health and substance abuse prevention.

Required Content

1. Grade Five: substance abuse
2. Grade Six: advertisements, stress
3. Grade Seven: sources of support and services, stages of alcohol and drug dependency, role of counselors in addressing substance abuse issues, treatment of substance abuse, substance abuse prevention programs
4. Grade Eight

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Explain the importance of assuming responsibility for behaviors.
- Distinguish between safe and risky or harmful behaviors.
- Demonstrate substance abuse prevention strategies to improve or maintain personal and family health.



- Identify and demonstrate ways to avoid and reduce threatening situations involving substances.

Required Content

1. Grade Five: refusal skills
2. Grade Six:
3. Grade Seven: identifying dangers of experimentation with substances
4. Grade Eight: avoiding risky situations, roles and responsibilities of adolescence, maturity, communication

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Describe the influence of cultural beliefs on use of substances.
- Analyze how positive and negative messages from media and other sources influence substance abuse patterns.
- Analyze the influence of technology on substance use.
- Analyze how information from peers influences choices regarding substance use.

Required Content

1. Grade Five:
2. Grade Six: self-concept, marketing and advertising of tobacco, alcohol, and other drugs
3. Grade Seven: use of substances in various cultures, influence of psycho-social, and environmental factors on substance abuse
4. Grade Eight:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use effective verbal and non-verbal communication skills to enhance prevention of substance use.
- Describe how the substance use/abuse behaviors of family and peers affect others, including interpersonal relationships.
- Use healthy ways to express needs, wants, and feelings.
- Use ways to communicate care, consideration, and respect of self and others.



- Use communication skills needed to build and maintain healthy, substance-free relationships.
- Use refusal and negotiation skills needed to prevent substance use.

Required Content

1. Grade Five: listening skills, assertive "I" statements, proper use of medication, qualities of a good friend
2. Grade Six: influence of self-perception on interaction with others, abuse, neglect, rules for working cooperatively, appropriate levels of sharing in various relationships
3. Grade Seven: Results of alcohol abuse on family and others, effect on choices
4. Grade Eight:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Demonstrate the ability to apply a decision-making process to substance abuse prevention and problems individually and collaboratively.
- Analyze how substance use decisions are influenced by individuals, family, and/or community values.
- Predict how decisions regarding substance use behaviors have consequences for self and others.
- Apply positive strategies and skills to attain a personal health goal.
- Develop a substance use prevention plan that addresses personal strengths, needs, and health risks.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven: Exercise, hobbies, etc. as alternatives to substance abuse
4. Grade Eight: Communication skills, building positive relationships

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about substance issues.



- Analyze various communication methods needed to express substance abuse prevention information and ideas accurately.
- Identify barriers to effective communication of information, ideas, feelings, and opinions about substance abuse prevention issues.
- Influence and support others in making healthy choices about substance abuse.
- Work cooperatively when advocating for substance abuse prevention by individuals, family, and schools.

Required Content

1. Grade Five:
2. Grade Six:
3. Grade Seven:
4. Grade Eight:

Content Area #7: Substance Use and Abuse Prevention (9-10)

Overall Goal: Students will understand the effect all chemical substances have on the body, the potential for substances to be abused, and the role of individual, family, and community in substance abuse prevention.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze how substance use can impact health maintenance and disease prevention.
- Describe the impact of substance use on the interrelationships of mental, emotional, social, and physical health throughout young adulthood.
- Analyze the impact of substance abuse on the functioning of body systems.
- Examine how the family, peers, community, and environment influence substance use behaviors or individuals.
- Analyze the impact of substance use on the interrelationships of mental, emotional, social, and physical health throughout life.



- Describe how to delay onset and reduce risks of potential life-long health problems relating to substance use.

Required Content

1. *Grade Nine:* effect of chemical substances on performance, concentration, communication, etc.; effects of chemical substances on brain function; commonly abused drugs; illegal drugs; short-and-long-term effects of substances including: tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal; patterns of alcohol, tobacco and caffeine use; peer pressure; current social and health problems - cancer, drunk driving, FAS, HIV/AIDS; impact of substance use on each stage of human development; alcoholism, drug dependency and treatment; seeking assistance for depression in young adults
2. *Grade Ten:*

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Analyze resources from home, school, and community that provide valid substance abuse information.
- Access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.
- Analyze situations requiring professional health services.
- Explain possible career choices in substance abuse prevention and treatment.
- Evaluate situations requiring professional health services.

Required Content

1. *Grade Nine:* different types of available assistance; elements and rationale of support systems; seeking help in reaction to signs of substance abuse; drug use and dependency; depression and other mental illness; emotional, sexual, and physical abuse
2. *Grade Ten:*

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.



Students will demonstrate the ability to:

- Analyze the role of individual responsibility for healthy behaviors.
- Evaluate personal substance use to determine strategies for enhancing health and reducing risk.
- Analyze the short-term and long-term consequences of risky and harmful behaviors.
- Outline strategies for dealing with drug emergencies and crises.
- Research and evaluate strategies to address substance use in individuals.
- Evaluate the effect of responsible behaviors on self, others, and community.
- Design a plan with recommended strategies to address a substance abuse issue in the local community which presents a threat to health.
- Research and evaluate strategies to prevent substance abuse by individual and groups within the family, at school, at work, or in other social situations.

Required Content

1. *Grade Nine:* choices and consequences; effects of drugs on other aspects of behavior, judgment, and reason; use of caffeine, nicotine, alcohol, medicines and their effects on health; illegal substances; drug laws and their purpose; effects of alcohol and other drugs on judgment, driving, etc.; personal feelings and attitudes about substance use; impact of individual behaviors on family and society; driving under the influence; Fetal Alcohol Syndrome; youth access to ATOD
2. *Grade Ten:*

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Analyze how cultural diversity enriches and challenges substance use behaviors.
- Evaluate the effect of media and other factors on personal, family, and community substance use practices.
- Analyze how community and peer norms influence substance use behaviors.
- Research a school or community substance use/abuse issue resulting from the influence of culture, media, technology, and other factors.
- Propose a solution to a researched substance abuse issue.



Required Content

1. *Grade Nine:* drugs and medicines in various cultures; cultural attitudes and practices about drug use; drug use in history; impact of ATOD on family, and society; growing use of tobacco; alcohol in the media; socially accepted/non-accepted uses of various substances
2. *Grade Ten:*

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Use skills for communicating effectively with the family, peers, and others.
- Analyze how interpersonal communication affects relationships.
- Use healthy ways to express needs, wants and feelings, without abusing substances.
- Apply refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations involving substance use.
- Communicate care, consideration, and respect of self and others.
- Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- Apply strategies to a selected situation that facilitate effective communication among individuals or groups.

Required Content

1. *Grade Nine:* not using substances, not pressuring others to use
2. *Grade Ten:*

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Analyze the ability to use multiple strategies when making decisions related to substance use.
- Analyze substance use concerns that require individuals to work together.
- Predict immediate and long-term impact of substance use decisions on the individual, family, and community.
- Describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities.
- Compare and contrast a variety of substance free strategies that address personal strengths, needs, and



risks.

- Evaluate different strategies when making decisions related to managing stress, conflict, and use of substances.
- Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.

Required Content

1. Grade Nine: coping with stress; relationships; substance abuse prevention and treatment; factors and steps in decision-making; ongoing nature of decision-making throughout life; self-contracts for personal growth; the setting and analyzing of personal goals; various decision-making models
2. Grade Ten:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about substance use and abuse.
- Design methods for accurately expressing information and ideas about substance abuse prevention.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about substance use issues.
- Influence and support others in making positive health choices (including their use of substances).
- Work cooperatively when advocating for healthy communities (including substance abuse prevention issues).
- Adapt substance abuse prevention messages to a particular audience.
- Evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.

Required Content

1. Grade Nine: effects of substance use on individual, family and society; avoiding substances; seeking professional help/treatment; changing unhealthy behaviors involving substance use; laws to control access and use of drugs; identifying community resources
2. Grade Ten:



Content Area #7: Substance Use and Abuse Prevention (11-12)

Overall Goal: Students will understand the effect all chemical substances have on the body, the potential for substances to be abused, and the role of individual, family, and community in substance abuse prevention.

Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.

Students will demonstrate the ability to:

- Analyze the impact of substance use on the interrelationships of mental, emotional, social, and physical health throughout life.
- Analyze how the family, peers, community, and environment influence the use of chemical substances.
- Describe how to delay onset and reduce risks of potential life-long health problems relating to substance use.

Required Content

1. Grade Eleven: abuse
2. Grade Twelve:

Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.

Students will demonstrate the ability to:

- Evaluate resources from home, school, and community that provide valid information about substance abuse prevention and treatment for self and others.
- Evaluate situations requiring professional health services.
- Evaluate opportunities for career choices in the field of substance abuse prevention and/or treatment.
- Analyze the educational requirements, demands, rewards, and benefits of a career in the field of counseling and substance abuse prevention and/or treatment.



Required Content

1. Grade Eleven: emotional, sexual, and physical abuse
2. Grade Twelve: drug use and dependency

Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will demonstrate the ability to:

- Evaluate the effect of responsible behaviors on self, others, and community.
- Design a plan with recommended strategies to address a substance abuse issue in the local community which presents a threat to health.
- Research and evaluate strategies to prevent substance abuse by individual and groups within the family, at school, at work, or in other social situation.

Required Content

1. Grade Eleven:
2. Grade Twelve: driving under the influence;

Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.

Students will demonstrate the ability to:

- Research a school or community substance use/abuse issue resulting from the influence of culture, media, technology, and other factors.
- Propose a solution to a researched substance abuse issue.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will demonstrate the ability to:

- Apply strategies to a selected situation that facilitate effective communication among individuals or groups.

Required Content

1. Grade Eleven:



2. Grade Twelve:

Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will demonstrate the ability to:

- Evaluate different strategies when making decisions related to managing stress, conflict, and use of substances.
- Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.

Required Content

1. Grade Eleven:
2. Grade Twelve:

Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Students will demonstrate the ability to:

- Discuss accurate information and express opinions about substance use/abuse issues.
- Adapt substance abuse prevention messages and techniques to the characteristics of a particular audience.
- Influence and support others in making positive choices regarding their use of substances.
- Work cooperatively when advocating for substance abuse prevention issues.
- Evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.

Required Content

1. Grade Eleven:
2. Grade Twelve:



Educator to Educator

http://www.saonet.ucla.edu/health/	Student Health and Wellness Center
http://www.druginfonet.com/askprof.htm	Drug Information Network
http://www.neat-schoolhouse.org/health.html	Health & PE Library
http://www.geocities.com/Colosseum/2407/	Baseball Instruction tips
http://www.tobaccofreekids.org	Tobacco vs. Kids Tips
http://www.cybertown.com/campheal.html	More health-related web sites
http://www.ada.org/consumer/hottoopic/breath.html	American Dental Association
http://www.goaskalice.columbia.edu/Cat4.html	Stress & Anxiety
http://www.fda.gov	Food & Drug Administration Tips
http://www.olen.com/food/	Food Finder and Recommended Books
http://www.ganesa.com/food/foodpyramid.html	Nutrition
http://www.goaskalice.columbia.edu	Columbia University Health Q&A Page
http://www.usa-gymnastics.org/publications/usa-gymnastics/1997/5/coaching-corner.html	Gymnastics Magazine
http://www.healthtouch.com	Health-related Information
http://www.healthy.net	Health World On line
http://www.rules-study.com/softball.html	Athletic Rules Study
http://www.urban.org/family/invmales.html	Urban Institute on Sexual Health
http://www.mentadent.com	Mentadent Teeth Care
http://www.cdc.gov	Center for Disease Control
http://www.ncadd.org	Preventing Drug & Alcohol Use
http://www.netsweat.com	Fitness
http://www.ag.uiuc.edu	Health-related resources
http://www.health.org	Dept of Health Resources
http://www.schoolnurse.com	School Nurse Health issues



http://www.uhs.wisc.edu	University Health Services
http://www.specialolympics.org	Special Olympics
http://www.sportingnews.com	Sporting News
http://www.sikids.com	The Sports Network
http://www.toothfairy.org	Dental Health
http://www.uidaho.edu/clubs/womens_rugby/RugbyRoot/	Rugby Information
http://www.wa.gov/ago/teenconsumer/	Teen Consumer Scrapbook
http://www.performbetter.com/	Personal Fitness
http://www.changingshape.com	Personal Fitness
http://www.shapefit.com/	Personal Fitness
http://www.netfit.co.uk/	Personal Fitness
http://www.exercisedb.com/	Personal Fitness
http://www.exrx.net	Personal Fitness
http://www.usda.gov	Nutrition
http://www.mypyramid.gov	Nutrition



Educator to Parent

SAMPLE PARENT COMMUNICATION

Health Education Standards

Standard One

What do I need to know and do to live a long and healthy life?

Standard Two

Do I know where and how to get good information about health products and services?

Standard Three

What do I need to do to keep myself healthy and safe?

Standard Four

How does the world I live in affect my health?

Standard Five

How can I communicate my ideas and feelings in a healthy way?

Standard Six

How can I set goals and make decisions that will keep me healthy?

Standard Seven

How can I help keep my community healthy?

The content areas taught are listed below.

Personal Health

Mental and Emotional Health

Nutrition

Injuries

Family life and sexuality

Disease Prevention

Substance use/abuse

Alcohol, Tobacco and **Other Drugs** (ATOD)

Within each content area specific topics taught at each grade level. These include but are not limited to:

Grade One	Grade Two	Grade Three	Grade Four	Grade Five
<ul style="list-style-type: none"> • Feelings • Senses • Prevention of childhood illnesses and health issues • Skeletal and Muscular systems • Food sources • Poisons and medicines • Safety (including personal safety) 	<ul style="list-style-type: none"> • Alcohol and tobacco • Friendship • Nervous system • Intro to body systems • Dental health • Food pyramid • Environmental health • Water safety • Personal safety • Red flag/Green Flag 	<ul style="list-style-type: none"> • Conflict resolution • Communicable and non-communicable diseases • Personal safety (including signs of abuse) • Digestive system • Identifying ATOD • Alcoholism and addiction 	<ul style="list-style-type: none"> • Decision making • Goal setting • Virus/bacteria • Intro to AIDS • Respiratory and Circulatory systems • Intro to puberty • fitness 	<ul style="list-style-type: none"> • Goal setting • Decision making • Puberty • Male and female reproductive systems • Refusal skills • Stress management • Food servings • Community health



References

Rhode Island Health Education Framework, *Health Literacy for All Students*. Rhode Island Department of Education, 1998.