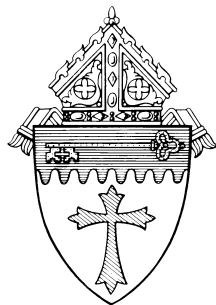


Health Curriculum Guidelines K – 8



**Catholic Schools Office
Diocese of Erie
September 2002**

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September 2002

Dear Diocesan Educators:

We would like to thank everyone who worked on the health curriculum guidelines, as well as, everyone who took the time to submit their helpful comments and constructive suggestions on the Health Curriculum Guidelines K-8. Your contributions are much appreciated!

As you review the guidelines, you will notice numerous changes; however, you will still find objectives that you personally do not teach during formal health instruction. The curriculum guidelines for a grade level are not meant to be covered entirely by one teacher or through the use of one source. Instead, the guidelines outline in detail the objective items that students should know and be able to do as related to a comprehensive health curriculum and in accordance with the National Health Standards.

The structure of faculties across the diocese differs greatly. Some schools may have physical education teachers who will take responsibility for a portion of the objectives, while other objectives are covered by the religion or science teacher. Some of the objectives are woven into the fabric of the day; e.g., washing hands before eating. And still other objectives are introduced through special programs such as *On Applebee Pond* or through guest speakers or field trips. Who does the teaching is not as important as do the students know the information and can they apply what they know.

As a faculty, you will need to discuss the curriculum and determine who will be responsible for what. In some cases there will not be enough time to introduce all the objectives. Your professional responsibility will be to determine which are the essential learning targets for the students before you.

Darlene Kovacs
Director of Curriculum

Janice M. Whiteman
Former Director of Curriculum
Editor of the Health Curriculum

September 2002

The Health Curriculum Guidelines for the Catholic Schools in the Diocese of Erie is the result of intense effort and commitment on the part of those who volunteered to service on the Health Curriculum Committee.

Our sincere thank you to:

Janice M. Whiteman	Director of Curriculum, Diocese of Erie Editor of the Health Curriculum
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Thank you also to all of the teachers who responded to the draft of the Health Curriculum. Your comments and suggestions were of great importance in the completion of these curriculum guidelines.

Sincerely,

Darlene Elsesser Kovacs
Director of Curriculum

HEALTH EDUCATION CURRICULUM PHILOSOPHY

Health education in the Catholic Schools, Diocese of Erie, is committed to the development of each student's emotional, physical, psychological, social, and spiritual well-being through a sequence of developmentally appropriate educational programs, experiences, and materials. Nurtured by Christian values, students have the opportunity to gain the information and skills needed to become health literate, maintain and/or improve health, prevent disease, and reduce health-related risk behaviors. Health education strives to foster in students the desire to maintain their well-being throughout their lifetime.

OPERATIONAL DEFINITION OF HEALTH

Health is the optimal state of emotional, physical, psychological, social, and spiritual well-being. Health exists on a continuum; it is not simply the absence of disease but rather the fullest possible quality of life in every circumstance.

Brief Descriptions of the Major Content Areas in the Health Curriculum

- I. **Alcohol, Tobacco, and Other Drugs: Use and Abuse** addresses issues such as the use and misuse of tobacco, alcohol, and other drugs; positive decision making; individual responsibility; substances beneficial to humankind; the classification of substances and their effects on the body; the formation of habits and their influence on health.
- II. **Community and Consumer Health** addresses issues such as individual responsibility; healthful school, home, and community environments; community health resources and facilities; official and nonofficial health agencies; health service careers; community involvement; current issues and trends in health care.
- III. **Emotional, Psychological, and Social Health** addresses issues such as self-esteem building; communication, coping, decision-making, and refusal skills; social and emotional well-being.
- IV. **Environmental Health** addresses issues such as individual and community responsibilities to the natural resources of the environment, stewardship of the natural world, pollution control and elimination; effects of the environment on health; world health; population density; sanitation; environmental protection agencies; related laws and career choices.
- V. **Family Life Education** addresses issues such as family dynamics; choosing and developing relationships; domestic abuse; parenting skills; the impact of disease upon the family structure; sexually transmitted diseases such as HIV infection and AIDS.
- VI. **Injury Prevention and Safety** addresses issues such as first aid and emergency health care, prevention of unintentional injuries, and violence prevention.
- VII. **Nutritional Health** addresses issues such as balanced diets; food preparation, production, and safety; reading and understanding food labels; differences in nutritional needs at each life stage; nutritional needs for treatment of chronic diseases; nutritional needs for risk reduction of chronic diseases.
- VIII. **Personal Health** addresses issues such as physical fitness and lifetime activities; cardiovascular health; vision and hearing; body systems and their functions; aging; personal wellness plans; positive health habits and choices.

IX. **Prevention and Control of Disease** addresses conditions such as cancer, communicable diseases, diabetes, heart disease, HIV/AIDS, STDs, and stroke.

Please Note: Not all content areas may be covered at each grade level. Decisions regarding scope and content are generally based on what is appropriate to the interests, needs, and physical and mental development of students. The National Education Health Standards are helpful in determining the structure of a comprehensive school health education curriculum by defining the most current thinking of what students should know and be able to do after completing health education in grades 4, 8, and 11.

National Health Education Standards

STANDARD ONE: Students will comprehend concepts related to health promotion and disease prevention.

Rationale: Basic to health education is a foundation of knowledge about the inter-relationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as a person grows and develops, provides a self-contained "learning laboratory." Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners which establishes a foundation for leading healthy and productive lives.

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

Rationale: Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health literate, responsible, and productive citizens.

STANDARD THREE: Students will demonstrate the ability to practice health-enhancing behavior and reduce health risks.

Rationale: Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

STANDARD FOUR: Students will analyze the influence of culture, media, technology, and other factors on health.

Rationale: Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate, and interpret the influence of these factors on health. The health-literate, responsible, and productive citizen draws upon the contribution of culture, media, technology, and other factors to strengthen individual, family, and community health

STANDARD FIVE: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale: Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feelings are skills which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

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

Rationale: Decision making and goal setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools, and communities.

STANDARD SEVEN: Students will demonstrate the ability to advocate for personal, family, and community health.

Rationale: Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens who are health literate are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.

KINDERGARTEN

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **HK1.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **HK1.2** recognize that different drugs can be either helpful or harmful to the body.
- **HK1.3** explain that medicines are drugs.
- **HK1.4** list proper uses of medicines (e.g., treat illness, prevent disease, and relieve pain).
- **HK1.5** differentiate between food products and drugs.
- **HK1.6** tell why substances cannot be identified only by sight or taste.
- **HK1.7** identify the trusted, responsible adults in their lives.
- **HK1.8** state the reasons why medicines should be accepted only from a trusted, responsible adult.
- **HK1.9** explain what to do when a drug is found.
- **HK1.10** tell the effects of alcohol and tobacco on the body.
- **HK1.11** state that children should not drink alcohol.
- **HK1.12** identify alcoholism as a disease.
- **HK1.13** identify alcoholism and other addictions as treatable diseases.
- **HK1.14** state that children should not smoke.
- **HK1.15** describe what to do if tobacco products are found.
- **HK1.16** discuss how and why compassion should be shown to those fighting an addiction to tobacco, drugs, and/or alcohol.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **HK2.1** identify school and community health helpers.
- **HK2.2** give examples of the tasks performed by school and community health helpers.
- **HK2.3** tell why it is important to cooperate with school and community health helpers.
- **HK2.4** list examples of products that promote health.
- **HK2.5** discuss how advertisements promote the use of tobacco.

- **HK2.6** ask themselves questions to determine if advertisement messages are true and if the products are good for them.
- **HK2.7** discuss why children cannot have everything they see advertised.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **HK3.1** list emotions every person experiences.
- **HK3.2** recognize personal feelings and emotions.
- **HK3.3** tell ways to share feelings and why sharing feelings is important.
- **HK3.4** differentiate between healthful and unhealthful ways to act on feelings.
- **HK3.5** demonstrate ways to deal with strong emotions.
- **HK3.6** recognize that everyone needs to be loved by family and friends.
- **HK3.7** identify ways to show love for family and friends.
- **HK3.8** describe personal gifts and talents.
- **HK3.9** identify ways to get along with others.
- **HK3.10** express positive feelings toward others.
- **HK3.11** list ways to make responsible decisions and use resistance skills.
- **HK3.12** demonstrate responsible decision-making and resistance skills in school.
- **HK3.13** discuss alternatives when confronted with a decision to make.
- **HK3.14** identify positive ways of coping with problems.
- **HK3.15** explain how to handle stress in healthful ways.
- **HK3.16** identify areas of health concerns in the classroom and act upon them as a class.

IV. ENVIRONMENTAL HEALTH

The students will:

- **HK4.1** list several types of pollution.
- **HK4.2** identify ways each student can help fight pollution.
- **HK4.3** recycle items in the school and home environments.
- **HK4.4** demonstrate ability to keep noise at a healthful level.

V. FAMILY LIFE EDUCATION

The students will:

- **HK5.1** list ways to be helpful to family members.
- **HK5.2** chart how they have accepted responsibilities in their families.
- **HK5.3** list ways they cooperate with family members.
- **HK5.4** identify healthful and harmful family relationships.
- **HK5.5** state the effects of alcoholism and other addictions on the family.
- **HK5.6** identify a resource available to help family members who have a problem with alcoholism and other addictions.
- **HK5.7** discuss family similarities and differences.
- **HK5.8** discuss cultural differences in families.
- **HK5.9** list qualities of good friends.
- **HK5.10** discuss how to select and form healthful and responsible friendships.
- **HK5.11** describe relationships and behaviors that may be harmful.
- **HK5.12** demonstrate cooperation with peers and adults in school.
- **HK5.13** demonstrate conflict resolution skills with peers and adults in school.
- **HK5.14** identify how each person can help others feel included and accepted.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **HK6.1** describe ways to prevent injuries to different body parts.
- **HK6.2** list examples of common safety rules for the home and school.
- **HK6.3** describe safety rules to follow when around medicines.
- **HK6.4** name substances which should be stored out of the reach of children.
- **HK6.5** discuss why it is important to follow rules.
- **HK6.6** identify ways to keep themselves safe in their homes, at school, when playing outside, and when shopping.
- **HK6.7** demonstrate safety rule procedures in the school, on school property, and on field trips.
- **HK6.8** tell how to protect themselves from strangers.
- **HK6.9** tell how to follow pedestrian, bicycling, car, bus, and water safety rules.

- **HK6.10** explain the importance of wearing seat belts.
- **HK6.11** demonstrate car safety rules while on class field trips and on school buses.
- **HK6.12** define an “emergency”.
- **HK6.13** list sources where help is available for a variety of emergencies.
- **HK6.14** discuss responsible ways for obtaining help.
- **HK6.15** identify emergencies that require dialing *911*.
- **HK6.16** demonstrate their ability to dial *911* for emergencies.
- **HK6.17** demonstrate correct procedures and behavior in fire drills and natural disaster drills.
- **HK6.18** demonstrate correct procedure to follow for *stop, drop, and roll*.
- **HK6.19** demonstrate correct procedure for cleansing a simple cut and applying a band-aid.
- **HK6.20** recognize the importance of using gloves when handling unknown substances.

VII. NUTRITIONAL HEALTH

The students will:

- **HK7.1** discuss and identify healthful food choices.
- **HK7.2** categorize foods into the six major food groups (i.e., grains, fruits, vegetables, dairy, protein, and others).
- **HK7.3** identify good foods from spoiled foods.
- **HK7.4** demonstrate safe food handling practices.
- **HK7.5** discuss food advertisements and their influence on our food choices.
- **HK7.6** point out that the food with the toy is not always the best food choice.
- **HK7.7** identify which foods contain little or no nutritional value.
- **HK7.8** demonstrate by food choices the ability to choose and eat good foods.
- **HK7.9** distinguish between foods and medicines (i.e., candy versus pills).

VIII. PERSONAL HEALTH

The students will:

- **HK8.1** identify good hygiene practices.
- **HK8.2** describe ways to care for their own hygiene.
- **HK8.3** demonstrate how to wash hands properly.
- **HK8.4** tell why it is important to be well-groomed and clean.
- **HK8.5** demonstrate personal grooming habits.
- **HK8.6** describe the importance of sleep and exercise.
- **HK8.7** demonstrate knowledge of physical activity and its effects on different body parts.
- **HK8.8** identify resources where they can find help to care for their bodies.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **HK9.1** describe what a germ is.
- **HK9.2** identify how germs are spread.
- **HK9.3** identify ways to stop the spread of germs.
- **HK9.4** demonstrate actions to prevent the spread of germs.
- **HK9.5** identify ways to keep themselves healthy (e.g., vaccinations).
- **HK9.6** describe why it is important to protect themselves and others from germs.

GRADE 1

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H11.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H11.2** recognize that different drugs can be either helpful or harmful to the body.
- **H11.3** explain that medicines are drugs.
- **H11.4** list proper uses of medicines (e.g., treat illness, prevent disease, and relieve pain).
- **H11.5** identify various forms medicines may take (e.g., tablet, liquid, and capsule).
- **H11.6** recognize common medicines (e.g., aspirin and cough syrup).
- **H11.7** differentiate between prescription drugs and over-the-counter medicines.
- **H11.8** differentiate between food products and drugs.
- **H11.9** tell why substances cannot be identified only by sight or taste.
- **H11.10** identify the trusted, responsible adults in their lives.
- **H11.11** state the reasons why medicines should be accepted only from a trusted, responsible adult.
- **H11.12** be aware of certain drug paraphernalia (e.g., needles and syringes).
- **H11.13** explain what to do if drugs or drug paraphernalia are found.
- **H11.14** demonstrate how to ask for assistance from a responsible adult.
- **H11.15** describe the effects of alcohol and tobacco on the body.
- **H11.16** state that children should not drink alcohol.
- **H11.17** explain why smoking is harmful.
- **H11.18** define *secondhand smoke*.
- **H11.19** explain why secondhand smoke is harmful.
- **H11.20** analyze an experiment to describe how smoke affects the lungs.
- **H11.21** explain the difference between *use* and *abuse*.
- **H11.22** explain the meaning of *addiction*.
- **H11.23** recognize that alcohol, tobacco, and/or other drugs may be addictive.
- **H11.24** identify addictions as treatable diseases.
- **H11.25** discuss how and why compassion should be shown to those fighting an addiction to alcohol, tobacco, and/or other drugs.

- **H11.26** list people that are able to offer assistance and information about addictions (e.g., school nurse, teacher, guidance counselor, and priest).
- **H11.27** explain why setting a personal goal to remain alcohol, tobacco, and/or drug free for life is important.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H12.1** identify school and community health helpers.
- **H12.2** give examples of tasks performed by school and community health helpers.
- **H12.3** tell why it is important to cooperate with school and community health helpers.
- **H12.4** identify products that promote good health.
- **H12.5** identify healthful products.
- **H12.6** explain how media influences purchasing and health choices.
- **H12.7** discuss how advertisements promote the use of tobacco.
- **H12.8** ask themselves questions to determine if advertisement messages are true and if the products are good for them.
- **H12.9** explain how to use money wisely.
- **H12.10** discuss why children cannot have everything they see advertised.
- **H12.11** differentiate between healthful and wasteful use of time.
- **H12.12** describe responsible choices about entertainment.
- **H12.13** identify volunteers in the community.
- **H12.14** explain the role of volunteers.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H13.1** list emotions every person experiences.
- **H13.2** recognize personal feelings and emotions.
- **H13.3** tell ways to share feelings.
- **H13.4** discuss the importance of telling a responsible adult when they do not feel safe.
- **H13.5** differentiate between healthful and unhealthful ways to act upon feelings.

- **H13.6** demonstrate ways to deal with strong emotions.
- **H13.7** recognize that everyone needs to be loved by family and friends.
- **H13.8** identify ways to show love for family and friends.
- **H13.9** describe their personal gifts and talents.
- **H13.10** identify ways to get along with others.
- **H13.11** express positive feelings toward others.
- **H13.12** identify how each person can help others feel included and accepted.
- **H13.13** develop personal relationship skills by appropriately expressing anger and affection, responding to the feelings of others, and using manners.
- **H13.14** demonstrate active listening skills.
- **H13.15** list ways to make responsible decisions and use resistance skills.
- **H13.16** demonstrate responsible decision-making and resistance skills in school.
- **H13.17** discuss alternatives when confronted with a decision to make.
- **H13.18** identify positive ways of coping with problems.
- **H13.19** explain how to handle stress in healthful ways.
- **H13.20** recognize the importance of letting others help with problem solving.
- **H13.21** communicate with others in healthful ways.
- **H13.22** discuss why having self-discipline is important.
- **H13.23** demonstrate self-discipline.
- **H13.24** accept responsibility for personal actions.
- **H13.25** identify areas of health concerns in the classroom and act upon them as a class.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H14.1** list several types of pollution.
- **H14.2** describe ways to keep the environment clean and safe.
- **H14.3** identify ways each student can help fight pollution.
- **H14.4** explain the need for clean air and clean water.
- **H14.5** explain why smoke and smog should be avoided.
- **H14.6** identify ways to conserve water and energy.
- **H14.7** identify types of litter.
- **H14.8** identify litter that can be recycled.
- **H14.9** describe rules to follow when handling litter.

- **H14.10** explain why it is important to recycle.
- **H14.11** chart their recycling efforts in the school and home environments.
- **H14.12** explain why everyone is responsible for the stewardship of the natural world.
- **H14.13** demonstrate their ability to keep noise at a healthful level.

V. FAMILY LIFE EDUCATION

The students will:

- **H15.1** list ways to be helpful to family members.
- **H15.2** chart how they have accepted responsibilities in their families.
- **H15.3** explain ways to cooperate with family members.
- **H15.4** identify helpful and harmful family relationships.
- **H15.5** state the effects of alcoholism and other addictions on the family.
- **H15.6** identify a resource available to help family members who have a problem with alcoholism and other addictions.
- **H15.7** explain that there are different kinds of families.
- **H15.8** compare and contrast family lifestyles.
- **H15.9** discuss cultural differences in families.
- **H15.10** list qualities of responsible friends and family members.
- **H15.11** discuss how to select and form healthful and responsible friendships.
- **H15.12** describe relationships and behaviors that may be harmful.
- **H15.13** list the needs of people at different ages.
- **H15.14** demonstrate cooperation with peers and adults.
- **H15.15** demonstrate conflict resolution skills with peers and adults.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H16.1** describe ways to prevent injuries to different body parts.
- **H16.2** list examples of common safety rules for the home and school.
- **H16.3** discuss why it is important to follow rules.
- **H16.4** identify ways to keep themselves safe in their homes, at school, when playing outdoors, and when shopping.

- **H16.5** demonstrate safety rule procedures in the school, on school property, and on field trips.
- **H16.6** tell how to protect themselves from strangers.
- **H16.7** describe how to avoid people who might do harm to them or others.
- **H16.8** demonstrate self-protection strategies.
- **H16.9** tell how to follow pedestrian, bicycling, car, bus, and water safety rules.
- **H16.10** explain the importance of wearing seat belts.
- **H16.11** demonstrate car safety rules while on class field trips and on school buses.
- **H16.12** list a variety of emergency situations.
- **H16.13** describe what to do in emergency situations.
- **H16.14** list sources where help is available for a variety of emergencies.
- **H16.15** discuss responsible ways for obtaining help.
- **H16.16** identify emergencies that require dialing *911*.
- **H16.17** demonstrate their ability to dial *911* for emergencies.
- **H16.18** demonstrate correct procedures and behavior in fire drills and natural disaster drills.
- **H16.19** demonstrate correct procedure to follow for *stop, drop, and roll*.
- **H16.20** demonstrate correct procedure for cleansing a simple cut and applying a band-aid.
- **H16.21** explain the importance of using gloves when handling unknown substances.
- **H16.22** recognize the symbol for poison found on some labels.
- **H16.23** name substances which should be stored out of the reach of children.
- **H16.24** explain how to avoid violence.
- **H16.25** list places in the community to go to be safe.
- **H16.26** describe behaviors to reduce the risk of violence.
- **H16.27** explain gun safety procedures.

VII. NUTRITIONAL HEALTH

The students will:

- **H17.1** discuss and identify healthful food choices.
- **H17.2** categorize foods into the six major food groups (i.e., grains, vegetables, dairy, protein, and others).
- **H17.3** explain that the six major nutrients (i.e., proteins, carbohydrates, fats, vitamins, minerals, and water) are “fuel” for a healthy body.

- **H17.4** tell why a balanced diet is needed.
- **H17.5** explain that making positive health choices now will help them stay healthy throughout their lifetime.
- **H17.6** identify good foods from spoiled foods.
- **H17.7** demonstrate safe food handling practices.
- **H17.8** tell how germs can be passed through food.
- **H17.9** discuss food advertisements and their influence on our food choices.
- **H17.10** point out that the food with the toy is not always the best food choice.
- **H17.11** identify which foods contain little or no nutritional value.
- **H17.12** identify foods that can reduce the risk of disease.
- **H17.13** demonstrate by food choices their ability to select and eat good foods.
- **H17.14** describe healthful meals.
- **H17.15** identify nutritional labels.
- **H17.16** explain the importance of food labels.
- **H17.17** identify other sources of nutritional information.
- **H17.18** describe the basic path of food through the body.
- **H17.19** recognize the influence of culture and family on food choices.
- **H17.20** distinguish between foods and medicines (i.e., candy versus pills).

VIII. PERSONAL HEALTH

The students will:

- **H18.1** identify ways to keep themselves healthy.
- **H18.2** identify good hygiene practices.
- **H18.3** explain that by following good personal hygiene practices some health risks are reduced.
- **H18.4** tell when it is necessary to wash their hands.
- **H18.5** demonstrate how to wash their hands properly.
- **H18.6** identify good table manners and recognize their importance to personal health.
- **H18.7** demonstrate good table manners.
- **H18.8** tell why it is important to be well-groomed and clean.
- **H18.9** demonstrate personal grooming habits.
- **H18.10** describe the importance of sleep and exercise.
- **H18.11** discuss the benefits of regular physical activity.

- **H18.12** demonstrate knowledge of physical activity and its effects on different body parts.
- **H18.13** identify resources where they can find help to care for their bodies.
- **H18.14** discuss asking for help when making health-related decisions.
- **H18.15** explain the need for regular physical checkups.
- **H18.16** explain the function of the heart and lungs.
- **H18.17** explain how exercise helps different parts of the body.
- **H18.18** identify ways to prevent injury during physical activity.
- **H18.19** list reasons for wanting healthy teeth.
- **H18.20** describe ways to keep teeth healthy.
- **H18.21** develop a dental plan to care for teeth.
- **H18.22** demonstrate adherence to their dental plan by keeping a personal chart.
- **H18.23** discuss correct standing and sitting posture.
- **H18.24** demonstrate correct standing and sitting posture.
- **H18.25** discuss wise use of time.
- **H18.26** describe harmful effects of loud noises.
- **H18.27** identify ways to stay safe from loud noises.
- **H18.28** discuss how media influences their health choices.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H19.1** identify how germs are spread.
- **H19.2** identify ways to stop the spread of germs.
- **H19.3** demonstrate ways to stop the spread of germs (e.g., cover mouth or nose when coughing or sneezing; wash hands properly with soap).
- **H19.4** identify professions in which people wear gloves to avoid spreading germs.
- **H19.5** explain that some germs can be found in saliva in the mouth.
- **H19.6** identify chronic health conditions.
- **H19.7** tell how to care for asthma and allergies.
- **H19.8** explain that the sun's rays can be harmful.
- **H19.9** describe ways to protect the skin from the sun.
- **H19.10** list factors that can lead to cardiovascular disease (e.g., smoking, lack of exercise, overweight, and unhealthy eating).

GRADE 2

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H21.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H21.2** recognize that different drugs can be either helpful or harmful to the body.
- **H21.3** recognize alcohol, tobacco, and medicines as drugs.
- **H21.4** recall reasons for taking medicines.
- **H21.5** identify various forms medicines may take (e.g., tablet, liquid, and capsule).
- **H21.6** recognize common medicines (e.g., aspirin and cough syrup).
- **H21.7** associate specific medicines with the purposes for taking them.
- **H21.8** differentiate between prescription drugs and over-the-counter medicines.
- **H21.9** identify persons qualified to prescribe medicines.
- **H21.10** explain why medicines should be accepted only from a trusted, responsible adult.
- **H21.11** explain why taking another person's medicine is dangerous.
- **H21.12** explain why following the directions for taking medications is important.
- **H21.13** be aware of certain drug paraphernalia (e.g., needles and syringes).
- **H21.14** explain what to do if drugs or drug paraphernalia are found.
- **H21.15** identify unsuspecting ways children may be offered drugs.
- **H21.16** describe the behavioral and harmful effects of alcohol.
- **H21.17** identify some of the drinks which contain alcohol.
- **H21.18** explain why smoking is harmful.
- **H21.19** describe secondhand smoke.
- **H21.20** explain the effects of secondhand smoke.
- **H21.21** describe the effects of smoke on the heart and lungs.
- **H21.22** recognize that alcohol, tobacco, and/or other drugs may be addictive.
- **H21.23** list people that are able to offer assistance and information about addictions (e.g., school nurse, teacher, guidance counselor, and priest).
- **H21.24** explain why setting a personal goal to remain alcohol, tobacco, and/or drug free for life is important.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H22.1** demonstrate the ability to locate school and community health helpers.
- **H22.2** demonstrate the ability to locate resources from the home, school, and community that provide valid health information.
- **H22.3** identify characteristics of valid health information and health promoting products and services.
- **H22.4** explain how media influences the selection of health information, products, and services.
- **H22.5** explain how the media influences thoughts, feelings, and health behaviors.
- **H22.6** describe ways technology can influence personal health.
- **H22.7** describe the influence that information from school and family has on health.
- **H22.8** identify community agencies that advocate for healthy individuals, families, and communities.
- **H22.9** differentiate between false claims and reasonable claims.
- **H22.10** identify ways to evaluate the reliability of sources of information.
- **H22.11** explain how to spend money wisely.
- **H22.12** identify volunteers in the community.
- **H22.13** explain the role of volunteers.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H23.1** recognize feelings and emotions that people experience.
- **H23.2** identify different kinds of feelings.
- **H23.3** explain the importance of communicating needs, wants, and feelings.
- **H23.4** demonstrate ways to effectively communicate needs, wants, and feelings.
- **H23.5** distinguish between verbal and non-verbal communication.
- **H23.6** develop personal relationship skills by appropriately expressing anger and affection, responding to the feelings of others, and using manners.

- **H23.7** demonstrate ways to communicate care, consideration, and respect of self and others.
- **H23.8** demonstrate attentive listening skills in order to build and maintain healthful relationships.
- **H23.9** differentiate between negative and positive behaviors used in conflict situations.
- **H23.10** identify ways to handle disagreements.
- **H23.11** role play conflict resolution skills and refusal skills.
- **H23.12** discuss ways to avoid and reduce threatening situations.
- **H23.13** describe positive characteristics.
- **H23.14** demonstrate the ability to apply a decision-making process to health issues and problems.
- **H23.15** identify healthful ways to reduce stress.
- **H23.16** apply skills to manage stress.
- **H23.17** compare behaviors that are safe with those that are risky or harmful.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H24.1** list various types of pollution.
- **H24.2** identify ways to protect the environment and keep it clean.
- **H24.3** identify ways each student can help fight pollution.
- **H24.4** explain the need for clean air and clean water.
- **H24.5** explain why smoke and smog should be avoided.
- **H24.6** identify ways to conserve water and energy.
- **H24.7** identify types of litter.
- **H24.8** describe rules to follow when handling litter.
- **H24.9** identify items that can be recycled.
- **H24.10** explain why it is important to recycle.
- **H24.11** chart recycling efforts in the school and home environments.
- **H24.12** explain why everyone is responsible for the stewardship of the natural world.
- **H24.13** identify things in the environment that can produce a loud noise.
- **H24.14** explain the dangers of loud noise.
- **H24.15** demonstrate their ability to keep noise at a healthful level.

V. FAMILY LIFE EDUCATION

The students will:

- **H25.1** describe different kinds of families.
- **H25.2** explain how families change through time.
- **H25.3** describe adjustments in the family when a new baby arrives.
- **H25.4** explain the importance of family support.
- **H25.5** explain why their families are special.
- **H25.6** describe characteristics needed to be a responsible friend and family member.
- **H25.7** describe how the family influences personal health.
- **H25.8** identify ways to help at home.
- **H25.9** identify characteristics of a good friend.
- **H25.10** describe how to be a good friend.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H26.1** explain how childhood injuries can be prevented or treated.
- **H26.2** develop injury prevention and management strategies for personal health.
- **H26.3** describe safety equipment used for different kinds of exercise.
- **H26.4** identify ways to prepare for exercise.
- **H26.5** explain why warming-up before exercising helps prevent injuries.
- **H26.6** illustrate how to follow pedestrian, bicycling, car, bus, and water safety rules.
- **H26.7** demonstrate correct procedures and behavior in fire drills and natural disaster drills.
- **H26.8** describe what to do in a variety of emergency situations.
- **H26.9** describe responsible ways of obtaining help.
- **H26.10** identify common health problems of children.
- **H26.11** demonstrate ways to avoid and reduce threatening situations.
- **H26.12** develop injury prevention and management strategies for personal health.
- **H26.13** illustrate how to follow pedestrian, bicycling, car, bus, and water safety rules.

- **H26.14** identify local poison warning signals (e.g., Mr. Yuk) as signs of dangerous substances.
- **H26.15** tell how to store dangerous substances and items (e.g., weapons).

VII. NUTRITIONAL HEALTH

The students will:

- **H27.1** explain the importance of following a healthful diet.
- **H27.2** know the role of each major nutrient.
- **H27.3** describe The Food Guide Pyramid.
- **H27.4** categorize food into food groups.
- **H27.5** identify healthful snacks.
- **H27.6** identify foods that are high in fat.
- **H27.7** differentiate between foods that are healthful and those that are not.
- **H27.8** demonstrate selection of healthful foods.
- **H27.9** identify foods that can reduce the risk of disease.
- **H27.10** demonstrate safe food handling practices.

VIII. PERSONAL HEALTH

The students will:

- **H28.1** discuss personal goals and the reasons to establish personal health goals.
- **H28.2** set a personal health goal and track progress toward its achievement.
- **H28.3** explain when to ask for assistance in making health-related decisions and setting health goals.
- **H28.4** demonstrate strategies to improve or maintain personal health.
- **H28.5** describe relationships between personal health behaviors and individual well-being.
- **H28.6** identify responsible health behaviors.
- **H28.7** describe healthful activities and healthful choices to prevent illness.
- **H28.8** describe a variety of methods to convey accurate health information and ideas.
- **H28.9** describe how to care for different body parts.
- **H28.10** identify products used for hair and nail care.
- **H28.11** explain why to ask for assistance when making health-related decisions and setting health goals.

- **H28.12** demonstrate the ability to influence and support others in making positive health choices.
- **H28.13** explain the importance of exercise to health.
- **H28.14** identify kinds of exercise.
- **H28.15** describe safety equipment used for different kinds of exercise.
- **H28.16** explain why warming up before exercising helps prevent injuries.
- **H28.17** identify ways to prepare for exercise.
- **H28.18** identify what a health professional does in a checkup.
- **H28.19** identify instruments used in a checkup.
- **H28.20** describe relationships between personal health behaviors and individual well-being.
- **H28.21** identify common health problems.
- **H28.22** identify health problems that should be detected and treated early.
- **H28.23** demonstrate the ability to locate school and community helpers.
- **H28.24** identify responsible health behaviors.
- **H28.25** demonstrate strategies to improve or maintain personal health (e.g. good hand washing techniques).
- **H28.26** develop injury prevention and management strategies for personal health.
- **H28.27** identify and demonstrate refusal skills.
- **H28.28** differentiate between healthful and harmful situations.
- **H28.29** compare behaviors that are safe to those that are risky or harmful.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H29.1** explain how germs are spread.
- **H29.2** identify ways to avoid the spread of germs.
- **H29.3** identify ways to reduce the risk of skin and lung cancer.
- **H29.4** describe healthful activities and healthful choices to prevent illness.
- **H29.5** identify common health problems of children.
- **H29.6** explain how childhood illnesses can be prevented or treated.

GRADE 3

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H31.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H31.2** recognize that different drugs can be either helpful or harmful to the body.
- **H31.3** recognize alcohol, tobacco, and medicine as drugs.
- **H31.4** associate specific medicines with the purposes for taking them.
- **H31.5** describe guidelines for using over-the-counter and prescription drugs.
- **H31.6** identify commonly used drugs (e.g., alcohol, nicotine, marijuana, and inhalants) which are unhealthy.
- **H31.7** list reasons why people use and do not use drugs.
- **H31.8** identify unsuspecting ways children may be offered drugs.
- **H31.9** identify drinks which contain alcohol
- **H31.10** describe the physiological and behavioral effects of alcohol.
- **H31.11** state that children do not cause alcoholism in a family member, cannot control it, and cannot cure it, but can take good care of themselves.
- **H31.12** discuss what it is like to live with someone who is an alcoholic.
- **H31.13** recognize nicotine as the stimulant drug found in tobacco.
- **H31.14** describe the physiological and behavioral effects of nicotine.
- **H31.15** describe physiological and behavioral effects of smoking marijuana.
- **H31.16** define *inhalant*.
- **H31.17** identify everyday items that may be used as inhalants.
- **H31.18** discuss the dangers of using inhalants.
- **H31.19** state the symptoms of chemical dependency and its effects on the individual.
- **H31.20** identify chemical dependency as a treatable disease.
- **H31.21** identify sources of help for problems related to alcohol, tobacco, and other drugs.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H32.1** describe ways to obtain good health information.
- **H32.2** identify characteristics of valid health information and health promoting services.
- **H32.3** demonstrate the ability to locate resources from the home, school, and community that provide valid health information.
- **H32.4** identify ways to evaluate the reliability of sources of information.
- **H32.5** evaluate commercials for health products.
- **H32.6** identify the agencies that advocate for healthy individuals, families, and communities.
- **H32.7** differentiate between and find examples of false claims and reasonable claims.
- **H32.8** define *consumer* as it relates to health issues.
- **H32.9** explain how to spend money wisely.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H33.1** identify the parts of total health.
- **H33.2** list questions to ask before making a decision.
- **H33.3** explain how to use resistance skills.
- **H33.4** explain what to do if a friend plans to do something wrong.
- **H33.5** demonstrate the ability to influence and support others in making positive health choices.
- **H33.6** describe actions that make up a good character.
- **H33.7** explain why heroes should be of good character.
- **H33.8** explain what to do if they do something wrong.
- **H33.9** identify ways to stay in a good mood.
- **H33.10** identify ways to keep their mind healthy.
- **H33.11** identify her/himself as a unique and special individual worthy of care and consideration.
- **H33.12** recognize the importance of acknowledging feelings.
- **H33.13** identify ways to express and deal with angry feelings.
- **H33.14** identify kinds of stressors.
- **H33.15** describe body changes that can occur from stress.
- **H33.16** explain healthful stress and harmful stress.
- **H33.17** identify ways to control stress.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H34.1** illustrate ways to keep their community clean.
- **H34.2** describe kinds of pollution.
- **H34.3** describe ways that noise harms health.
- **H34.4** describe how noise makes it hard to study.
- **H34.5** explain how noise can cause accidents.
- **H34.6** identify ways to protect their hearing.
- **H34.7** describe how to develop less trash.
- **H34.8** identify ways to save gas and electricity.
- **H34.9** describe ways to keep the neighborhood looking nice.
- **H34.10** discuss ways to enjoy the environment with others.

V. FAMILY LIFE EDUCATION

The students will:

- **H35.1** describe ways to show respect for others.
- **H35.2** relate examples of disrespect.
- **H35.3** discuss how to deal with someone who does not show respect.
- **H35.4** explain why it is necessary to show respect for themselves.
- **H35.5** describe ways to be fair.
- **H35.6** identify why it is wrong to gossip.
- **H35.7** describe what to do when someone gossips.
- **H35.8** describe the actions of a bully.
- **H35.9** describe actions to take if someone wants to fight.
- **H35.10** describe the importance of true friends.
- **H35.11** identify ways to make true friends.
- **H35.12** describe how friends make responsible decisions.
- **H35.13** describe how friends help each other practice life skills.
- **H35.14** discuss the importance of following family guidelines.
- **H35.15** discuss ways family members can help each maintain good health.
- **H35.16** describe adjustments in the family lifestyle when there is a change due to the arrival of new baby, the death of a family member, or a divorce.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H36.1** list safety rules to follow at home and at school.
- **H36.2** list fire safety rules.
- **H36.3** list safety rules to follow when outdoors.
- **H36.4** list safety rules to follow during bad weather.
- **H36.5** list safety rules to follow when riding a bike, walking, and skating.
- **H36.6** describe safety rules to follow when playing in water.
- **H36.7** describe safety rules to follow when riding in a car or bus.
- **H36.8** describe safety rules to stay safe from strangers.
- **H36.9** explain what to do if someone experiences an unsafe touch.
- **H36.10** describe ways gang members are violent.
- **H36.11** list ways to avoid gangs.
- **H36.12** explain why it is important not to pretend to have a weapon.
- **H36.13** list steps to take if they find a weapon.
- **H36.14** list ways to help an injured person.
- **H36.15** describe how to call for help.
- **H36.16** list first aid steps to follow for minor injuries.

VII. NUTRITIONAL HEALTH

The students will:

- **H37.1** describe how the body uses nutrients.
- **H37.2** explain how the body receives the nutrients it needs.
- **H37.3** list and describe the different dietary guidelines.
- **H37.4** describe how to use the dietary guidelines to select healthy snacks.
- **H37.5** list foods and drinks which keep teeth and gums healthy.
- **H37.6** list tips for ordering foods at fast food restaurants.
- **H37.7** list tips for grocery shopping with parents or guardians.
- **H37.8** identify information given on food labels.
- **H37.9** discuss the importance of food labels.
- **H37.10** explain how to keep food safe.

VIII. PERSONAL HEALTH

The students will:

- **H38.1** explain the importance of taking proper care of teeth and gums.
- **H38.2** describe ways to remove plaque.
- **H38.3** explain why medical checkups are necessary.
- **H38.4** list rules for the safe use of grooming products.
- **H38.5** describe ways to take care of clothes.
- **H38.6** explain ways to groom skin and nails.
- **H38.7** list grooming products that can be used in hair
- **H38.8** list ways to get enough rest and sleep.
- **H38.9** explain the importance of being physically fit.
- **H38.10** describe how to develop a physical fitness plan.
- **H38.11** explain how to improve physical fitness.
- **H38.12** explain how to work on fitness skills.
- **H38.13** list safety precautions to follow with physical activity.
- **H38.14** list ways to prepare to take a physical fitness test.
- **H38.15** identify and demonstrate refusal skills.
- **H38.16** differentiate between healthful and harmful situations.
- **H38.17** explain when to ask for assistance in making health-related decisions and setting health goals.
- **H38.18** describe safety equipment that is needed for different sports.
- **H38.19** explain the importance of good manners when participating in sports.
- **H38.20** identify sources of influence.
- **H38.21** identify healthy ways to have fun.
- **H38.22** explain how to help others feel included and accepted.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H39.1** describe how germs cause disease.
- **H39.2** list ways germs are spread.
- **H39.3** discuss ways to prevent germs from entering the body.
- **H39.4** explain what body defenses do.
- **H39.5** discuss what measures should be taken for a person with a cold or flu.
- **H39.6** describe what measure should be taken for a sore throat.

- **H39.7** explain how head lice is spread and treated.
- **H39.8** explain how scabies is spread and treated.
- **H39.9** list measures to take to prevent getting Lyme disease.
- **H39.10** discuss ways to prevent heart disease and cancer.
- **H39.11** describe things that can cause allergies.
- **H39.12** list things that can cause asthma attacks.
- **H39.13** describe what HIV does to cells.
- **H39.14** describe how HIV is spread.
- **H39.15** list ways to prevent HIV from spreading.
- **H39.16** list ways to protect themselves from HIV.

GRADE 4

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H41.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H41.2** explain alcohol, tobacco, and medicines as drugs.
- **H41.3** describe guidelines for using over-the-counter and prescription drugs.
- **H41.4** identify reliable sources of facts about drugs.
- **H41.5** distinguish between myths and facts about drugs.
- **H41.6** research and report accurate information about alcohol and its effects.
- **H41.7** identify nicotine as the stimulant drug found in tobacco.
- **H41.8** describe the physiological and behavioral effects of nicotine.
- **H41.9** define *smokeless tobacco*.
- **H41.10** describe the physiological and behavioral effects of smokeless tobacco.
- **H41.11** discuss the consequences of smoking marijuana.
- **H41.12** describe the physiological and behavioral effects of smoking marijuana.
- **H41.13** discuss the consequences of using inhalants.
- **H41.14** describe the characteristics of chemical dependency.
- **H41.15** identify the effects of chemical dependency on the family.
- **H41.16** identify strategies that help in coping with life in a chemically dependent family.
- **H41.17** identify and discuss reasons why young people start to use drugs.
- **H41.18** identify potentially troublesome situations that may lead to the use of drugs.
- **H41.19** identify unsuspecting ways children may be offered drugs.
- **H41.20** define *risk factor*.
- **H41.21** identify risk factors for young people that would increase their potential use and abuse of drugs.
- **H41.22** list strategies which reduce young people's potential risks for drug problems.
- **H41.23** identify legal, school, family, and personal consequences of using drugs.
- **H41.24** identify sources of help for problems related to alcohol, tobacco, or other drugs.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H42.1** examine different kinds of media used to promote the sale of health products and services.
- **H42.2** describe how to determine the reliability of media messages.
- **H42.3** differentiate between and find examples of false claims and reasonable claims.
- **H42.4** describe the duties of health educators.
- **H42.5** explain how to learn about health careers.
- **H42.6** list places where health helpers work in the community.
- **H42.7** list health services that are provided by a hospital.
- **H42.8** define *consumer* as it relates to health issues.
- **H42.9** identify wise ways to spend money and time.
- **H42.10** list wise entertainment choices.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H43.1** explain the difference between a responsible decision and a wrong decision.
- **H43.2** list questions to ask before making a decision.
- **H43.3** describe how and when to use resistance skills.
- **H43.4** describe the importance of setting goals.
- **H43.5** explain why people need self-respect.
- **H43.6** explain the importance of good behavior.
- **H43.7** describe when to use “I” statements.
- **H43.8** explain the importance of expressing emotions in healthful ways.
- **H43.9** list healthful ways to express emotions.
- **H43.10** describe what happens when a person feels stress.
- **H43.11** list ways to manage stress.
- **H43.12** explain the importance of a good attitude.
- **H43.13** demonstrate refusal skills in order to keep friends, have fun, and stay out of trouble.
- **H43.14** identify strengths and weaknesses in themselves.
- **H43.15** express good feelings about personal strengths.
- **H43.16** describe how to deal with weaknesses in a healthful way.

- **H43.17** identify potential trouble in seemingly fun activities.
- **H43.18** identify healthy ways to have fun.
- **H43.19** identify positive behaviors of other people.
- **H43.20** explain positive methods of conflict resolution.

IV. ENVIRONMENTAL HEALTH

The student will:

- **H44.1** list reasons to stop pollution.
- **H44.2** describe ways air and water can be polluted.
- **H44.3** explain how noise pollution can affect health.
- **H44.4** list ways to save energy and water and other resources.
- **H44.5** list products that can be recycled.
- **H44.6** describe the importance of a friendly environment.
- **H44.7** list ways to be friendly to the environment.

V. FAMILY LIFE EDUCATION

The students will:

- **H45.1** list ways to show respect for other people.
- **H45.2** describe the importance of self-control.
- **H45.3** identify actions of true friends.
- **H45.4** identify responsible decisions that are made with friends.
- **H45.5** explain what to do if they feel left out.
- **H45.6** explain the importance of following family guidelines.
- **H45.7** discuss reasons why it is important to be close to family members.
- **H45.8** describe ways to cooperate with family members.
- **H45.9** discuss ways families shape their health.
- **H45.10** describe ways families adjust when a member is ill, injured, or dies.
- **H45.11** explain ways families adjust when a parent or guardian loses a job.
- **H45.12** explain ways families adjust to a move.
- **H45.13** describe ways families adjust to divorce.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H46.1** list safety rules to follow in the event of a fire.
- **H46.2** list safety rules to prevent falls.
- **H46.3** list safety rules to prevent poisoning.
- **H46.4** describe safety rules to follow in bad weather.
- **H46.5** explain safety rules for walking, bicycling, swimming, and riding in a car or bus.
- **H46.6** list ways to stay safe from strangers.
- **H46.7** describe safety rules to protect themselves from violence.
- **H46.8** explain the importance of staying away from gangs.
- **H46.9** describe ways to avoid gangs.
- **H46.10** list safety rules regarding weapons in school.
- **H46.11** discuss what safety rules to follow if a weapon is found.
- **H46.12** describe how safety rules can prevent someone from being around weapons.
- **H46.13** list necessary contents of a first aid kit.
- **H46.14** describe how and when to call for emergency help.
- **H46.15** discuss how to administer first aid for bleeding, sprains, and choking.

VII. NUTRITIONAL HEALTH

The students will:

- **H47.1** list six nutrients needed for healthful living.
- **H47.2** describe ways to identify the vitamins and minerals in foods.
- **H47.3** describe how to use the Food Guide Pyramid.
- **H47.4** list and explain the Dietary Guidelines.
- **H47.5** discuss the importance of reading food labels.
- **H47.6** describe ways to choose healthful meals and snacks.
- **H47.7** discuss ways to maintain adequate energy levels (i.e., calories and exercise).
- **H47.8** list reasons why breakfast is important.
- **H47.9** discuss ways to make healthful choices at fast food restaurants.
- **H47.10** discuss the impact of peer pressure on food choices.
- **H47.11** list appeals that are used in food advertisements.

- **H47.12** describe kinds of food intolerances.
- **H47.13** identify ways to protect themselves from food-borne illnesses.
- **H47.14** list ways to reach a desirable weight.
- **H47.15** explain what to do if a person is underweight or overweight.

VIII. PERSONAL HEALTH

The students will:

- **H48.1** discuss ways to take care of eyes and ears.
- **H48.2** describe what takes place at a dental checkup.
- **H48.3** explain how cavities are treated.
- **H48.4** list ways to protect teeth.
- **H48.5** discuss how to care for their skin, hair, and nails.
- **H48.6** describe how to choose grooming products.
- **H48.7** discuss the importance of physical activity.
- **H48.8** describe the need for each area of health fitness.
- **H48.9** list tests to measure physical fitness.
- **H48.10** list examples of aerobic and anaerobic exercises.
- **H48.11** list sports and games that require fitness skills.
- **H48.12** explain the importance of warming up and cooling down.
- **H48.13** discuss lifetime sports that are enjoyable.
- **H48.14** describe how to be a good teammate.
- **H48.15** describe what happens to the body while eating and sleeping.
- **H48.16** list ways to get a good night's sleep.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H49.1** recognize that germs are pathogens.
- **H49.2** list kinds of pathogens that cause disease.
- **H49.3** describe how pathogens from people enter the body.
- **H49.4** describe how pathogens from the environment enter the body.
- **H49.5** list ways to prevent pathogens from the environment from entering the body.
- **H49.6** list body defenses that fight pathogens.
- **H49.7** describe symptoms of communicable diseases.

- **H49.8** discuss treatment of communicable diseases.
- **H49.9** explain the cause, symptoms, and treatment for a cold, strep throat, and chicken pox.
- **H49.10** describe what causes a heart attack.
- **H49.11** describe ways to prevent a premature heart attack.
- **H49.12** describe ways to prevent skin, lung, and colon cancer.
- **H49.13** list causes of chronic disease.
- **H49.14** describe how heredity can affect the possibility of acquiring certain diseases.
- **H49.15** describe actions that can prevent an allergy attack.
- **H49.16** list triggers that cause the airways to narrow.
- **H49.17** name ways to reduce triggers a person breathes.
- **H49.18** describe what HIV does to body defenses.
- **H49.19** describe symptoms that appear in people who have HIV.
- **H49.20** describe ways HIV can enter a person's body.
- **H49.21** describe ways to prevent a person from getting HIV.
- **H49.22** define *hepatitis*.
- **H49.23** discuss how a person contracts hepatitis.

GRADE 5

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H51.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H51.2** explain that alcohol, tobacco, and medicines are drugs.
- **H51.3** identify reliable sources of information about drugs.
- **H51.4** research myths and facts about drugs.
- **H51.5** describe the physiological and behavioral effects of using cocaine.
- **H51.6** discuss the consequences of using cocaine.
- **H51.7** compare and contrast the physiological and behavioral effects of alcohol, tobacco, secondhand smoke, smokeless tobacco, inhalants, marijuana, and cocaine.
- **H51.8** discuss the social and emotional consequences of using alcohol, tobacco, smokeless tobacco, inhalants, marijuana, and cocaine.
- **H51.9** discuss risk factors which lead to the use of alcohol, tobacco, smokeless tobacco, inhalants, marijuana, and cocaine.
- **H51.10** identify resiliency factors.
- **H51.11** discuss how resiliency factors can decrease the use of drugs.
- **H51.12** discuss legal consequences of the use of drugs.
- **H51.13** role play refusal/resistance skills.
- **H51.14** identify sources of help for problems related to alcohol, tobacco, and other drugs.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H52.1** discuss ways to make wise choices about health products and services.
- **H52.2** discuss advertisements and how they try to influence choices.
- **H52.3** explain the importance of the need for media literacy.
- **H52.4** discuss different kinds of technology used to learn about health.
- **H52.5** identify ways to verify sources for health information.
- **H52.6** explain how to choose healthful entertainment.
- **H52.7** discuss characteristics of healthful TV programs.

- **H52.8** examine groups that protect consumers.
- **H52.9** discuss steps to take if not satisfied with a product or service.
- **H52.10** discuss ways to learn about health careers.
- **H52.11** investigate different health careers.
- **H52.12** identify ways to be a volunteer.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H53.1** explain when and how to use a health behavior contract.
- **H53.2** explain how to make responsible decisions.
- **H53.3** list questions to ask before making a decision.
- **H53.4** list resistance skills used to resist pressure to make a wrong decision.
- **H53.5** demonstrate refusal skills in order to keep friends, have fun, stay out of trouble, and stay in control.
- **H53.6** explain why peer pressure can cause people to make wrong decisions.
- **H53.7** demonstrate communication skills.
- **H53.8** explain how affirmation statements are beneficial to others.
- **H53.9** provide affirmation statements to others when they make mistakes or do not do well.
- **H53.10** explain how to manage emotions.
- **H53.11** discuss ways emotions can affect health.
- **H53.12** list and discuss ways to settle conflicts.
- **H53.13** explain how resolving internal conflict and conflict with others protects health.
- **H53.14** formulate “I” messages to express feelings.
- **H53.15** describe ways people can keep their minds alert.
- **H53.16** identify stressful situations for students.
- **H53.17** recognize how stress affects people.
- **H53.18** identify and practice ways to deal with stress.
- **H53.19** describe ways to protect themselves when stressed out.
- **H53.20** explain how to bounce back from difficult experiences.
- **H53.21** explain the health benefits of positive self-talk.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H54.1** explain how air, water, land, and noise pollution affect health.
- **H54.2** discuss ways to reduce air, water, land, and noise pollution.
- **H54.3** propose ways to conserve water and energy and other natural resources.
- **H54.4** discuss ways to precycle (i.e., reduce), recycle, and reuse.
- **H54.5** name characteristics of a positive environment.
- **H54.6** explain the importance of compliments.
- **H54.7** determine how to create a positive environment in the home.
- **H54.8** analyze how poor living conditions affect health.

V. FAMILY LIFE EDUCATION

The students will:

- **H55.1** analyze how family influences health.
- **H55.2** explain the importance of family guidelines.
- **H55.3** list and discuss changes that can occur in families (e.g., birth, death, divorce, loss of a job, or moving).
- **H55.4** discuss ways to show respect for others.
- **H55.5** explain how to earn the respect of others.
- **H55.6** discuss ways to encourage others to take responsibility for their health.
- **H55.7** discuss the importance of friendships.
- **H55.8** discuss guidelines for friendships.
- **H55.9** identify ways to make friends and develop positive relationships.
- **H55.10** name several methods of saying “no” to people taking unfair advantage of them.
- **H55.11** discuss reasons to avoid being in a clique.
- **H55.12** identify different types of abuse, and how and where to seek help.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H56.1** explain the importance of following safety guidelines.
- **H56.2** develop safety rules for home, school, and play.
- **H56.3** research and report safety rules to prevent fire.
- **H56.4** list safety rules to follow during a fire.
- **H56.5** describe how to follow pedestrian, bicycling, car, bus, and water safety rules.
- **H56.6** list safety rules to follow during extreme weather conditions.
- **H56.7** discuss the importance of following laws.
- **H56.8** describe ways to recognize violence.
- **H56.9** explain the importance of avoiding violence in the media.
- **H56.10** discuss ways to express anger without violence.
- **H56.11** propose ways to avoid fights.
- **H56.12** explain how to seek and obtain help for victims of violence.
- **H56.13** identify the characteristics of gangs.
- **H56.14** explain the risk involved in belonging to a gang.
- **H56.15** explain how to keep safe from weapons.
- **H56.16** summarize the reasons to call a local emergency number.
- **H56.17** explain how to make an emergency phone call.
- **H56.18** determine where to keep a first aid kit.
- **H56.19** explain how to use universal precautions when administering first aid.
- **H56.20** list the steps to give first aid for nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns and blisters, objects in the eye, skin rashes from plants, and sunburn.
- **H56.21** explain how to prevent and treat sprains and strains.

VII. NUTRITIONAL HEALTH

The students will:

- **H57.1** name the recommended number of daily servings from each group in the Food Guide Pyramid.
- **H57.2** share with peers the tips to follow the Dietary Guidelines.
- **H57.3** explain how to use a food label to find facts needed to follow the Dietary Guidelines.
- **H57.4** discuss factors that influence food choices.

- **H57.5** plan meals and snacks for a day.
- **H57.6** explore food advertisements.
- **H57.7** develop a shopping list for the meals and snacks.
- **H57.8** discuss guidelines to use for ordering food at a fast food restaurant.
- **H57.9** chart the health benefits of good nutrition and the consequences of poor nutrition.
- **H57.10** identify the nutritional needs at different life cycle stages.
- **H57.11** discuss ways to prevent food borne illnesses.
- **H57.12** discuss ways to keep from spreading germs when sharing foods and beverages.
- **H57.13** explain how to maintain a healthful weight.
- **H57.14** explain the risk factors in being overweight.
- **H57.15** discuss ways to have a positive body image.
- **H57.16** research and report the causes, signs, and treatment for eating disorders.

VIII. PERSONAL HEALTH

The students will:

- **H58.1** formulate ways to achieve high-level wellness.
- **H58.2** explain the importance of having health knowledge.
- **H58.3** discuss good table manners to practice and their importance to personal health.
- **H58.4** determine when to have medical checkups.
- **H58.5** identify physical changes that occur in the male and female during puberty.
- **H58.6** list ways to protect vision and hearing.
- **H58.7** decide reasons to keep a personal health record.
- **H58.8** explain how to develop correct posture.
- **H58.9** make and follow a plan for dental health.
- **H58.10** discuss ways to care for skin, hair, and nails.
- **H58.11** discuss the benefits of physical activity.
- **H58.12** describe several kinds of health fitness and fitness skills.
- **H58.13** discuss guidelines for a safe workout.
- **H58.14** compare and contrast several forms of exercise.
- **H58.15** explain how aerobic exercise helps the heart, blood pressure, and blood vessels.
- **H58.16** prepare to take a physical fitness test.

- **H58.17** explain what happens during the sleep cycle.
- **H58.18** discuss the importance of sleep.
- **H58.19** identify activities that are fun, safe, and promote good health.
- **H58.20** identify potentially troublesome situations.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H59.1** identify and discuss the different kinds of pathogens.
- **H59.2** explain ways that pathogens are spread.
- **H59.3** describe how body defenses protect you.
- **H59.4** define *communicable* and *non-communicable diseases*.
- **H59.5** research the types of immunizations which are available.
- **H59.6** list the three stages of disease.
- **H59.7** discuss the symptoms of and treatments for communicable diseases.
- **H59.8** determine ways to reduce the risk of getting a cold, the flu, and a sore throat.
- **H59.9** discuss different kinds of heart disease.
- **H59.10** discuss habits that protect against premature heart disease.
- **H59.11** list warning signs of cancer.
- **H59.12** discuss habits that protect against cancer.
- **H59.13** describe what happens when a person has allergies.
- **H59.14** explain how asthma can be managed.
- **H59.15** explain how to help a person who is having a seizure.
- **H59.16** discuss causes and treatment for diabetes.
- **H59.17** discuss ways to care for chronic health conditions.
- **H59.18** discuss how HIV infection leads to AIDS.
- **H59.19** list ways HIV is spread.
- **H59.20** list ways to prevent HIV infection.
- **H59.21** research and report the causes and physiological effects of hepatitis.

GRADE 6

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H61.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H61.2** explain that alcohol, tobacco, and medicines are drugs.
- **H61.3** compare and contrast the kinds of information found on the label of a container for an over-the-counter drug and a prescription drug.
- **H61.4** describe the physiological and behavioral effects of using cocaine.
- **H61.5** discuss the consequences of using cocaine.
- **H61.6** illustrate examples of the effects of drugs on performance in sports, music, and other activities.
- **H61.7** compare and contrast the physiological and behavioral effects of alcohol, tobacco, secondhand smoke, smokeless tobacco, inhalants, marijuana, cocaine, and other drugs.
- **H61.8** discuss the social and emotional consequences of using alcohol, tobacco, smokeless tobacco, inhalants, marijuana, cocaine, and other drugs.
- **H61.9** debate that drinking alcohol is a bad decision for young people.
- **H61.10** discuss risk factors which lead to the use of alcohol, tobacco, smokeless tobacco, inhalants, marijuana, cocaine, and other drugs.
- **H61.11** identify resiliency factors.
- **H61.12** discuss how resiliency factors can decrease the use of drugs.
- **H61.13** demonstrate refusal and resistance skills relating to alcohol, tobacco, and other drugs.
- **H61.14** offer fun, safe alternatives to drinking alcohol.
- **H61.15** discuss how relationships and decisions are affected by the use of alcohol.
- **H61.16** describe factors that affect blood alcohol concentration.
- **H61.17** list substances commonly considered drugs.
- **H61.18** list ways drugs enter the body.
- **H61.19** discuss legal consequences of the use of drugs.
- **H61.20** research the effects of steroids.
- **H61.21** identify sources of help for problems related to alcohol, tobacco, and other drugs.
- **H61.22** identify nicotine as the stimulant drug found in tobacco.

- **H61.23** recognize that advertisements for nicotine and alcohol can be misleading.
- **H61.24** list ways the body and mind are affected by drinking alcohol.
- **H61.25** explain ways a family member can respond to a family member with alcoholism.
- **H61.26** identify sources of help for problems related to alcohol and other drugs.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H62.1** describe the influence of cultural beliefs on health behaviors and the use of health services.
- **H62.2** analyze how health-related decisions are influenced by individuals, family, and community values.
- **H62.3** analyze how media influences the health behaviors and the selection of health information and products.
- **H62.4** analyze the influence of technology on personal and family health.
- **H62.5** discuss how to be safe when using a computer.
- **H62.6** describe ways to use a computer to learn about health.
- **H62.7** compare the costs and distinguish the validity of a variety of health products.
- **H62.8** demonstrate the ability to locate health products.
- **H62.9** describe situations requiring professional health services.
- **H62.10** analyze various communication methods to accurately express health information and ideas.
- **H62.11** demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.
- **H62.12** research to determine the top sources of health information.
- **H62.13** evaluate sources of health information.
- **H62.14** explain how to be a smart shopper.
- **H62.15** discuss ways to judge advertisements.
- **H62.16** demonstrate ability to locate health products and services.
- **H62.17** describe how to spot quackery.
- **H62.18** explain how government agencies protect consumers.
- **H62.19** explain why managing time is important.
- **H62.20** list priorities to include in a time management plan.
- **H62.21** discuss ways to practice money management.

- **H62.22** discuss ways to save money.
- **H62.23** explain ways to recognize shopping and entertainment addiction.
- **H62.24** describe how to choose healthful entertainment.
- **H62.25** describe reasons to choose a health career.
- **H62.26** discuss health careers options.
- **H62.27** discuss how and where to obtain health care.
- **H62.28** determine how the costs of health care are paid.
- **H62.29** research actual health care costs.
- **H62.30** explain ways the community meets special health needs of individuals.
- **H62.31** describe ways to volunteer.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H63.1** analyze how information from peers influences health.
- **H63.2** describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- **H63.3** demonstrate ways to communicate care, consideration, and respect of self and others.
- **H63.4** demonstrate communication skills to build and maintain healthy relationships.
- **H63.5** demonstrate healthy ways to express personal feelings.
- **H63.6** demonstrate healthy ways to express needs, wants, and feelings.
- **H63.7** demonstrate strategies to manage conflict in healthy ways.
- **H63.8** identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
- **H63.9** demonstrate the ability to influence and support others in making positive health choices.
- **H63.10** demonstrate ways to communicate care, consideration, and respect of self and others.
- **H63.11** learn how to select a group and join a group.
- **H63.12** identify how to maintain independence in a group.
- **H63.13** identify positive qualities in classmates.
- **H63.14** design a health behavior contract.
- **H63.15** discuss the importance of being a health literate person.
- **H63.16** explain the importance of using and following the guidelines for making responsible decisions.
- **H63.17** discuss strategies for resistance of peer pressure.

- **H63.18** evaluate reasons for needing good character.
- **H63.19** discuss factors that influence personality.
- **H63.20** explain how to break harmful habits.
- **H63.21** describe the four levels of communication.
- **H63.22** use “I” messages to express feelings.
- **H63.23** explain how to be an effective listener.
- **H63.24** explain the difference between eustress and distress.
- **H63.25** develop a plan to manage stress.
- **H63.26** discuss ways to cope with depression, including self-help and help from others.
- **H63.27** formulate a list of warning signs that may indicate a person is contemplating suicide.
- **H63.28** determine responsible actions to take if a person displays any of the suicide warning signs.
- **H63.29** explain responsible ways to manage anger.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H64.1** evaluate information and develop opinions about health issues.
- **H64.2** analyze how environment and personal health are interrelated.
- **H64.3** explain why people need to be concerned about their environment.
- **H64.4** explain how emotional environment affects health.
- **H64.5** explain how physical environment affects health.
- **H64.6** describe how air pollution changes environmental quality.
- **H64.7** list ways to keep the air clean.
- **H64.8** describe how water pollution harms health.
- **H64.9** list ways to keep water safe.
- **H64.10** describe ways noise pollution affects health.
- **H64.11** list ways to keep noise at a safe level.
- **H64.12** discuss ways to protect the natural environment.
- **H64.13** identify places to go to enjoy the outdoors.
- **H64.14** explain ways a pleasant visual environment can improve health.
- **H64.15** describe ways to keep their living space pleasant.
- **H64.16** list tips for sharing living space.
- **H64.17** explain ways to conserve water, energy, and land.
- **H64.18** explain how to compost.
- **H64.19** explain how to precycle and recycle.

V. FAMILY LIFE EDUCATION

The students will:

- **H65.1** demonstrate strategies to improve or maintain personal and family health.
- **H65.2** demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- **H65.3** describe how family and peers influences affect the health of adolescents.
- **H65.4** describe how the behavior of family affects interpersonal communication.
- **H65.5** explain the effects a healthful relationship and a harmful relationship can have on a person.
- **H65.6** discuss steps to take to do something about a harmful relationship.
- **H65.7** explain and demonstrate how to use conflict resolution skills.
- **H65.8** explain the mediation process.
- **H65.9** explain why it is important to be a loving family member.
- **H65.10** discuss ways families might change.
- **H65.11** discuss ways to cope with difficult family relationships.
- **H65.12** identify ways to make healthful adjustments to family changes.
- **H65.13** explain how to make a new friend.
- **H65.14** explain the importance of choosing friends who make responsible decisions.
- **H65.15** explain the importance of choosing friends liked by parents/guardians.
- **H65.16** explain why to choose friends other people respect.
- **H65.17** discuss when and how to end a friendship.
- **H65.18** evaluate how to handle commitments in personal relationships.
- **H65.19** discuss the growth and development of infants, toddlers, and children in middle childhood.
- **H65.20** identify ways to learn more about the care of children.
- **H65.21** identify reasons why teen marriage and parenthood are risky.
- **H65.22** explain the importance of learning about abstinence.
- **H65.23** list and discuss reasons to choose abstinence.
- **H65.24** explain how teens set and stick to limits to practice abstinence.
- **H65.25** explain how movies and TV can affect decisions about sexual activity.
- **H65.26** explain how to recognize abusive relationships and what to do about them; identify different types of abuse, and how and where to seek help.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H66.1** explain the relationship between positive health behaviors and the prevention of injury illness, disease, and premature death.
- **H66.2** determine ways to avoid gang involvement.
- **H66.3** identify ways to keep from being harmed by others.
- **H66.4** demonstrate ways to avoid and reduce threatening situations.
- **H66.5** discuss the reasons to respect authority and obey laws.
- **H66.6** explain how to recognize violence.
- **H66.7** describe protective factors to practice in order to stay away from fights, to be safe around weapons, and to be street smart.
- **H66.8** research steps to take if harmed by violence.
- **H66.9** explain the difference between a risk that is worth taking and one that is not.
- **H66.10** describe how to prevent falls, fires, electric shock, poisoning, and suffocation.
- **H66.11** chart ways to be safe in the school and community.
- **H66.12** list ways to be safe during exercise and sports.
- **H66.13** discuss ways to keep safe in hot and cold weather.
- **H66.14** state ways to stay safe during electrical storms.
- **H66.15** list ways to stay safe during natural disasters.
- **H66.16** discuss ways to be ready to give first aid.
- **H66.17** describe how to check a victim.
- **H66.18** explain how to open the airway, give rescue breathing, and give CPR.
- **H66.19** describe how to control bleeding.
- **H66.20** outline how to treat other illnesses and injuries.

VII. NUTRITIONAL HEALTH

The students will:

- **H67.1** discuss the importance of nutrients.
- **H67.2** describe how to use the Food Guide Pyramid.
- **H67.3** explain how to follow the Dietary Guidelines.
- **H67.4** describe ways healthful eating habits keep a person healthy.
- **H67.5** explain the importance of eating breakfast.

- **H67.6** discuss how to apply the Dietary Guidelines when selecting fast foods.
- **H67.7** list tips to follow to choose healthful snacks.
- **H67.8** list ways to prevent food-borne illnesses.
- **H67.9** explain how to read a food label.
- **H67.10** discuss ways to share food without spreading germs.
- **H67.11** give reasons to maintain a healthful weight.
- **H67.12** discuss ways to maintain healthful weight.
- **H67.13** explain steps to gain or lose weight.

VIII. PERSONAL HEALTH

The students will:

- **H68.1** identify the short-term school, legal, family, and inner consequences of personal behavior.
- **H68.2** develop a plan that addresses personal strengths, needs, and health risks.
- **H68.3** describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- **H68.4** predict how decisions regarding health behaviors have consequences for self and others.
- **H68.5** demonstrate the ability to apply a decision process to health issues and problems individually and collaboratively.
- **H68.6** apply strategies and skills needed to attain personal health goals.
- **H68.7** analyze the possible causes of conflict among youth in schools and communities.
- **H68.8** demonstrate refusal skills to enhance health.
- **H68.9** describe ways to reduce risks related to adolescent health problems.
- **H68.10** explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- **H68.11** explain the importance of assuming responsibility for personal health behaviors.
- **H68.12** demonstrate strategies to improve or maintain personal health.
- **H68.13** discuss the importance of braces and retainers to correct malocclusion.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H69.1** explain ways pathogens enter the body.
- **H69.2** explain how body defenses protect against pathogens.
- **H69.3** distinguish between safe, risky, and harmful behaviors in relationships.
- **H69.4** develop injury prevention and management strategies for personal and family health.
- **H69.5** explain how health is influenced by the interaction of body systems.
- **H69.6** describe ways to reduce risks related to adolescent health problems.
- **H69.7** describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
- **H69.8** explain how appropriate health care can prevent premature death and disability.
- **H69.9** formulate a personal wellness plan which addresses adolescent needs and health risks.
- **H69.10** discuss the cause, symptoms, and prevention for the common cold, influenza, mononucleosis, hepatitis, strep throat, and Lyme disease.
- **H69.11** list ways to reduce the risk of communicable diseases.
- **H69.12** explain why abstinence is the best prevention for STD's.
- **H69.13** describe how HIV destroys the immune system.
- **H69.14** discuss risk behaviors and risk situations for HIV infection.
- **H69.15** explain why a person can spread HIV before being testing positive for HIV.
- **H69.16** discuss treatment for HIV infection and AIDS.
- **H69.17** state ways to reduce a person's risk of HIV infection.
- **H69.18** explain the importance of keeping a family health history.
- **H69.19** explore causes of high blood pressure.
- **H69.20** discuss behaviors that reduce the risk of cardiovascular diseases.
- **H69.21** list the warning signs of cancer.
- **H69.22** discuss behaviors that reduce the risk of cancer.
- **H69.23** describe what happens when a person has allergies.
- **H69.24** state ways a person can manage asthma and reduce the risk of having an asthma attack.
- **H69.25** give the symptoms, treatment, and prevention of diabetes.
- **H69.26** explain how to protect a person who is having a seizure.

GRADES 7-8

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **H7/81.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **H7/81.2** explain that alcohol, tobacco, and medicines are drugs.
- **H7/81.3** describe behaviors which influence drug use and abuse.
- **H7/81.4** describe the relationship between a good self-concept and drug behavior.
- **H7/81.5** identify and demonstrate resistance skills to be assertive and resist pressure to use alcohol, tobacco and other drugs.
- **H7/81.6** explain what happens during a formal intervention program.
- **H7/81.7** discuss what happens during a relapse.
- **H7/81.8** explain how people who abuse drugs hurt others as well as themselves.
- **H7/81.9** identify violent behaviors that are more likely to occur when people use drugs.
- **H7/81.10** identify risk factors for harmful drug use in teens.
- **H7/81.11** describe the hazards of driving while using drugs.
- **H7/81.12** discuss the effects of drugs on pregnancy.
- **H7/81.13** identify, examine, and debate reasons for saying *NO* to alcohol and other drug use.
- **H7/81.14** demonstrate the identification and comprehension of messages from media and other sources that influence drug use and behavior.
- **H7/81.15** explain why intravenous drug use increases the risk of HIV infection.
- **H7/81.16** chart how drug misuse and abuse progresses to drug dependence.
- **H7/81.17** describe different approaches to treatment of drug dependency.
- **H7/81.18** discuss the importance of honest talk with people who use or abuse drugs.
- **H7/81.19** list support programs for people who are drug dependent.
- **H7/81.20** compare and contrast drug, alcohol, and tobacco addictions.
- **H7/81.21** research the harmful effects of smoking and secondhand smoke.
- **H7/81.22** discuss the rights and responsibilities of smokers and nonsmokers.

- **H7/81.23** identify and defend the benefits of smoking cessation.
- **H7/81.24** discuss the harmful effects of chewing tobacco.
- **H7/81.25** describe the physiological and behavioral effects of steroids.
- **H7/81.26** discuss the effects of alcohol on the mind including decision making, violence, depression, and suicide.
- **H7/81.27** identify reasons why teens make a responsible decision when they do not drink alcohol.
- **H7/81.28** identify characteristics of a problem drinker.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **H7/82.1** develop questions to ask when choosing a health care provider.
- **H7/82.2** explain the difference between a primary care provider and a medical specialist.
- **H7/82.3** describe examples of medical specialists, health care professionals, and health care facilities.
- **H7/82.4** identify professional, private, and community resource organizations that are reliable sources of health-related information.
- **H7/82.5** list examples of federal government agencies that are reliable sources of health-related information.
- **H7/82.6** demonstrate the use of the Internet to obtain health-related information.
- **H7/82.7** explain how to determine the reliability of online health-related information.
- **H7/82.8** list safety tips to follow when using online services.
- **H7/82.9** identify examples of media in which advertisers place advertisements for health-related products and services.
- **H7/82.10** research how advertisers decide when and where to place their advertisements.
- **H7/82.11** illustrate questions that can be asked to evaluate the appeal of an advertisement.
- **H7/82.12** discuss shopping addiction and entertainment addictions.
- **H7/82.13** explain *consumerism*.
- **H7/82.14** assess criteria to be used when comparison-shopping.
- **H7/82.15** explain the difference between a brand name and a generic name.

- **H7/82.16** explain why a person must take responsibility for shopping decisions rather than relying upon salespeople or infomercials.
- **H7/82.17** explain why it is important to be cautious when charging products and services on a credit card.
- **H7/82.18** list possible actions to take when making a consumer complaint.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **H7/83.1** explain ways to express compassion for people living with long term or terminal illness/disease.
- **H7/83.2** identify and formulate questions teens who have a family member with cancer might ask.
- **H7/83.3** recognize that emotional and psychological well-being are important to physical well-being.
- **H7/83.4** indicate the differences between healthful behaviors and at-risk behaviors.
- **H7/83.5** evaluate addictive behaviors among teens.
- **H7/83.6** evaluate the differences between positive and negative stressors.
- **H7/83.7** demonstrate stress management skills.
- **H7/83.8** compare and contrast eustress and distress.
- **H7/83.9** describe and demonstrate decision-making skills.
- **H7/83.10** identify and discuss factors that influence personality.
- **H7/83.11** identify and discuss factors that influence moral character.
- **H7/83.12** assess ways to develop positive self-esteem based on responsible behavior.
- **H7/83.13** demonstrate conflict resolution skills.
- **H7/83.14** distinguish between appropriate and inappropriate verbal and nonverbal behaviors when communicating with others.
- **H7/83.15** explain the difference between intrapersonal, interpersonal, and intergroup conflicts.
- **H7/83.16** identify the steps in the mediation process.
- **H7/83.17** identify anger cues.
- **H7/83.18** apply anger management skills.
- **H7/83.19** investigate symptoms of depression.
- **H7/83.20** identify the warning signs of suicide.
- **H7/83.21** discuss suicide prevention strategies.

IV. ENVIRONMENTAL HEALTH

The students will:

- **H7/84.1** analyze how environment and personal health are interrelated.
- **H7/84.2** identify and chart regulatory, community, and municipal agencies responsible for the treatment and protection of water and waste systems.
- **H7/84.3** describe how air pollution changes environmental quality.
- **H7/84.4** list and discuss pollutants.
- **H7/84.5** explain why and how ground water pollution affects drinking water.
- **H7/84.6** describe ways water pollution affects health.
- **H7/84.7** explain how the natural environment affects health.
- **H7/84.8** list actions teens can take to improve their living environment.
- **H7/84.9** identify, research, and discuss current environmental issues that affect the quality of the life on Earth.
- **H7/84.10** suggest ways teens can get involved to raise social and public awareness pertaining to important environmental issues.
- **H7/84.11** identify and name products that can be sorted and recycled.
- **H7/84.12** list ways to conserve energy.
- **H7/84.13** name regulatory agencies that protect the environment.

V. FAMILY LIFE EDUCATION

The students will:

- **H7/85.1** describe how family and peers influence personal health.
- **H7/85.2** identify characteristics of a loving person.
- **H7/85.3** identify and discuss problems that can occur in dysfunctional families.
- **H7/85.4** identify sources of support available for teens living in dysfunctional families.
- **H7/85.5** identify community resources available for family crisis interventions.
- **H7/85.6** identify feelings and behaviors that describe family members who are codependent.
- **H7/85.7** identify ways to make healthful adjustments to family changes.
- **H7/85.8** demonstrate the ability to influence and support others in making positive choices.
- **H7/85.9** demonstrate social skills that can improve relationships.

- **H7/85.10** list choices that support abstinence.
- **H7/85.11** outline reasons why teen pregnancy is dangerous.
- **H7/85.12** discuss available local resources for teen parenting.
- **H7/85.13** list healthy behaviors adults in families teach their children.
- **H7/85.14** explain why domestic violence is kept secret by family members and actions family members can take when their safety is at risk.
- **H7/85.15** identify different types of abuse, and how and where to seek help.
- **H7/85.16** list the balance of giving and taking in a healthful friendship.
- **H7/85.17** explain how and when to end a friendship.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **H7/86.1** identify community agencies promoting safety guidelines for home and recreational purposes.
- **H7/86.2** identify and list sources of personal safety equipment for the home and recreational use.
- **H7/86.3** discuss ways to obtain emergency conditions updates (e.g., media resources and hotline numbers).
- **H7/86.4** identify potential home emergency and school emergency situations.
- **H7/86.5** list ways a family can prepare for many types of home emergencies.
- **H7/86.6** review safety guidelines for home equipment (e.g., fireplace or kerosene heater).
- **H7/86.7** review safety guidelines for firearms.
- **H7/86.8** outline ways to reduce unintentional injuries in the home, school, or during recreational activities.
- **H7/86.9** identify safety guidelines and appropriate safety equipment that should be worn during physical activities and sports.
- **H7/86.10** indicate guidelines for motor vehicle safety with respect to airbags, safety belts, and child safety restraint systems.
- **H7/86.11** identify safety guidelines for extreme weather conditions and natural disasters.
- **H7/86.12** explain why youth gangs increase the risk of violence.
- **H7/86.13** explain the importance of respecting authority and abiding by laws.

- **H7/86.14** discuss self-protection strategies to follow at home, in school, and in public.
- **H7/86.15** discuss appropriate ways to treat others with respect and avoid discrimination.
- **H7/86.16** demonstrate simple first aid skills for treatment of cuts, scraps, and nosebleeds.
- **H7/86.17** explain the universal precautions needed when contact with blood or body fluids occurs.
- **H7/86.18** explain how to obtain consent when giving first aid.
- **H7/86.19** demonstrate guidelines to follow when making an emergency phone call.

VII. NUTRITIONAL HEALTH

The students will:

- **H7/87.1** compare and contrast examples of healthful foods listed on the menu of several restaurants including a fast food restaurant.
- **H7/87.2** explain how to maintain weight.
- **H7/87.3** give examples of stressful situations for which teens might substitute harmful eating patterns for a healthy way of coping.
- **H7/87.4** explain the difference between hunger and appetite.
- **H7/87.5** illustrate the Food Guide Pyramid showing the basic food groups, examples of each and the number of servings needed each day.
- **H7/87.6** identify the nutrients that can be obtained from eating each of the five basic food groups.
- **H7/87.7** list the Dietary Guidelines for Americans.
- **H7/87.8** explain the information that is found under each of the headings on a food label (i.e., serving size, calories from fat, percent daily value, list of nutrients, vitamins and minerals, daily values/calories footnote, ingredients listing).
- **H7/87.9** give examples of ways appetite might influence eating habits.
- **H7/87.10** list steps for gaining and losing weight.
- **H7/87.11** discuss the causes, symptoms and treatments of eating disorders (e.g., anorexia nervosa and bulimia).
- **H7/87.12** list health problems caused by obesity.
- **H7/87.13** list factors that contribute to obesity.
- **H7/87.14** explain why teens need to eat a variety of foods.
- **H7/87.15** discuss dietary changes that reduce the risk of cancer.
- **H7/87.16** discuss healthful dietary choices for people with diabetes.

- **H7/87.17** discuss healthful dietary choices for people with hypoglycemia.
- **H7/87.18** identify dietary changes to reduce the risk of heart disease.
- **H7/87.19** discuss healthful dietary choices for competitive sports (pre-event meals and dieting to “make weights”).

VIII. PERSONAL HEALTH

The students will:

- **H7/88.1** describe ways to reduce risks related to adolescent health problems.
- **H7/88.2** develop a plan that addresses personal strengths, needs, and health risks.
- **H7/88.3** identify symptoms for which prompt medical treatment is necessary.
- **H7/88.4** explain how to prevent body odor, protect skin, and care for fingernails.
- **H7/88.5** evaluate hair care products.
- **H7/88.6** discuss common foot problems (e.g., athlete’s foot, ingrown toenails, blisters, calluses, corns, bunions, and foot odor).
- **H7/88.7** discuss the moral and health risks associated with premarital sexual activity.
- **H7/88.8** identify and locate examples of reliable local facilities that promote personal and family health management.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **H7/89.1** identify what a pathogen is and how pathogens are spread.
- **H7/89.2** identify ways to reduce the risk of infection with communicable disease.
- **H7/89.3** explain how the immune system responds to pathogens.
- **H7/89.4** chart the cause, method of transmission, symptoms, treatment, and prevention of the common cold, influenza, pneumonia, strep throat, and mononucleosis.
- **H7/89.5** explain why abstinence is the best prevention for STD’s.

- **H7/89.6** discuss the health problems that result from STD's
- **H7/89.7** describe how HIV affects the immune system.
- **H7/89.8** compare and contrast risk behaviors and situations for HIV infection.
- **H7/89.9** discuss the prevention of HIV infection to AIDS.
- **H7/89.10** identify and analyze behaviors that can reduce the risk of cardiovascular disease.
- **H7/89.11** identify the warning signs of cancer.
- **H7/89.12** identify and summarize strategies to reduce the risk of cancer.
- **H7/89.13** analyze what happens to a person who has allergies.
- **H7/89.14** discuss symptoms, causes, and ways to prevent attacks of asthma.
- **H7/89.15** identify types of diabetes.
- **H7/89.16** identify the risk factors and management of diabetes.
- **H7/89.17** explain why a person needs to maintain a detailed family health history.

GRADES 9-12

I. ALCOHOL, TOBACCO, AND OTHER DRUGS: USE AND ABUSE

The students will:

- **HS1.1** define *drug* as any substance that is put into the body, excluding food, that changes how a person feels or acts.
- **HS1.2** recognize alcohol, tobacco, and medicines as drugs.
- **HS1.3** evaluate the guidelines for the safe use of prescription and over-the-counter drugs.
- **HS1.4** appraise the information found on prescription and over-the-counter drug labels.
- **HS1.5** examine the effects of the misuse or abuse of prescription and over-the-counter drugs.
- **HS1.6** chart the characteristics of stimulants, sedative-hypnotics, narcotics, hallucinogens, marijuana, anabolic-androgenic steroids, and inhalants.
- **HS1.7** identify and explain the physical and psychological effects of drugs on the person, the family, and the community.
- **HS1.8** discuss drug-free school zones and their impact on drug trafficking.
- **HS1.9** examine the stages of drug use which can progress to drug dependence.
- **HS1.10** demonstrate marketing techniques used to entice teens to use drugs.
- **HS1.11** compare and contrast resistance skills needed to deter drug abuses.
- **HS1.12** role play the resistance skills needed in a variety of peer situations.
- **HS1.13** research and report the effects of peer pressure on drug usage.
- **HS1.14** develop an individual pledge to live a drug-free life.
- **HS1.15** identify the resources available for assistance and information for persons with drug dependency.
- **HS1.16** discuss the procedures that are followed during drug testing for banned substances.
- **HS1.17** evaluate the different kinds of treatment for people who are drug dependent.
- **HS1.18** discuss the role of family members and friends as co-dependents.
- **HS1.19** discuss what happens during formal intervention and detoxification.

II. COMMUNITY AND CONSUMER HEALTH

The students will:

- **HS2.1** explore the skills needed to become health literate individuals.
- **HS2.2** assess the ten rights included in the American Hospital Association Patients' Bill of Rights.
- **HS2.3** list and discuss federal, state, and local agencies that play a role in patient rights and consumer protection.
- **HS2.4** evaluate a variety of health information resources (e.g., printed materials, media, and Internet).
- **HS2.5** identify the steps to take before acquiring/purchasing services and products.
- **HS2.6** evaluate health care purchases via Internet and mail order companies.
- **HS2.7** examine the rights of the consumer.
- **HS2.8** evaluate marketing techniques used to entice the consumer.
- **HS2.9** explain why some products are recalled and research some examples.
- **HS2.10** discuss credentials for health-care providers, facilities, and agencies.
- **HS2.11** explore the options for health coverage.
- **HS2.12** list the questions to evaluate health coverage options.
- **HS2.13** discuss the effects of malpractice insurance on health care cost.
- **HS2.14** research, report, and analyze actual health care costs.
- **HS2.15** identify the populations that qualify for Medicare, Medicaid, and Social Security.
- **HS2.16** list questions that can be asked to uncover health fraud.
- **HS2.17** discuss ways to protect themselves from health fraud.
- **HS2.18** investigate health career opportunities.
- **HS2.19** explain what it means to be licensed and have certification in a health field.
- **HS2.20** rate the priorities for which a person needs to make time.
- **HS2.21** list and discuss tips to staying organized.
- **HS2.22** recognize the role of volunteers in the community.
- **HS2.23** explore opportunities for teens to become involved as volunteers.
- **HS2.24** explain positive effects that being a volunteer has on health status.
- **HS2.25** develop a list of guidelines to follow when choosing entertainment.
- **HS2.26** recognize the effects of entertainment (e.g., television, movies, and computer) addictions on health.
- **HS2.27** differentiate between real life and life portrayed in entertainment.

III. EMOTIONAL, PSYCHOLOGICAL, AND SOCIAL HEALTH

The students will:

- **HS3.1** discuss factors that affect health status.
- **HS3.2** recognize that emotional and psychological well-being are important to physical well-being.
- **HS3.3** develop guidelines for expressing emotions in a healthful way.
- **HS3.4** investigate decision-making techniques.
- **HS3.5** identify the steps to take if they make a wrong decision.
- **HS3.6** employ conflict resolution skills.
- **HS3.7** explore anger management skills.
- **HS3.8** discuss hidden anger cues.
- **HS3.9** identify the life changes most stressful for teens.
- **HS3.10** apply stress management skills to personal lives.
- **HS3.11** examine the categories of mental disorders.
- **HS3.12** recognize the causes of depression.
- **HS3.13** identify the warning signs of suicide.
- **HS3.14** propose suicide prevention strategies.
- **HS3.15** assess ways to develop positive self-esteem based on responsible actions.
- **HS3.16** defend personal assessment of good character.
- **HS3.17** explain steps that can be taken to be assertive and demonstrate self-confidence.
- **HS3.18** identify possible negative outcomes when giving into peer pressure.
- **HS3.19** identify statements which might be used to pressure peers into making wrong decisions.
- **HS3.20** explore the resistance skills necessary to avoid negative peer pressure.

IV. ENVIRONMENTAL HEALTH

The students will be able to:

- **HS4.1** examine and debate current environmental issues (e.g., noise, water conservation and pollution, and energy conservation).
- **HS4.2** forecast environmental issues which may affect the quality of adult life.

- **HS4.3** develop possible solutions for environmental problems.
- **HS4.4** organize a health advocacy campaign for an environmental concern.
- **HS4.5** research the effects of environment on personal health.

V. FAMILY LIFE EDUCATION

The students will:

- **HS5.1** analyze health concerns that require collaborative decision making.
- **HS5.2** compare and contrast the healthy family and the dysfunctional family.
- **HS5.3** analyze qualities of healthful family relationships.
- **HS5.4** analyze the causes of dysfunctional families.
- **HS5.5** discuss the sources of conflict in a blended family.
- **HS5.6** discuss the role of family members and friends as co-dependents.
- **HS5.7** examine the impact of domestic violence on the family.
- **HS5.8** recognize when intervention is necessary.
- **HS5.9** explore community resources available to assist with family problems.
- **HS5.10** evaluate various forms of intervention (e.g., counseling, support groups).
- **HS5.11** identify factors needed for a successful marriage.
- **HS5.12** discuss the characteristics of a responsible parent.
- **HS5.13** examine the reasons for becoming a parent, the resources needed to be a parent, and responsibilities expected of a parent.
- **HS5.14** recognize that parents are the child's first educators.
- **HS5.15** examine the life cycle from birth to death recognizing the physical, mental, and social changes that occur.
- **HS5.16** recognize the physical, mental, and social needs at each developmental stage.
- **HS5.17** determine ways in which the family influences healthful living.
- **HS5.18** explore habits and responsible decisions that promote healthful living.
- **HS5.19** outline the reasons that abstinence is a responsible decision.
- **HS5.20** list and explain reasons to remain abstinent until marriage.
- **HS5.21** outline resistance skills to say "no" if being pressured to be sexually active.
- **HS5.22** explain how to set limits for expressing physical affection.
- **HS5.23** develop a set of responsible dating standards.

- **HS5.24** research the consequences of teen marriages, teen pregnancies, and teen parenting.
- **HS5.25** discuss the steps teens can take to change their behaviors.
- **HS5.26** discuss factors and resources to consider in the role of a caregiver.
- **HS5.27** discuss death and issues that surround it (e.g., last rites, life support, living wills, nursing homes, hospice).
- **HS5.28** examine the Catholic teaching on euthanasia.
- **HS5.29** discuss the stages of grief, how to express grief, and how to comfort those who are grieving.

VI. INJURY PREVENTION AND SAFETY

The students will:

- **HS6.1** recognize when first aid is necessary (e.g., choking, heart attack, stroke, bleeding, poisoning, burns, heat or cold temperature related illnesses, injuries to muscle, bones, or joints).
- **HS6.2** define and list the universal precautions.
- **HS6.3** explain first aid procedures for a variety of injuries/illnesses.
- **HS6.4** outline ways to reduce unintentional injuries.
- **HS6.5** identify the guidelines to follow to prevent physical activity related injuries.
- **HS6.6** discuss precautions to take when participating in physical activity during extreme weather conditions.
- **HS6.7** identify ways to prepare for severe weather and natural disasters.
- **HS6.8** discuss ways to stay safe during severe weather and natural disasters.
- **HS6.9** examine the guidelines for motor vehicle safety.
- **HS6.10** discuss the importance of air bags, safety belts, and child safety restraint systems.
- **HS6.11** discuss ways to reduce the risk of injury from road rage.
- **HS6.12** research the principles of self-protection.
- **HS6.13** outline the strategies of self-protection to practice at home, in public places, and to follow in social situations.
- **HS6.14** define the term *harassment* and discuss the types of harassment.
- **HS6.15** identify steps to take if harassed or stalked.
- **HS6.16** explain how a person develops a moral code.
- **HS6.17** explain why some people challenge authority and break laws.

- **HS6.18** discuss the consequences of juvenile offenses.
- **HS6.19** identify ways juvenile offenders can change their behavior to show respect for authority and obey laws.
- **HS6.20** analyze the characteristics of gangs.
- **HS6.21** discuss why it is risky to belong to a gang.
- **HS6.22** propose suggestions to resist gang membership.
- **HS6.23** determine ways that a gang member can leave the gang.
- **HS6.24** discuss reasons why it is risky to belong to a gang.
- **HS6.25** explain how passive, aggressive, and assertive behavior influence the risk of being a perpetrator or a victim of violence.
- **HS6.26** identify risk factors that increase the likelihood that a person will become a perpetrator or victim of violence.
- **HS6.27** identify protective factors that reduce the likelihood that a person will become a perpetrator or victim of violence.
- **HS6.28** interpret the laws governing weapons.
- **HS6.29** summarize reasons why carrying a weapon increases the risk of being injured.
- **HS6.30** identify ways to reduce the risk of being injured by a weapon.

VII. NUTRITIONAL HEALTH

The students will:

- **HS7.1** identify healthful dietary guidelines.
- **HS7.2** identify different nutritional needs at life cycle stages including pre-pregnancy and pregnancy.
- **HS7.3** evaluate personal diet for nutritional adequacy.
- **HS7.4** chart examples of foods from each of the food groups and the recommended number of servings.
- **HS7.5** discuss various diets (e.g., vegetarian and weight gain or loss) and the planning involved to assure nutritional adequacy.
- **HS7.6** identify the functions and sources of proteins, carbohydrates, fats, vitamins, minerals, and water.
- **HS7.7** discuss the effects of nutrients on personal performance (e.g., test taking and sport events).
- **HS7.8** plan a pre-event meal.
- **HS7.9** identify the elements required on all food labels.
- **HS7.10** discuss other information found on food labels (i.e., ingredients, listing, expiration dates, food additives, and health claims).
- **HS7.11** list guidelines to follow when planning healthy meals and snacks.

- **HS7.12** compare and contrast a variety of dietary guidelines (e.g., guidelines to reduce the risk of developing cancer, cardiovascular disease, or osteoporosis).
- **HS7.13** discuss diet recommendations for people with diabetes or hypoglycemia.
- **HS7.14** discuss the ways to determine desirable weight and body composition.
- **HS7.15** explore the steps to follow for healthful weight gain and weight loss.
- **HS7.16** research the reasons that some people are at risk for developing eating disorders.
- **HS7.17** compare and contrast anorexia nervosa, bulimia, binge eating disorders, and hypergymnasia.
- **HS7.18** develop strategies to combat eating disorders.
- **HS7.19** discuss ways to avoid reactions to food allergies and intolerances.
- **HS7.20** outline ways to protect against food-borne illnesses.
- **HS7.21** explain ways germs can be spread when people share food.
- **HS7.22** discuss guidelines to follow when ordering from a restaurant menu.
- **HS7.23** discuss guidelines to follow when ordering fast food.
- **HS7.24** list examples of healthful foods that can be ordered at ethnic restaurants.
- **HS7.25** identify appropriate etiquette practices which lead to healthy digestion.

VIII. PERSONAL HEALTH

The students will:

- **HS8.1** analyze personal wellness.
- **HS8.2** predict immediate and long term impact of health decisions.
- **HS8.3** explain how to set goals and make plans to achieve them.
- **HS8.4** formulate an effective plan for lifelong health.
- **HS8.5** list and discuss the kinds of information to include in a personal health record.
- **HS8.6** propose ways to stay motivated to follow the personal health plan.
- **HS8.7** explain why a person should keep a detailed family health history.
- **HS8.8** apply good hygiene practices to daily living.
- **HS8.9** recognize ways to protect their skin from effects of weather exposure.
- **HS8.10** identify the types, causes, and treatment of acne.

- **HS8.11** explain the need for adequate rest and sleep to protect health.
- **HS8.12** discuss the body changes that occur during the sleep cycle.
- **HS8.13** identify how to evaluate if you are getting adequate sleep and rest.
- **HS8.14** identify several tips for getting a good night's rest.
- **HS8.15** explain how to develop cardiorespiratory endurance, muscular strength, flexibility, and healthy body composition.
- **HS8.16** recognize the benefits of regular physical activity.
- **HS8.17** discuss the health related fitness benefits of life time sports.

IX. PREVENTION AND CONTROL OF DISEASE

The students will:

- **HS9.1** discuss ways to develop active and passive immunity.
- **HS9.2** chart how pathogens are spread.
- **HS9.3** identify ways to reduce the risk of infection with communicable diseases.
- **HS9.4** summarize how the immune system responds to pathogens.
- **HS9.5** chart the cause, method of transmission, symptoms, treatments, and prevention for the common cold, influenza, pneumonia, strep throat, and mononucleosis.
- **HS9.6** evaluate the impact of pneumonia, strep throat, and mononucleosis on personal wellness.
- **HS9.7** compare and contrast the cause, methods of transmission, symptoms, diagnosis, treatment and complications of common sexually transmitted diseases.
- **HS9.8** identify the risk factors for STD's.
- **HS9.9** discuss ways to reduce the risk of sexually transmitted diseases.
- **HS9.10** distinguish between HIV and AIDS.
- **HS9.11** recall the symptoms of HIV and AIDS.
- **HS9.12** identify the risk factors of HIV and AIDS.
- **HS9.13** discuss the prevention of HIV infection.
- **HS9.14** discuss the progression of HIV infection to AIDS.
- **HS9.15** research the treatment approaches to the HIV virus.
- **HS9.16** identify controllable and uncontrollable cardiovascular disease risk factors.
- **HS9.17** identify the warning signs of cancer.
- **HS9.18** identify and summarize strategies to reduce the risk of cancer.
- **HS9.19** identify some examples of chronic health conditions.

- **HS9.20** examine how chronic health conditions affect an individual's quality of life.
- **HS9.21** identify types of diabetes, risk factors, and management.
- **HS9.22** summarize the causes, effects, and prevention of hepatitis.
- **HS9.23** research why hepatitis has been on the rise in the United States.