

Neenah Joint School District Health Education Objectives

GRADE: K

Prevention and Control of Diseases

- ___ Understand how to prevent the spread of germs (Standard 1).
- ___ Identify the role of the doctor as a helper in fighting illness and maintaining health of others (Standard 3).
- ___ Identify behaviors that can avoid/reduce health risks (Standard 7).

Environmental Health

- ___ Identify ways to maintain/clean a safe environment (Standard 8).

Community Health

- ___ Identify trusted adults who can help promote health (Standard 8).

Consumer Health

- ___ Identify and apply communication skills to improve and reduce health risks (Standard 4).

Substance Use and Abuse

- ___ Define the terms "medicine" and "poison" (Standard 1).
- ___ Identify medicines and poisons commonly found in homes (Standard 1).
- ___ Identify reasons for consulting a responsible adult before using medicine/poisonous substances (Standard 4).

Healthy Eating and Physical Activity

- ___ Name the five food groups associated with MyPlate and learn how to build a healthy plate (Standard 3).
- ___ Identify foods that are high in sugar, salt and fats (Standard 1).
- ___ Understand the importance of not eating a lot of sugar, salt and fats (Standard 1,7).
- ___ Demonstrate the ability to choose healthy snacks (Standard 1,7).
- ___ Understand the importance of eating breakfast (Standard 1,7).

Mental and Emotional Health

- ___ Identify good character and recognize individual uniqueness (Standard 8).
- ___ Identify qualities and characteristics of a good friend (Standard 8).
- ___ Demonstrate an attitude of respect and courtesy toward others, regardless of differences (Standard 8).
- ___ Demonstrate healthy ways of dealing with emotions (Standard 8).
- ___ Identify adults to talk to during hard times (Standard 3,4).

Injury Prevention and Safety

- ___ Recognize that rules for safety help protect people from getting hurt (Standard 5,7).
- ___ Identify responsible adults who can help in case of an accident (Standard 3).
- ___ Understand when and how to call 9-1-1 (Standard 5).
- ___ Understand the importance of safety rules at home, in a vehicle, and while playing (Standard 5,7).
- ___ Demonstrate knowledge of basic first aid for scrapes (Standard 1,5).

Personal Health Responsibilities

- ___ Understand personal responsibility for own health (Standard 8).
- ___ Identify behaviors of cleanliness that contribute to maintaining good health (Standard 1).
- ___ Understand the importance of rest and sleep (Standard 1).
- ___ Recognize that exercise helps make your body strong (Standard 1).
- ___ Demonstrate good posture (Standard 1).
- ___ Identify how to maintain good dental health (Standard 1).

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Family Life and Sexuality

- ___ Use proper names for body parts (Standard 1).
- ___ Explain that all living things reproduce (Standard 1).
- ___ Describe the characteristics of a friend (Standard 1).
- ___ Recognize that there are many different types of families (Standard 1.)
- ___ Identify roles that family members play to help promote a healthy family (Standard 1).
- ___ Identify the danger of contact with other people's blood (Standard 1).

Protective Behavior/Violence Prevention Education (Required State Statute)/Guidance & Classroom Teachers

- ___ Explain what bullying and teasing are, and why it is wrong (Standard 1).
- ___ Recognize that children have the right to tell others not to touch their bodies (Standard 1).
- ___ Identify the trusted adults they can confront about being touched, bullied or teased (Standard 3).

GRADE: 1**Prevention and Control of Diseases**

- ___ Recognize the way germs are spread and how to avoid them (Standard 1).
- ___ Identify characteristics of a healthy person (Standard 1).

Environmental Health

- ___ Identify ways to maintain a clean and safe environment (Standard 8).

Community Health

- ___ Identify where to get help to promote health (Standard 3).

Consumer Health

- ___ Identify and apply communication skills to improve and reduce health risks (Standard 4).

Substance Use and Abuse/Alcohol Tobacco and Other Drugs

- ___ Explain the safe use of medicine (Standard 1).
- ___ Understand the dangers of alcohol and its effect on health (Standard 1).
- ___ Understand the dangers of tobacco use and its effect on health (Standard 1).
- ___ Understand that drugs can be harmful (Standard 4).
- ___ Identify reasons for consulting a responsible adult before using medicine/poisonous substances (Stan. 4).

Healthy Eating/ Physical Activity

- ___ Name the five food groups associated with MyPlate and review how to build a healthy plate (Standard 3).
- ___ Recognize the need for proper nutrition (Standard 1).
- ___ Identify the ways food helps the body (Standard 1).
- ___ Understand importance of eating less sugar and salt (Standard 1).
- ___ Demonstrate ability to plan for healthy snacks (Standard 1).
- ___ Demonstrate ability to choose healthy drinks (Standard 1).
- ___ Understand the importance of water (Standard 1).

Mental and Emotional Health

- ___ Identify good character and recognize individual uniqueness (Standard 8).
- ___ Identify qualities and characteristics of a good friends/community groups (Standard 8).
- ___ Demonstrate an attitude of respect and courtesy toward others, regardless of differences (Standard 8).
- ___ Demonstrate healthy ways of dealing with emotions (Standard 8).

Injury Prevention and Safety

- ___ Recognize safe and unsafe factors at home, school, and in the community (Standard 5,7).
- ___ Practice common safety rules (Standard 5,7).
- ___ Understand importance of helmets and seatbelts (Standard 5,7).
- ___ Demonstrate knowledge of basic first aid for scrapes, cuts, nosebleeds, burns, and stings (Standard 1,5).
- ___ Identify when and how to call 911 (Standard 5).

Personal Health Responsibilities

- ___ Identify behaviors of cleanliness that contribute to maintaining good health (Standard ex: wearing clean clothing, brushing teeth, keeping body clean, etc. (Standard 7).
- ___ Differentiate between baby teeth and permanent teeth.
- ___ Recognize why exercise is important for strong muscles and healthy heart and lungs (Standard 7).
- ___ Recognize the need for physical activity, sleep, rest, and relaxation (Standard 7).

Family Life and Sexuality

- ___ Use proper names for body parts (Standard 1).
- ___ Explain that all living things reproduce (Standard 1).
- ___ Describe the characteristics of a friend (Standard 1).
- ___ Identify healthy ways for friends to express feelings towards one another (Standard 4).

- ___ Recognize that there are many different types of families (Standard 1).
- ___ Identify roles that family members play to help promote a healthy family (Standard 1).
- ___ Demonstrate ways to show respect for different types of families (Standard 4).
- ___ Identify the danger of contact with other people's blood (Standard 1).

Protective Behavior/Violence Prevention Education (Required State Statute) Guidance & Classroom Teachers

- ___ Explain what bullying and teasing are, and why it is wrong (Standard 1).
- ___ Recognize that children have the right to tell others not to touch their bodies (Standard 1).
- ___ Identify the trusted adults they can confront about being touched, bullied or teased (Standard 3).

GRADE: 2**Prevention and Control of Diseases**

- ___ Identify how germs are transmitted and describe ways to prevent the spread of germs (Standard 1).
- ___ Understand how the body fights germs (Standard 1).
- ___ Understand how vaccines and medicines help prevent/fight disease (Standard 1).

Environmental Health

- ___ Recognize personal responsibility in maintaining a healthy environment (Standard 8).

Community Health

- ___ Identify where in the school and community to get help to promote health (Standard 3).
- ___ Encourage classmates/friends to make healthy choices (Standard 8).

Consumer Health

- ___ Discuss how the media influences health behaviors (Standard 2).

Substance Use and Abuse/Alcohol Tobacco and Other Drugs

- ___ Identify rules for safe use of medicine (Standard 1).
- ___ Recognize the difference between helpful and harmful drugs (Standard 1).
- ___ Understand the negative effects of alcohol on the body (Standard 1).
- ___ Understand the negative effects of tobacco on the body (Standard 1).
- ___ Demonstrate the ability to know how and when to say no to offers of drugs (Standard 4,5).
- ___ Identify reasons for consulting a responsible adult before using medicine/poisonous substances (Stan. 4).

Healthy Eating/ Physical Activity

- ___ Identify foods that belong to the five food groups/MyPlate (Standard 3).
- ___ Understand why too much sugar, salt and fat can be harmful (Standard 7)
- ___ Understand the importance of breakfast (Standard 1,7).
- ___ Demonstrate the ability to choose healthy snacks (Standard 1,7).

Mental and Emotional Health

- ___ Identify ways to locate school and community helpers (Standard 2).
- ___ Demonstrate healthy ways to show emotions (Standard 7).
- ___ Identify trusted adults to talk to during hard times &/or to promote health (Standard 3,4).

Injury Prevention and Safety

- ___ List ways to prevent common childhood injuries (Standard 1).
- ___ Recognize safe and unsafe factors while riding in vehicles (Standard 5,7).
- ___ Understand importance of helmets and seatbelts (Standard 5,7).
- ___ Demonstrate knowledge of basic first aid for cuts, nosebleeds, burns, stings, and animal bites (Standard 1,5).
- ___ Identify situations when a health decision must be made. When it can be made individually and when is assistance needed (Standard 5).

Personal Health Responsibilities

- ___ Identify that personal health choices affect one's personal health outcome (Standard 7).
- ___ Understand importance of regular checkups (Standard doctor, dental) and why it is important to seek health care (Standard 7).
- ___ Describe why it is important to engage in healthy behaviors that contribute to maintaining good health such as good hygiene, healthy eating, physical activity, etc. (Standard 1,7).
- ___ Discuss how school, peers, family and emotions affect personal health practices (Standard 2).

Family Life and Sexuality

- _____ Use proper names for body parts including male and female reproductive systems. (Standard 1)
- _____ Explain that all living things reproduce. (Standard 1)
- _____ Describe the characteristics of a friend. (Standard 1)
- _____ Identify healthy ways for friends to express feelings towards one another (Standard 4)
- _____ Recognize that there are many different types of families. (Standard 1)
- _____ Identify roles that family members play to help promote a healthy family. (Standard 1)
- _____ Demonstrate ways to show respect for different types of families. (Standard 4)
- _____ Identify the danger of contact with other people's blood and other bodily fluids. (Standard 1)

Protective Behavior/Violence Prevention Education (Required State Statute) Guidance & Classroom Teachers

- _____ Explain what bullying and teasing are, and why it is wrong. (Standard 1)
- _____ Recognize that children have the right to tell others not to touch their bodies. (Standard 1)
- _____ Identify the trusted adults they can confront about being touched, bullied or teased. (Standard 3)
- _____ Demonstrate how to say “no” when in an uncomfortable situation, and to seek out a trusted adult (Standard 7)
- _____ Demonstrate how to respond if someone is bullying or teasing them. (Standard 4,7)

GRADE: 3**Prevention and Control of Diseases**

- ___ Understand the ways germs are spread (Standard 1).
- ___ Understand the difference between bacteria and virus (Standard 1).
- ___ Understand how the body's defense system fights germs (Standard 1).
- ___ Identify habits that may increase the risk of disease (Standard 7).
- ___ Describe ways to prevent illnesses such as heart disease and cancer (Standard 7).

Environmental Health

- ___ Identify one's role in maintaining a clean and safe environment (Standard 8).

Community Health

- ___ Identify community health agencies that protect/promote the health and safety of the community (Standard 3).
- ___ Encourage others to make healthy choices (Standard 8).

Consumer Health

- ___ Analyze the influence of culture, media, technology and other factors on health (Standard 2).
- ___ Demonstrate how to identify questionable health products and services (Standard 3).

Substance Use and Abuse/Alcohol Tobacco and Other Drugs

- ___ Identify the appropriate use of medicine (Standard 1,7).
- ___ Discuss the effects of substance (Standard caffeine, alcohol and tobacco) use on physical, social and emotional well being (Standard 1).
- ___ Identify types of drugs that are harmful and describe why they are harmful (Standard inhalants, marijuana, stimulants and depressants (Standard (Standard 1).
- ___ Develop skills used to resist peer pressure (Standard 4).
- ___ List people and places that can provide help with medicine and chemical substance use problems (Standard 3).

Healthy Eating/Physical Activity

- ___ Utilize MyPlate as a resource (Standard 3).
- ___ Understand the role of nutrients in the body (Standard 1).
- ___ Understand why too much sugar, salt and fat can be harmful (Standard 1).
- ___ Understand the importance of breakfast (Standard 1).
- ___ Demonstrate the ability to choose healthy snacks (Standard 7).

Mental and Emotional Health

- ___ Demonstrate responsible decision making skills (Standard 5).
- ___ Identify ways to improve self-concept.
- ___ Understand the role stress plays on the body and identify ways to reduce it (Standard 7).
- ___ Accept individual differences (Standard 8).

Injury Prevention and Safety

- ___ Recognize safe and unsafe factors at home, school, and in the community (Standard 5).
- ___ Demonstrate the ability to practice safety rules (Standard 7).
- ___ Understand the importance of helmets and seat belts (Standard 7).
- ___ Identify fire safety rules (Standard 1).
- ___ Identify the dangers with weapons and develop non-violent strategies to reduce, manage &/or resolve conflict (Standard 7).
- ___ Demonstrate knowledge of basic first aid for minor injuries (Standard 1,5).

Personal Health Responsibilities

- ___ Understand the importance of health care and describe when it is important to seek care (Standard 1,7).
- ___ Identify behaviors of cleanliness that contribute to maintaining good health (Standard ex: wearing clean clothing, brushing and flossing teeth, keeping body clean, etc.)(Standard 1,7).

- ___ Recognize the need for physical activity, rest, sleep, and relaxation (Standard 1).
- ___ Understand the relationship between healthy body and healthy mind (Standard 1).
- ___ Describe how some health behaviors can be helpful and set a short-term goal to achieve it (Standard 6).
- ___ Describe general structure/function of the human body systems (Standard 1).

Family Life and Sexuality

- ___ Describe different kinds of friendships. (Standard 1)
- ___ Describe how families work together. (Standard 1)
- ___ Develop positive attitude and understanding toward one's role as a family member. (Standard 1)
- ___ Identify an adult who can help with personal/family problems. (Standard 1)
- ___ Describe the male and female reproductive systems and their functions (Standard 1)
- ___ Identify the different ways living things reproduce. (Standard 1)
- ___ Develop a basic understanding of life cycles. (Standard 1)
- ___ Define HIV. (Standard 1)
- ___ Understand that AIDS is a serious disease that is hard to get. (Standard 1)
- ___ Identify ways to prevent the transmission of communicable diseases.

Protective Behavior/Violence Prevention Education (Required State Statute) Guidance & Classroom Teachers

- ___ Describe teasing and bullying and explain why they are wrong. (Standard 1)
- ___ Describe sexual abuse. (Standard 1)
- ___ Discuss and practice assertiveness about refusing unwanted touch. (Standard 7)

GRADE: 4**Prevention and Control of Diseases**

- ___ Explain ways pathogens enter the body (Standard 1).
- ___ Identify body defenses that fight pathogens (Standard 1).
- ___ Identify illnesses that could be hereditary (Standard 2).
- ___ Describe ways to prevent diseases such as heart attack and cancer (Standard 7).
- ___ Recognize that diseases can be prevented by use of positive health practices (Standard 7).

Environmental Health

- ___ Identify local parks and recreational sites that can be used to promote a healthy active lifestyle (Standard 1,7).
- ___ Identify methods of preventing various forms of pollution (Standard air, water, noise) and how pollution can affect personal health (Standard 1).

Community Health

- ___ Explain the role of community health agencies in protecting and promoting the health and safety of community members (Standard 3).
- ___ Encourage others to make healthy choices (Standard 8).

Consumer Health

- ___ Analyze the influence of culture, media, technology, and other factors on health (Standard 2).
- ___ Demonstrate how to identify questionable health products and services (Standard 3).

Substance Use and Abuse/Alcohol Tobacco and Other Drugs

- ___ Understand rules for the safe use of OTC and prescription medicines (Standard 1,7)
- ___ Investigate the effects of alcohol, tobacco, and marijuana on physical, social, and emotional well-being.
- ___ Discuss the effects of second-hand smoke on non-users.
- ___ List the effects of other psychoactive drugs (Standard inhalants, depressants, stimulants) on the body (Standard 1).
- ___ Identify ways to prevent drug misuse and/or abuse (Standard 7,4)
- ___ Define and discuss addiction (Standard 7)
- ___ Identify where a person with drug dependence can get help (Standard 3).
- ___ Develop skills used to resist pressure to use drugs (Standard 4).

Healthy Eating/Physical Activity

- ___ Identify nutrients as necessary for proper body function (Standard 1).
- ___ Recognize use of MyPlate as a resource for dietary guidelines and nutrition information (Standard 3).
- ___ Understand the importance of breakfast (Standard 3).
- ___ Evaluate meals and snacking habits (Standard 7).
- ___ Develop an understanding of calories (Standard 1).
- ___ Understand "desirable weight" and how this can be maintained in a healthy way (Standard 7).
- ___ Develop an appreciation for body size, regardless of differences (Standard 7).

Mental and Emotional Health

- ___ Understand how to make responsible decisions (Standard 5).
- ___ Describe how to use resistance skills (Standard 4).
- ___ Identify good character and recognize individual uniqueness.
- ___ Identify factors that affect self-image (Standard).
- ___ Describe healthful ways to express emotions (Standard 4).
- ___ Understand the possible symptoms of stress and list ways you can manage stress (Standard 7).

Injury Prevention and Safety

- ___ Understand safety rules in case of fire.
- ___ Discuss bike safety rules.

- ___ Identify safety rules at home and at school about weapons and apply non-violent strategies to reduce, manage or resolve conflict (Standard 4).
- ___ Explain basic first aid for emergencies and minor injuries such as bleeding, sprains, and choking (Standard 1&5).
- ___ Understand procedures to use following an accident (Standard 5).

Personal Health Responsibilities

- ___ Review names, locations, and functions of major internal organs (Standard 10).
- ___ Identify the relationship between exercise and health (Standard 1).
- ___ Discuss/practice proper care of hair, nails, teeth, and skin (Standard 7).
- ___ Understand the importance of regular medical check ups to include dental, doctor and vision and hearing screenings (Standard 1).

Family Life and Sexuality

- ___ Describe the characteristics of a healthy relationship. (Standard 1)
- ___ Identify ways to show respect for other people. (Standard 7)
- ___ Identify communication skills which affect mental and emotional health. (Standard 7)
- ___ Understand the reproductive system, including body parts and their functions. (Standard 1)
- ___ Understand the physical, social and emotional changes that occur during puberty. (Standard 1)
- ___ Explain how the timing of puberty varies considerably among adolescents. (Standard 1)
- ___ Describe how puberty prepares the human bodies for the potential to reproduce (Standard 1)
- ___ Identify an adult who can help with personal/family problems. (Standard 3)
- ___ Describe the action of HIV within the body.
- ___ Recognize different forms of abuse and where to get personal help.

Protective Behavior/Violence Prevention Education (Required state statute) Guidance & Classroom Teachers

- ___ Describe teasing and bullying and explain why they are wrong. (Standard 1)
- ___ Explain why people tease or bully others (Standard 1)
- ___ Identify parents and other trusted adults they can tell if they are being teased, bullied or sexually abused. (Standard 3)
- ___ Describe physical, verbal and sexual abuse. (Standard 1)
- ___ Describe types of abuse (Standard 1).
- ___ Discuss effective ways in which students can respond when they are or someone else is being teased or bullied (Standard 7)
- ___ Persuade others to take action when someone else is being teased or bullied. (Standard 8)
- ___ Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) (Standard 4)

GRADE: 5**Prevention and Control of Disease**

- ___ Develop a basic understanding of how to prevent the spread of communicable diseases (Standard 1).
- ___ Practice health-enhancing behaviors that reduce/prevent disease (Standard 7).

Environmental Health

- ___ Understand the concept of pollution and how it affects healthy behaviors/personal health/community health (Standard 1,6).
- ___ Personal and environmental barriers to practicing healthy behaviors (Standard 1).

Community Health

- ___ Identify agencies and professionals who validate health information to promote health (Standard 3).
- ___ Identify when and how to contact health agencies/professionals (Standard 1,5).
- ___ Encourage other to make healthy choices (Standard 8).

Consumer Health

- ___ Understand the term Advocacy (Standard 1,8)
- ___ Analyze the influence of culture, media, technology, and other factors on health (Standard 2).
- ___ Discuss ways of making wise choices about valid health products and services (Standard 3).

Substance Use and Abuse/Alcohol Tobacco and Other Drugs

- ___ Recognize the affects alcohol, tobacco and other drugs have on the body, family, and society (Standard 1,2,7)
- ___ Investigate the effects of stimulants, depressants, narcotics, inhalants, marijuana, steroids, and hallucinogens (Standard 3).
- ___ Recognize the legal consequences of use, purchase and/or abuse of drugs and alcohol (Standard 7).
- ___ Identify ways to prevent drug misuse and/or abuse (Standard 4,7).
- ___ Define and discuss addiction (Standard 7).
- ___ Identify where a person with drug dependence can get help (Standard 3).
- ___ Develop strategies for refraining from alcohol, tobacco and other drugs (Standard 1,4,7)

Healthy Eating/Physical Activity

- ___ Review resource MyPlate and set a healthy eating goal and track progress (Standard 6).
- ___ Understand the importance of breakfast and list healthy options (Standard 5).
- ___ Understand the concept of calories, in reference to weight management (Standard 1).
- ___ Identify foods that are high in calories and low in calories (Standard 5).
- ___ Understand the risks of being over weight and under weight (Standard 7).
- ___ Discuss ways to have a positive body image (Standard 7).
- ___ Demonstrate healthy practices of physical activity (Standard 7).

Mental and Emotional Health

- ___ List and discuss ways to develop self-respect (Standard 7).
- ___ List and discuss ways to demonstrate good character (Standard 7).
- ___ Identify characteristics to look for in people that help maintain a healthy, well-balanced friendship (Standard 4,7,).
- ___ Develop and understand the importance of good communication skills (Standard 4).
- ___ Demonstrate ability to manage emotions in healthful ways (Standard 4).
- ___ Understand the body's response to stress (Standard 1).
- ___ Identify stress management skills (Standard 7).

Injury Prevention and Safety

- ___ Describe ways to prevent common childhood accidents/injuries (Standard 1).
- ___ Understand the importance of safety rules, basic to land activities/game play.
- ___ Understand common sense safety rules, basic to water activities.
- ___ Identify non-violent strategies to reduce, manage or resolve conflict (Standard 4).
- ___ Identify when and how to make an emergency phone call (Standard 5).

___ Explain basic first aid for emergencies and minor injuries to include nosebleeds, scrapes, cuts, poisoning, choking, etc.)(Standard 7).

Personal Health Responsibilities

___ Identify behaviors of cleanliness that contribute to maintaining good health (Standard ex: wearing clean clothing, ___ brushing and flossing teeth, keeping body clean, using deodorant, etc.) (Standard 1,7).

___ Understand the importance of sleep and rest to maintaining good bodily function and appearance (Standard 1).

___ Demonstrate knowledge of relationships between physical activity and overall health (Standard 1,7)

___ Define scoliosis and understand the relation to posture (Standard 7).

Family Life and Sexuality

___ Be aware of the role and impact of how family, friends, media, society and culture can influence ideas about body image. (Standard 2)

___ Understand that events such as divorce, illness or death can change the roles within a family. (Stan. 2)

___ Understand that the general pattern of growth and development is the same for everyone, but the rate at which it occurs may vary. (Standard 1)

___ Become aware of body changes from birth to the present time, to include an understanding of the reproductive system, including body parts and their functions. (Standard 1)

___ Identify medically accurate information and resources about puberty and personal hygiene. (Standard 3)

___ Realize that feelings may change in conjunction with physical growth. (Standard 2)

___ Understand personal responsibility for actions. (Standard 4)

___ Define different types of abuse and know where to get help if abuse occurs. (Standard 1,7)

___ Define sexual orientation and Identify parents and other trusted adults of whom students can ask questions about sexual orientation. (Standard 3) **(Keep discussion simple) *Let's talk about this standard when the HG&D committee is in place later this year).**

___ Develop a basic understanding of AIDS and other communicable diseases how it can be prevented. (Standard 1)

Protective Behavior/Violence Prevention Education (Required State Statute) Guidance & Classroom Teachers

___ Describe teasing, harassment and bullying and explain why they are wrong. (Standard 1)

___ Explain why people tease, harassment or bully others (Standard 1)

___ Identify parents or trusted adults they can tell if they are being teased, harassment, bullied, sexually harassed or abused. (Standard 3)

___ Describe sexual harassment and sexual abuse. (Standard 1) REACH Counseling

___ Describe types of abuse (Standard 1).

___ Discuss effective ways in which students can respond when they are or someone else is being teased, harassed or bullied (Standard 7)

___ Persuade others to take action when someone else is being teased, harassed or bullied. (Standard 8)

___ Demonstrate refusal skills (e.g. clear "no" statement, walk away, repeat refusal) (Standard 4)

GRADE: 6

Personal Health - Where taught? What standards taught?

Consumer Health - Where taught? What standards taught?

Mental and Emotional Health - Where taught? What standards taught?

Family Life Education (National Standards Addressed: 1-5; May need additional updating/Melissa Mead reviewed and tweaked in August, 2014)

- _____ Demonstrate understanding of family communication and conflicting roles of parents and children. (Standard 2,4)
- _____ Understand values and attitudes come from the family unit. (Standard, 1)
- _____ Examine and affirm values and develop responsible decision-making about sex. (Standard, 5)
- _____ Recognize that there is support for those who abstain or delay becoming sexually active. (Standard, 2)
- _____ Recognize the connection between decision-making and dating practices. (Standard, 5)
- _____ Define the terms peer and peer pressure. (Standard, 1)
- _____ Connect sexual vocabulary with slang terms. (Standard, 1,2,3)
- _____ Define heredity, chromosomes, and genes. (Standard, 1)
- _____ Understand the general pattern of growth and development is the same for everyone, however the rate at which it occurs may vary. (Standard, 1)
- _____ Understand how an egg is fertilized and how a baby is born. (Standard, 1)
- _____ Understand and discuss the nature, scope, and definitions of emotional, physical, and sexual abuse. (Standard, 1,3)
- _____ Demonstrate knowledge of HIV/AIDS and other STIs. (Standard, 1)
- _____ Know how to prevent HIV and STIs. (Standard, 1)

Substance Use and Abuse (Needs updating to the state and national standards)

- Recognize the dangers of alcohol.
- Define the term "alcoholic".
- Recognize the dangers of tobacco.
- Investigate the dangers of other psychoactive drugs (Standard i.e. marijuana, inhalants, stimulants, depressants, steroids, hallucinogens).
- Demonstrate knowledge of how drugs affect the body, family, and society.
- Recognize how drug use/abuse can have a negative impact on future plans.
- Identify ways to prevent drug misuse and/or abuse.
- Define and discuss addiction.
- Identify where a person with drug dependence can get help.
- Develop strategies for dealing with pressure to use drugs and/or alcohol.

GRADE: 7-8**Personal Health** (National Standards Addressed: 1-8)

- _____ Describe various types of risks common in adolescents. (Standard, 1)
- _____ Describe variety of ways to develop a personal plan for health and self-improvement. (Standard, 1,6,7)
- _____ Demonstrate ability to individually and collaboratively apply decision-making process to health issues. (Standard, 5)
- _____ Analyze how health-related decisions can be influenced by others. (Standard, 2)
- _____ Analyze how environments and personal health are interrelated. (Standard, 2)
- _____ Describe ways to enhance health and reduce risks during adolescence. (Standard, 5,7)
- _____ Describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems. (Standard, 1,4,7)
- _____ Describe how family and peers influence the personal health of adolescents. (Standard, 2)
- _____ Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. (Standard, 1,7)
- _____ Explain the importance of assuming responsibility for personal health behaviors. (Standard, 6)
- _____ Distinguish between risky behaviors which may be dangerous or harmful and those, which should be relatively safe. (Standard, 1,2,7)
- _____ Demonstrate strategies to improve and maintain personal and family health. (Standard, 8)
- _____ Demonstrate ways to avoid and reduce threatening situations. (Standard, 1,3,5,8)
- _____ Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues. (Standard, 5)
- _____ Analyze how decisions regarding health behaviors have consequences for themselves and others. (Standard, 2,7)
- _____ Develop and implement a personal health plan addressing personal strengths, needs, and health risks. (Standard, 6)
- _____ Analyze possible causes of conflict. (Standard, 2)
- _____ Demonstrate strategies to resolve conflict in healthy ways. (4,5)

Consumer Health (National Standards Addressed: 1,2,3,8)

- _____ Identify media resources to obtain current health information.
- _____ Analyze how messages from the media and other sources influence health behaviors.
- _____ Analyze the influence of technology on personal and family health.
- _____ Analyze how information from peers influences health.
- _____ Analyze various methods to accurately express health information and ideas.
- _____ Convey valid information and express opinions about health issues.
- _____ Demonstrate the ability to influence and support others in making positive health choices.

Mental and Emotional Health (National Standards Addressed: 1,2,3,4,6,7,8)

- _____ Recognize the range of feelings experienced and develop skills for managing feelings (Standard, 1,7)
- _____ Demonstrate strategies to resolve conflict in healthy ways. (Standard, 7)
- _____ Comprehend and analyze positive and negative body image. (Standard, 1,2)
- _____ Demonstrate how to improve body image. (Standard, 2,6,7)
- _____ Analyze societies contribution to negative body image. (Standard, 2)
- _____ Comprehend and analyze eating disorders, including obesity. (Standard, 1)
- _____ Recognize signs and the effects of eating disorders. (Standard, 1)
- _____ Identify ways to get help for eating disorders. (Standard, 4,7,8)
- _____ Distinguish the link between negative body image and eating disorders. (Standard, 1)
- _____ Analyze influences on body image. (Standard, 2,3)

Family Life Education (National Standards Addressed 1,2,3,4,5,6,7,8)

- _____ Identify social and coping skills and how they relate to adolescence. (Standard, 1)
- _____ Identify characteristics that illustrate personal competencies. (Standard, 1)
- _____ Demonstrate effective verbal and nonverbal communication skills. (Standard, 4)
- _____ Demonstrate communication skills to build and maintain healthy relationships. (Standard, 4)
- _____ Discuss and understand why abstinence is a responsible choice. (Standard, 1,2,3)

- _____ Identify and comprehend refusal skills to support decisions to abstain. (Standard, 5,6,7,8)
- _____ Identify and comprehend strategies to support the choice of abstinence. (Standard, 7,8)
- _____ Identify and comprehend negative consequences of sexual activity. (Standard, 1)
- _____ Demonstrate skill of goal setting and identify how decision-making can impact goals. (Standard, 5,6)
- _____ Comprehend the causes, ways of transmission and symptoms for STIs. (Standard, 1)
- _____ Comprehend how STIs can be prevented and controlled. (Standard, 1,3,5)
- _____ Comprehend how STIs, including HIV/AIDS, can be prevented and controlled. (Standard, 1,5,7)
- _____ Describe the interrelationship of mental, emotional, social, and physical health during adolescence. (Standard, 1)

Substance Use and Abuse (National Standards Addressed 1,2,4,5,6,7,8)

- _____ Identify and comprehend the dangers of alcohol use and abuse (Standard, 1,2)
- _____ Apply critical thinking skills to analyzing alcohol use and its consequences. (Standard, 2)
- _____ Identify the effects of tobacco and other illicit drugs. (Standard, 1)
- _____ Develop the skill of turning down offers to use drugs. (Standard, 4,5,8)
- _____ Understand the personal rights to say no to an offer of drugs. (Standard, 4,5,8)
- _____ Demonstrate ability to influence and support others in making positive health choices. (Standard, 7,8)
- _____ Analyze the dangers of other psychoactive drugs (i.e. marijuana, inhalants, stimulants, depressants, steroids, hallucinogens). (Standard, 1)
- _____ Demonstrate knowledge of how drugs affect the body, family, and society. (Standard, 2)
- _____ Recognize how drug use/abuse can have a negative impact on future plans. (Standard, 5,6,7)
- _____ Identify ways to prevent drug misuse and/or abuse. (Standard, 4,5,6)
- _____ Define and discuss addiction. (Standard, 1)
- _____ Identify where a person with drug dependence can get help. (Standard, 7,8)
- _____ Develop strategies for dealing with pressure to use drugs and/or alcohol. (Standard, 1,4)

GRADE: 9-12**Personal Health (Standard National Standards Addressed: 1, 2, 4, 5 & 7)**

- _____ Express variety of points of view on health topics **and can predict how it may impact ones health.**
(Standard 1.12.1, 1.12.2, 1.12.7, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.7, 2.12.8, 2.12.9, 2.12.10 4.12.1, 4.12.2, 5.12.1, 5.12.2, 5.12.3, 5.12.4, 5.12.5, 5.12.6, 5.12.7, 7.12.1, 7.12.2, 7.12.3)
- _____ Understand that everyone has a right to their own opinion, in regard to health topics.
(Standard 1.12.2, 1.12.3, 1.12.7, 2.12.1-2.12.10, 4.12.2, 4.12.3, 5.12.3)

Consumer Health (Standard National Standards Addressed: 2, 3 & 5)

- _____ Identify resources for obtaining valid current health information.
(Standard 2.12.3, 2.12.4, 2.12.5, 2.12.6, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5)
- _____ Analyze validity of health information, products, and services.
(Standard 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 5.12.7)

Mental and Emotional Health (Standard National Standards Addressed: 1 - 8)

- _____ Examine the effects of stress on the mind and body **and interpret the role stress has on overall health.**
(Standard 1.12.1, 1.12.2, 1.12.9, 2.12.9, 7.12.1)
- _____ Identify and practice stress management techniques.
(Standard 1.12.1, 1.12.5, 1.12.7, 1.12.9, 5.12.6, 5.12.7, 6.12.2, 7.12.1, 7.12.3)
- ~~_____ Interpret the role stress has on overall health.~~
- _____ Recognize behaviors associated with suicide risk.
(Standard 1.12.1, 1.12.2, 1.12.4, 1.12.6, 1.12.9, 2.12.9, 3.12.4, 4.12.4)
- _____ Discuss suicide prevention techniques.
(Standard 1.12.1, 1.12.2, 1.12.4, 1.12.6, 1.12.9, 2.12.9, 3.12.4, 4.12.3, 4.12.4)
- ~~_____ Interpret results of a depression screening survey.~~
- _____ Discuss various mental illnesses and the impact they can have on everyday living.
(Standard 1.12.1, 1.12.2, 1.12.5, 1.12.6, 1.12.9, 2.12.9, 4.12.3)
- _____ Recognize warning signs of mental illnesses.
(Standard 1.12.1, 1.12.2, 1.12.4, 1.12.6, 1.12.9, 2.12.9, 3.12.4, 4.12.4)
- _____ Understand different causes and treatments for mental illness.
(Standard 1.12.1, 1.12.2, 1.12.4, 1.12.6, 1.12.9, 2.12.9, 3.12.4, 4.12.4)
- _____ Examine the link between psychoactive drug use and mental health issues.
(Standard 1.12.1, 1.12.8)
- _____ Identify community resources for mental health assistance.
(Standard 1.12.6, 3.12.4, 4.12.3, 4.12.4)

Nutrition and Physical Activity (Standard National Standards Addressed: 1, 3, 5, 6 & 7)

- _____ Obtain basic knowledge of how the body uses food to function properly.
(Standard 1.12.1, 1.12.5, 5.12.2, 6.12.1)
- _____ Evaluate food labels to determine health benefits or pitfalls.
(Standard 1.12.1, 1.12.5, 3.12.1, 5.12.2, 6.12.1)
- _____ Differentiate between foods that benefit overall health, and those that do not.
(Standard 1.12.1, 1.12.5, 3.12.1, 5.12.2, 6.12.1)
- _____ Identify metabolic rate and personal daily caloric requirements.
(Standard 1.12.1, 1.12.5, 5.12.2, 6.12.1)
- _____ Evaluate weight management theories to determine value.
(Standard 1.12.1, 1.12.5, 3.12.1, 5.12.2, 6.12.1)
- _____ Understand role exercise plays in life-long weight control.
(Standard 1.12.1, 1.12.5, 3.12.1, 5.12.2, 6.12.1)
- _____ Evaluate personal food intake and modify diet based upon knowledge gained.
(Standard 1.12.1, 1.12.4, 1.12.5, 1.12.7, 1.12.9, 3.12.1, 5.12.2, 5.12.4, 6.12.1, 6.12.2, 6.12.3, 6.12.4, 7.12.2)

Family Life Education*Life Cycle* (Standard National Standards Addressed: 1, 2, 3, 4, 5 & 7)

- _____ Identify onset and duration of puberty. (Standard 1.12.6)
- _____ Review structures of the reproductive systems. (Standard 1.12.6)
- _____ Investigate the role of hormones in reproduction. (Standard 1.12.6)
- _____ Practice reproductive health care (Standard EX: regular check-ups, self-exams, good hygiene).
(Standard 1.12.1, 1.12.5, 1.12.7, 3.12.2, 3.12.5, 4.12.1, 4.12.3, 5.12.6, 7.12.1)
- _____ Cite influences of alcohol, drugs, and tobacco on developing fetus.
(Standard 1.12.1, 1.12.8, 2.12.1, 2.12.6, 5.12.1, 5.12.4, 5.12.5)
- _____ Explain what transpires during different stages of delivery. (Standard 1.12.6, 3.12.2)
- _____ Discuss early sexual development and influences of gender roles. (Standard 4.12.1)
- _____ Cite changes that occur in the aging process. (Standard 1.12.6)
- _____ Analyze attitudes towards death and dying. (Standard 2.12.2, 3.12.2, 4.12.1, 7.12.1)
- _____ Consider living wills, euthanasia, organ donation, cremation, and other issues that relate to death and dying. (Standard 2.12.2, 3.12.2, 4.12.1, 7.12.1)

Relating to Others (Standard National Standards Addressed: 1, 2, 3, 4, 5 & 7)

- _____ Differentiate between healthy and unhealthy relationships. (Standard 1.12.2, 1.12.7, 1.12.9)
- _____ Discuss sexual orientation and understand ideas about sexuality. (Standard 4.12.1)
- _____ Examine different forms of sexual exploitation. (Standard 1.12.2, 1.12.7, 1.12.9)
- _____ Locate facilities/agencies that provide assistance for survivors of abuse.
(Standard 1.12.5, 1.12.7, 3.12.2, 3.12.5)
- _____ Develop skills to assist a survivor of abuse. (Standard 1.12.5, 1.12.7, 2.12.2, 3.12.2, 3.12.5, 4.12.1)
- _____ Understand people do not have the right to hurt others. (Standard 4.12.1)
- _____ Demonstrate basic self-defense strategies. (Standard 7.12.1)
- _____ Identify sexual abstinence as the preferred behavior between unmarried students.
(Standard 1.12.1, 1.12.5, 1.12.7)
- _____ Recognize abstinence as the only risk-free sexual behavior. (Standard 1.12.1, 1.12.5, 1.12.7)
- _____ Understand the role of communication in abstaining from sexual behaviors.
(Standard 1.12.1, 1.12.5, 1.12.7, 2.12.2, 4.12.1, 4.12.3, 5.12.5, 5.12.6, 7.12.1)
- _____ Identify possible consequences to early sexual behaviors.
(Standard 1.12.2, 1.12.5, 1.12.7, 5.12.5, 5.12.6)
- _____ Consider responsibilities of parenting and added pressures faced by teen parents.
(Standard 1.12.5, 1.12.7)
- _____ Examine Shaken Baby Syndrome and identify prevention strategies (Required State Statute)
(Standard 1.12.2, 1.12.7, 1.12.9, 4.12.1, 4.12.3, 5.12.5, 5.12.6)
- _____ Identify pregnancy options, including adoption and Safe Haven Law.
(Standard 1.12.1, 1.12.2, 1.12.5, 1.12.7, 1.12.9)
- _____ Identify and investigate methods of pregnancy prevention, including abstinence.
(Standard 1.12.1, 1.12.2, 1.12.5, 1.12.7, 1.12.9)
- _____ Understand birth control, outside of abstinence, is no guarantee against pregnancy and/or STIs. (Standard 1.12.1, 1.12.5, 1.12.7)

Prevention and Control of Diseases (Standard National Standards Addressed: 1, 2, 3, 5, & 7)

- _____ Identify leading causes of death and examine the 'personal health behaviors' relationship.
(Standard 1.12.1, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 5.12.7, 7.12.1)
- _____ Understand health is determined by behavior, heredity, environment, and services available.
(Standard 1.12.1, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 2.12.5, 2.12.7, 3.12.2, 7.12.1)
- _____ Recognize causes of diseases in relation to lifestyle choices.
(Standard 1.12.1, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 5.12.7, 7.12.1)
- _____ Identify personal changes in lifestyle needed in order to reduce health risks.
(Standard 1.12.1, 1.12.4, 1.12.5, 1.12.7, 1.12.8, 5.12.7, 7.12.1)
- _____ Predict personal disease risk by collecting family health history data and analyzing.
(Standard 1.12.1, 1.12.4, 1.12.7, 1.12.8)
- _____ Demonstrate ability to collect valid information on a specific disease. (Standard 2.12.7, 3.12.2)
- _____ Determine how diseases spread. (Standard 1.12.1, 1.12.7, 1.12.5, 1.12.8)
- _____ Examine how the immune system protects against pathogens. (Standard 1.12.5)
- _____ Identify agents of infection. (Standard 1.12.5)

- _____ Examine various methods of disease prevention. (Standard 1.12.5)
- _____ Understand the role of the FDA in drug regulations. (Standard 2.12.7)
- _____ Understand prescription and over-the-counter drug safety precautions. (Standard 2.12.7)
- _____ Identify symptoms **and treatments** of STIs and AIDS. (Standard 1.12.5, 1.12.7)
- _____ Conclude that not all STIs have symptoms.
- _____ Understand how STIs and HIV are transmitted and identify ways of preventing STIs and AIDS.
(Standard 1.12.1, 1.12.5, 1.12.7, 1.12.8)
- _____ Recognize seriousness of STIs and AIDS.
- _____ Understand risky behavior increases odds of contracting HIV and other STIs. (Standard 5.12.2, 5.12.7, 7.12.1)
- _____ Identify community resources that provide STI and HIV screenings. (Standard 2.12.5, 2.12.7, 3.12.2, 3.12.5)
- _____ Discuss main causes of cancer. (Standard 1.12.1, 1.12.4, 1.12.7, 1.12.8)
- _____ Identify basic warning signs of cancer. (Standard 1.12.8)
- _____ Demonstrate basic understanding and skills in cardio pulmonary resuscitation and cardio cerebral resuscitation developed by the American Red Cross or American Heart Association.
- _____ Demonstrate basic understanding of and how to properly use an AED.

Environmental Health (Standard National Standards Addressed: 1, 2, 5 & 7)

- _____ Describe the human impact on the environment. (Standard 1.12.1, 1.12.3, 1.12.5, 2.12.1, 2.12.3, 7.12.1)
- _____ Analyze how the environment influences the health of the community.
(Standard 1.12.1, 1.12.3, 1.12.5, 2.12.1, 2.12.3, 7.12.1)
- _____ Discuss solutions to environmental problems. (Standard 5.12.4, 5.12.5, 7.12.1, 8.12.2)

Substance Use and Abuse/Alcohol, Tobacco and Other Drugs: (Standard National Standards Addressed: 1, 2, 5, 7, & 8)

- _____ Interpret laws regarding use of alcohol and other drugs. (Standard 1.12.1, 1.12.8, 5.12.5)
- _____ Identify reasons why people use drugs. (Standard 1.12.1, 1.12.8, 2.12.1, 2.12.2, 2.12.4, 2.12.6, 5.12.1)
- _____ Understand drug affects on the body, society and personal lives.
(Standard 1.12.1, 1.12.8, 2.12.1, 2.12.2, 2.12.4, 2.12.6, 5.12.1)
- _____ Discuss the disease of alcoholism and its effect on the family, including examining family roles.
(Standard 1.12.1, 1.12.4, 1.12.8, 2.12.1, 2.12.2, 2.12.4, 2.12.6, 5.12.1)
- _____ Identify personal risk factors for becoming an alcoholic/addict.
(Standard 1.12.1, 1.12.4, 1.12.8, 2.12.1, 2.12.2, 2.12.4, 2.12.6, 5.12.1)
- _____ Understand the process of addiction. (Standard 1.12.1, 1.12.8)
- _____ Classify drugs into categories based upon effects.
- _____ Analyze social consequences of short and long-term drug use. (Standard 5.12.5)
- _____ Identify hazards of tobacco use and explain effects on body. (Standard 1.12.1, 1.12.4, 1.12.8)
- _____ Discuss effects of second-hand smoke. (Standard 1.12.1, 1.12.4, 1.12.8)
- _____ Locate facilities that can offer assistance for dealing with AODA problems.
(Standard 1.12.6, 3.12.5, 4.12.2, 5.12.4, 7.12.3, 8.12.4)