

The background features a large, faint, circular seal of the Chariho Regional School District. The seal contains the text "CHARIHO REGIONAL SCHOOL DISTRICT" around the top and "WASHINGTON COUNTY RHODE ISLAND" around the bottom. In the center is a shield with a building and the word "INCORPORATED" below it, and the year "1958" at the very bottom.

Chariho Regional School District

**Health Curriculum
Grades K-12**

May 21, 2019

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Task Force Membership

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Epistemological Foundations

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

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

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

Health Education Curriculum

INTRODUCTION

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

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research-informed decision making are critical...

- Rigorous academic standards and high expectations, along with a robust and responsive systems of supports, are the foundation of the school district.

- All professionals operate from a belief that all students can learn at high levels and meet or exceed demanding standards.

- All students at every level must be engaged in challenging academic experiences.

- Instructional and program decisions must be data-informed and evidence-based.

- Learning is a continuous lifelong process.

- Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

- The physical, social, and emotional wellness of every child is necessary for optimum learning along with a robust support system.

We believe that the larger community must be fully engaged in the learning process...

- Education is a shared responsibility of students, parents, staff, and the community.

- Students thrive when supported, nurtured, and engaged by the community.

- In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

- Customer service must be a priority.

- Schools must prepare students to be team members and leaders, civic-minded, community contributors, and productive citizens in a global society.

Report on Knowledge Base For Health Education

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

**Hallmarks of Excellence
for
Health Education**

Desirable Features of the Curriculum

MORE

- Emphasis on the use of technology.
- Project-based instructional strategies.
- Collaborative learning.
- Skill-building activities.
- Formative assessment.
- Interdisciplinary.
- Hands-on Learning Opportunities.
- Personalized Learning.
- Aligned to ELA and Mathematics Common Core State Standards.

LESS

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

Statement of Educational Goals for Health Education

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

What is Health Literacy?

Health literacy is defined in the National Health Education Standards as "the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways which are health-enhancing."

The Joint Committee on Health Education has published a helpful set of criteria which define a health literate person as:

A critical thinker: an individual who is able to examine personal, national and international health problems and formulate ways to solve them. This individual gathers current, credible, and applicable information from a variety of sources and assesses this information before making health-related decisions.

A responsible citizen: an individual who feels obligated to keep his/her community healthful, safe, and secure. This individual avoids behaviors that threaten his/her personal health and the health, safety, and security of others.

The self-directed learner: an individual who gathers and uses health information throughout life as the disease prevention knowledge base changes. This individual embraces learning from others throughout his/her life as he/she moves from school to work.

An effective communicator: an individual who is able to express and convey his/her knowledge, beliefs, and ideas through oral, written, artistic, graphic, and technological media. This individual is able to demonstrate empathy and respect for others. These characteristics are reflected in other national reform documents, Rhode Island's Common Core of Learning, and this framework as well. Good health education employs a series of developmentally appropriate, culturally sensitive strategies to develop health literacy which:

- Build an individual's capacity to obtain, interpret and understand basic health information and services;
- Encourage the ability to use such information and services in ways which are health enhancing;
- Emphasize students' abilities to read, listen and think and equip young people with skills to distinguish fact from opinion and to analyze information carefully.

**Standards
for
Health Education**

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

- HE. 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.
- HE. 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.
- HE. 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- HE. 4: Students will analyze the influence of culture, media, technology, and other factors on health.
- HE. 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- HE. 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- HE. 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.

Relationships Among the Standards

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

The individual and health is reflected in:

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

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

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

The skills needed for good health are reflected in:

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

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

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

The interconnectedness of the individual and community is reflected in:

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

CONTENT AREAS

PERSONAL HEALTH

MENTAL AND EMOTIONAL HEALTH

INJURY PREVENTION

NUTRITION

SEXUALITY AND FAMILY LIFE

DISEASE PREVENTION AND CONTROL

SUBSTANCE USE AND ABUSE PREVENTION
Including alcohol, tobacco, and other drugs (ATOD)

How to Read and Use the Standards

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

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

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

Key to Naming the Standards:

Content#.Standard#.GradeSpan(E - Elementary, M - Middle Level, HI - 9-10, and HII - 11-12). RIHealthInstructionalOutcomes#

Example: 3.S2.M4

Health Performance Standards by Content Area

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

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

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

Students will demonstrate the ability to:

- 1.S1.E1 Describe relationships among heredity, environment, physical activity, lifestyle, and individual well-being.
- 1.S1.E2 Identify indicators of health-related fitness during childhood.
- 1.S1.E3 Describe the basic structure and functions of the human body systems.
- 1.S1.E4 Describe how physical activity is influenced by physical, social, emotional, and family environments.
- 1.S1.E7 Explain how simple injuries from physical activity can be prevented or treated.

Required Content

Kindergarten:

- Body parts.
- How the body moves.
- Accepting of differences.

Grade One:

- Senses.
- Skeletal and muscular systems.
- Fit vs. unfit person.

Grade Two:

- Nervous system.
- Dental health.

Grade Three:

- Digestive system.
- Levels of wellness.

Grade Four:

- Personal health.
- Respiratory system.
- Circulatory system.

- Immune system.
- Lifestyles and well-being.
- Hereditary differences.

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

Students will demonstrate the ability to:

- 1.S2.E1 Identify characteristics of valid personal health information and health-promoting products and services.
- 1.S2.E2 Locate resources from home, school and community that provide valid information about personal health, including physical activity.
- 1.S2.E3 Explain how media influences the selection of information about physical activity, personal hygiene, and other wellness information.
- 1.S2.E4 Locate school and community health helpers in the area of physical activity, personal hygiene, and overall wellness.
- 1.S2.E5 Describe the relationship between personal health products and services and money.

Required Content

Kindergarten:

- Personal hygiene.

Grade One:

- Community areas for safe physical activity.

Grade Two:

- Community helpers.

Grade Three:

- Health promotion products.
- Health information providers (physicians, nurses, police and counselors) and role models.

Grade Four:

- Media and hygiene and wellness products.

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

Students will demonstrate the ability to:

- 1.S3.E1 Identify responsible personal health behaviors.
- 1.S3.E2 Identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition, and other aspects of wellness.
- 1.S3.E3 Compare physical activity behaviors that are safe to those that are risky or harmful.
 - Demonstrate strategies for preventing injuries during physical activity.

Required Content

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Locate school helpers. • Safe use of playground equipment. <p>Grade One:</p> <ul style="list-style-type: none"> • Safe use of playground equipment. <p>Grade Two:</p> <ul style="list-style-type: none"> • Good posture. <p>Grade Three:</p> <ul style="list-style-type: none"> • Warm-up and cool down activities, i.e. stretching. <p>Grade Four:</p> <p>N/A</p>
<p>Standard #4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S4.E1 Explain the influence of culture upon personal health behaviors.</p> <p>1.S4.E2 Explain how media influences thoughts, feelings, and behaviors about personal health.</p> <p>1.S4.E3 Describe ways technology can influence personal health.</p> <p>1.S4.E4 Explain how information from school and family influences personal health.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Importance of unstructured physical activity. <p>Grade One:</p> <ul style="list-style-type: none"> • Hygiene practice. <p>Grade Two:</p> <ul style="list-style-type: none"> • Physical activity habits. <p>Grade Three:</p> <ul style="list-style-type: none"> • Technology influence on physical activity, i.e. computerized equipment. • Physical activity vs. sedentary (screen time). <p>Grade Four:</p> <ul style="list-style-type: none"> • Media role models.
<p>Standard #5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S5.E3 Use healthy ways to express needs, wants and feelings.</p>

- 1.S5.E4 Communicate care, consideration, and respect of self and others during physical activity.
 1.S5.E8 Understand and apply non-violent strategies to resolve conflicts during physical activity.

Required Content

Kindergarten:

- Identify healthy ways to express needs, wants and feelings.
- Cooperation and sharing.
- Introduction to language and basic descriptors of the Zones of Regulations.

Grade One:

- Identifying conflicts during activities.

Grade Two:

- Resolving conflicts during activities.

Grade Three:

- Teamwork.
- Resolving conflicts during activities.

Grade Four:

- Resolving conflicts during activities.

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

Students will demonstrate the ability to:

- 1.S6.E1 Apply a decision-making process to a personal health issue.
 1.S6.E2 Explain when it is appropriate to ask for assistance in making personal health decisions and setting personal health goals.
 1.S6.E3 Predict outcomes of specific decisions about personal health.
 1.S6.E4 Set a personal health goal and track progress toward its achievement.

Required Content

Kindergarten:

N/A

Grade One:

- Applying decisions to keep muscular system healthy.

Grade Two:

- Applying decisions to keep body systems healthy.

Grade Three:

- Applying decisions to keep digestive system healthy.

Grade Four:

- Applying decisions to keep circulatory and respiratory systems healthy.
- Personal physical activity plan.

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

Students will demonstrate the ability to:

- 1.S7.E1 Discuss accurate information and express opinions about personal health issues.
- 1.S7.E2 Describe a variety of methods that convey accurate information and ideas about personal health, including physical activity.
- 1.S7.E3 Identify community agencies that advocate for wellness, including physically active individuals, families, and communities.
- 1.S7.E4 Influence and support others in making choices about personal health choices, including positive physical activity.
- 1.S7.E5 Work cooperatively when advocating for personal wellness.

Required Content

Kindergarten:

N/A

Grade One:

- Express opinions about personal healthy habits and body systems.

Grade Two:

- Peer support for physical activities.

Grade Three:

- Advocating for physical activity vs. screen time.

Grade Four:

- Care of body and other wellness behaviors.

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

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

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

Students will demonstrate the ability to:

- 1.S1.M1 Explain the relationship between positive health behaviors and the prevention of injury and premature death.
- 1.S1.M2 Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
- 1.S1.M3 Explain how health is influenced by the interaction of body systems.

1.S1.M4b Describe how family, peers, and environment are interrelated with the health of adolescents, including physical activity, nutrition, and hygiene practices.

1.S1.M5 Describe how physical activity reduces risks related to adolescent health problems.

Required Content

Grade Five:

- Review body systems.
- Anatomy and physiology of musculoskeletal, digestive, respiratory, vision and hearing, and circulatory systems.
- Factors impacting health of each body system (e.g. heredity, substances, diet, physical activity, lifestyle habits, disease and disorders, etc.).
- Explain how health is influenced by interaction of body systems.
- Oral disorders (e.g. gingivitis, tooth decay) and prevention strategies.
- Oral health impact on cardiovascular health.
- Protecting vision and hearing.
- Body senses.

Grade Six:

- Current statistics regarding physical activity among adolescents.
- Sources of information about nutrition.
- Food choices and decisions and overall diet (eating patterns, care for body, and mental emotional health).
- Availability of resources for engaging in healthy behaviors.
- How improvements in the environment enhance personal and community health.
- Nutrition and athletic performance-myths and facts.
- Forms of physical activity.

Grade Seven:

- Components of physical fitness.
- Physical, mental emotional, and social benefits of physical activity during adolescence.
- Sleep requirements.
- Fatigue-prevention and treatment.
- Sedentary lifestyle.
- Heimlich maneuver; basic CPR and AED awareness.

Grade Eight:

- Physical/mental/emotional changes in adolescence.
- Male/female reproductive system.

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

Students will demonstrate the ability to:

- 1.S2.M1 Analyze the validity of personal health information, products, and services.
- 1.S2.M2 Utilize resources from home, school, and community that provide valid personal health information.
- 1.S2.M3 Analyze how media influences the selection of personal health information, products, and services.
- 1.S2.M5 Compare the costs and validity of personal health products and services.
- 1.S2.M6 Describe physical activity situations requiring professional services.

Required Content

Grade Five:

- Sources of products and services.
- Sources of information about physical activity.

Grade Six:

- Quackery.
- Use of role models.
- Consumer health.
- Celebrities in advertising strategies.

Grade Seven:

- Dealing with injuries.
- Athletic training.
- Health practices harmful to self or others.

Grade Eight:

- Importance of annual physical examinations to maintain reproductive health.
- Advocating concerns in personal reproductive health to medical professionals.

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

Students will demonstrate the ability to:

- 1.S3.M1 Explain the importance of assuming responsibility for physical activity, hygiene, and care of the body.
- 1.S3.M2 Analyze personal health habits to determine health strengths and risks.
- 1.S3.M3 Distinguish between safe and risky or harmful behaviors.
- 1.S3.M4 Apply strategies to improve or maintain personal health.
- 1.S3.M6 Identify and demonstrate ways to avoid and reduce threatening situations that may occur during physical activity.

Required Content

Grade Five:

- Basic hygiene practices.
- Refusal skills.

Grade Six:

- Level of physical activity.
- Errors in personal movement patterns (e.g. posture).
- Knowing when to revise activity level.

Grade Seven:

- Identifying opportunities for regular participation in physical activity.
- Identify activities which promote high levels of CV fitness.

Grade Eight:

- Analyzing potential risks related to physical activity and the environment.
- Sportsmanship.
- De-escalating conflict.

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

Students will demonstrate the ability to:

- 1.S4.M1 Describe the influence of cultural and family beliefs on personal health behaviors and the use of personal health services.
- 1.S4.M2 Analyze how positive and negative messages from media and other resources influence personal health behaviors.
- 1.S4.M3 Analyze the influence of technology on personal health.
- 1.S4.M4 Analyze how information from peers influences and affects health choices about personal health.

Required Content

Grade Five:

- Peer pressure to engage in risky behaviors.
- Level of physical activity among peers.

Grade Six:

- How is health impacted by the quantity of information available in the digital age?
- Violence in sports.
- Quality of safety equipment and devices.
- Health status measurement devices.
- “Disposable” society.
- Product packaging.
- Reusing/recycling products.
- Streamlined economy through electronic buying and selling reduces use of autos, use of paper.

<p>Grade Seven:</p> <ul style="list-style-type: none"> Physical activity practices. Use of physical activity services. Expressions of culture through various forms of physical activity- e.g. dance, food selection and other practices. <p>Grade Eight:</p> <p>N/A</p>
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communications skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S5.M3 Use healthy ways to express needs, wants, and feelings about personal health.</p> <p>Required Content</p> <p>Grade Five:</p> <p>N/A</p> <p>Grade Six:</p> <p>N/A</p> <p>Grade Seven:</p> <p>N/A</p> <p>Grade Eight:</p> <ul style="list-style-type: none"> Bystander Intervention Program. <ul style="list-style-type: none"> Use healthy ways to express needs, wants, and feelings about personal health.
<p>Standard # 6: Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S6.M3 Predict how decisions regarding risk-taking behaviors have consequences for self and others.</p> <p>1.S6.M4 Apply strategies and skills needed to attain personal health goals.</p> <p>1.S6.M5 Develop a plan that addresses personal strengths, needs, and health risks.</p> <p>Required Content</p> <p>Grade Five:</p> <p>N/A</p> <ul style="list-style-type: none"> Grade Six: <p>N/A</p> <p>Grade Seven:</p> <ul style="list-style-type: none"> Selecting appropriate physical activity levels. Avoiding excessive physical activity to lose weight.

- Decisions about eating patterns, care for body.
- Integrating mental and emotional health into all areas of health.

Grade Eight:

- Cause and effect.
- Risks and consequences.

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

Students will demonstrate the ability to:

1.S7.M4 Influence and support others in making positive choices affecting personal health, including physical activity.

1.S7.M5 Work cooperatively when advocating for individual, family, and school safety.

Required Content

Grade Five:

- Compliance and non-compliance with game rules and fair play.

Grade Six:

N/A

Grade Seven:

- Bystander Intervention Program.
 - Importance of establishing a culture of positive interactions within the school community.
 - Developing strategies to promote interventions of negative behavior and interactions.

Grade Eight:

N/A

Content Area #1: Personal Health (Contemporary Health Issues I)

Overall Goal: Students will understand that wellness is maintained through a healthy lifestyle which includes appropriate physical activity.

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

Students will demonstrate the ability to:

1.S1.HI1 Analyze how behavior can impact health maintenance and disease prevention.

- Health as a balance.
- Interpretation of data relating to prevalence of physical activity among youth.
- Relationship of gender, age, socioeconomic status, and other demographics to lifestyle.
- Frequency, duration and intensity and their relationship to conditioning.

<ul style="list-style-type: none"> ● Dietary and nutritional supplements and fitness. <p>1.S1.HI2 Explain the interrelationships of mental, emotional, social, and physical health throughout young adulthood.</p> <ul style="list-style-type: none"> ● Benefits from physical activity. ● How rest improves fitness. ● Facts and fallacies regarding exercise and diet. ● Tailoring exercise to individual needs. <p>1.S1.HI3 Explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle.</p> <ul style="list-style-type: none"> ● Preparation for engaging in physical activity to avoid injury and maximize benefits. ● Caring for minor ailments associated with physical activity. <p>1.S1.HI4 Analyze how the family, peers, community, and environment influence the lifestyle and quality of life of individuals.</p> <ul style="list-style-type: none"> ● Activity level. ● Food choices. ● Littering. ● Recycling.
<p>Standard #2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Students will demonstrate the ability to:</p> <p>1.S2.HI5 Analyze the cost and availability of physical activity products and services for individuals.</p> <ul style="list-style-type: none"> ● Opportunities for physical fitness in the community (gyms, fitness classes, fitness groups/clubs). <p>1.S2.HI6 Analyze situations relating to personal health requiring professional health services.</p> <ul style="list-style-type: none"> ● Reporting injuries. ● Mental and emotional health needs relating to health practices such as eating disorders. <p>1.S2.HI7 Explain requirements for entering and pursuing specific careers related to physical activity, health care, and related fields.</p>

- Health educator.
- Physical educator.
- Worksite health promotion specialist.
- Coach.
- Dance instructor.
- Massage therapist.
- Occupational health.
- Pharmacist.
- Aerobics instructor.
- Exercise physiologist.
- Sports medicine.
- Health educator.
- Physical educator.
- Worksite health promotion specialist.
- Coach.
- Dance instructor.
- Massage therapist.
- Occupational health.
- Pharmacist.
- Aerobics instructor.
- Exercise physiologist.
- Sports medicine.

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

Students will demonstrate the ability to:

1.S3.HI1 Analyze the role of individual responsibility for enhancing health.

- Choices and consequences.
- Tailoring physical activity to individual needs.
- Establishing criteria for selection of fitness equipment.

1.S3.HI2 Evaluate personal health behaviors to determine strategies for health enhancement and risk reduction.

- Appraising personal health behaviors.
- Use of safety equipment in recreational, sport or leisure activities.
- Selecting activities and exercise according to potential fitness benefits.

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

Students will demonstrate the ability to:

1.S4.HI1 Evaluate the effect of media and other factors on personal, family, and community health.

- Impact of age, gender, race, ethnicity, socioeconomic status and culture on type and level of physical activity.
- Use of dietary supplements and fitness.
- Conditions which produce environmental pollution.

1.S4.HI2 Evaluate media influences on the selection of information and products impacting the environment.

- Worksite health issues. e.g. safety, exposure to environmental toxins, etc.
- Ozone depletion.
- Global warming.
- Technology which reduces pollution.
- Preserves various species.
- Improved agricultural practices.

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

Students will demonstrate the ability:

1.S5.HI1 Apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health.

- Impacts that relationships have on health.
- Interpersonal communication with social supports.

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

Students will demonstrate the ability to:

<p>1.S6.HI1 Analyze the ability to use different strategies when making decisions related to lifestyle for young adults.</p> <ul style="list-style-type: none"> • Selection and use of fitness equipment, clubs and programs; fad diets. • Risk reduction as a combination of factors). <p>1.S6.HI2 Analyze lifestyle concerns that require individuals to work together.</p> <ul style="list-style-type: none"> • Reducing risks for CV disease, CA, and other disease and disability in a community or population group. <p>1.S6.HI3 Predict immediate and long-term impact of lifestyle decisions on the individual, family, and community.</p> <ul style="list-style-type: none"> • Factors and steps in decision-making; ongoing nature of decision making throughout life; benefits of engaging in healthy lifestyle – social, emotional, physical, economic). <p>1.S6.HI5 Compare and contrast a variety of plans that address personal strengths, needs, and risks related to lifestyle change and health behaviors.</p> <ul style="list-style-type: none"> • Setting personal goals; self-contracts; commitment to personal goals; calculating risks; pros and cons of individual vs. group activities to enhance wellness.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S7.HI1 Evaluate information and express opinions about lifestyle and wellness.</p> <ul style="list-style-type: none"> • Health literacy-validity with sources of information. • Research based vs. opinion. <p>1.S7.HI2 Design methods for accurately expressing information and ideas about wellness.</p> <ul style="list-style-type: none"> • Advocacy. <p>1.S7.HI4 Influence and support others in making choices about positive health behaviors.</p> <ul style="list-style-type: none"> • Impact of choices on community. <p>1.S7.HI5 Work cooperatively when advocating for healthy communities.</p> <ul style="list-style-type: none"> • Identifying community resources. • Supporting positive changes in communities which enhance wellness. • Identifying community resources. • How to work with community groups and governmental agencies.

Content Area #1: Personal Health (Contemporary Health Issues II)

Overall Goal: Students will understand and advocate for wellness at the individual, family, and community level through practicing and supporting healthy behaviors which include appropriate physical activity.

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

Students will demonstrate the ability to:

1.S1.HII1 Analyze the interrelationships of mental, emotional, social, and physical health throughout life.

- Impact of lifestyle on life span, quality of life.
- Models for understanding and planning behavior change.
- Stages of Change Model – precontemplation, contemplation, preparation, action, maintenance, relapse and re-entry.

1.S1.HII2 Analyze how the family, peers, community, and environment influence public health.

- Magnitude of physical activity among various age groups.
- Risk reduction.
- Prevention.

1.S1.HII4 Analyze how public health policies and government regulations influence health promotions.

- Health education and health promotion.
- Regulations, laws and policies regarding physical activity in schools.

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

Rhode Island Comprehensive Health Instructional Outcomes are not listed at this grade level.

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

Students will demonstrate the ability to:

1.S3.HII1 Evaluate the effect of responsible behaviors on self, others, and the community.

- Personal physical activity levels.
- Short and long-term effects of personal health choices.

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

Students will demonstrate the ability to:

1.S4.HII1 Research a school or community issue relating to health promotion and wellness, resulting from the influence of culture, media, technology, or other factors.

- Role of social media.
- Technology impact on health (cell phone, computer).

1.S4.HII2 Develop alternative solutions to a researched wellness issue.

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

Students will demonstrate the ability to:

<p>1.S5.HII1 Evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues.</p> <ul style="list-style-type: none"> ● Prosocial, communication and cooperation skills. ● Dealing with diversity. ● Resolving conflict.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S6.HII2 Design, implement and evaluate a plan for attaining a personal health goal.</p> <ul style="list-style-type: none"> ● Creating SMART goals.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>1.S7.HII1 Discuss accurate information and express opinions about wellness.</p> <ul style="list-style-type: none"> ● Review health literacy validity with various sources of information. ● Review research-based vs. opinion. <p>1.S7.HII2 Adapt health promotion and wellness messages and techniques to the characteristics of a particular audience.</p> <ul style="list-style-type: none"> ● Review stages of change. <p>1.S7.HII3 Influence and support others in making positive choices regarding their personal health behaviors.</p> <ul style="list-style-type: none"> ● Post-high school health related choices. ● Opportunities for wellness based activity after high school. <p>1.S7.HII4 Work cooperatively when advocating for wellness, including creating and maintaining a positive family, school, and community environment.</p> <ul style="list-style-type: none"> ● Review impact of choices on community. ● Identify ways to support family, school and community. <p>1.S7.HII5 Evaluate community health services and systems addressing wellness and make recommendations for improving those system and services.</p> <ul style="list-style-type: none"> ● Identifying community resources. ● Supporting positive changes in communities which enhance wellness. ● Identifying community resources; how to work with community groups and governmental agencies.

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

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

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

Students will demonstrate the ability to:

- 2.S1.E1 Describe relationships between one's feelings and behaviors.
- 2.S1.E2 Identify indicators of mental and emotional health during childhood.
- 2.S1.E3 Describe the connection of emotional health with the function of body systems.
- 2.S1.E4 Describe the influence of family and friends on an individual's emotional health.
- 2.S1.E5 Identify common childhood problems related to poor mental and emotional health.
- 2.S1.E6 Identify mental health problems that should be detected and treated early.
- 2.S1.E7 Explain how childhood illness related to poor mental or emotional health can be prevented or treated.

Required Content

Kindergarten:

- Uniqueness of individuals.
- Ways to make friends.
- Sharing.
- Introduction to ZONES of Regulation.

Grade One:

- ZONES of Regulation.
 - Basic and mixed emotions.
 - Various feelings.
 - Situations that provoke various feelings.
 - Expected versus unexpected behaviors.

Grade Two:

- Personal strengths/qualities and desirable traits.
- Ways to make friends.
- Appropriate expression of feelings.

Grade Three:

- Introduction to death and dying.
- Bullying.

<ul style="list-style-type: none"> ● Respect for yourself and others. <p>Grade Four:</p> <ul style="list-style-type: none"> ● Self-concept. ● Mixed feelings and social pressure. ● Dealing with feelings and signs of emotional problems. ● Emotional or other abuse, stress/eustress/distress. ● Role of family and friends dealing with feelings.
<p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Students will demonstrate the ability to:</p> <p>2.S2.E4 Locate resources from home, school, and community that provide help for those with unmanageable stress or other emotional problems.</p> <p>2.S2.E7 Identify different kinds of health providers who can provide information and services about mental and emotional health.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> ● When and how to seek help from others. <p>Grade One:</p> <ul style="list-style-type: none"> ● Zones of Regulation. <ul style="list-style-type: none"> ○ Thinking, breathing and muscle relaxation techniques. ○ Sensory tools. <p>Grade Two:</p> <ul style="list-style-type: none"> ● Health providers who can provide information and services (social worker, psychologist, counselor). <p>Grade Three:</p> <ul style="list-style-type: none"> ● Identify who to go to for help at school, home, community for problems including bullying. ● Resources for help. <p>Grade Four:</p> <p>N/A</p>
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>2.S3.E1 Identify responsible interpersonal behaviors.</p> <p>2.S3.E2 Identify personal emotional and mental health needs.</p> <p>2.S3.E3 Compare behaviors that are safe to those that are risky or harmful.</p> <p>2.S3.E3 Compare behaviors that deal with stress well and those that deal with stress poorly.</p>

- 2.S3.E4 Apply strategies to improve or maintain behaviors which enhance mental and emotional health.
 2.S3.E6 Identify and apply ways to avoid and reduce situations threatening mental or emotional health.
 2.S3.E7 Recognize stressful situations and identify appropriate ways to manage them.

Required Content

Kindergarten:

- Expressing emotions appropriately.

Grade One:

- Zones of Regulation.
 - Expressing emotions appropriately.
 - Strategies to regulate emotions.
 - Inner coach and critic.

Grade Two:

- Respecting others' rights.
- Promoting cooperation.
- Communication with others.
- Healthy ways to deal with stress, including exercise.
- Recognizing and reporting abuse and bullying.

Grade Three:

- Identification of stressful situations.
- Know who to ask for help depending on the situation (report abuse and bullying).
- Managing stress.

Grade Four:

- Identification of personal, emotional, and mental health needs, responsible actions.
- Negative self-directed emotions and their effect on goals.

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

Students will demonstrate the ability to:

- 2.S4.E1 Explain the influence of family and culture on the range of emotional experience and expression.
 2.S4.E2 Explain how media influences thought, feelings, and health behaviors.

Required Content

Kindergarten:

N/A

Grade One:

N/A

Grade Two:

- Poor communication.
- Bullying and abuse.

Grade Three:

- Influence of media on thought, feelings, and health behaviors (aggression, violence and bullying).

Grade Four:

- Family and culture influences, including social media and the internet, on emotional expression and experience.

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

Students will demonstrate the ability to:

2.S5.E1 Distinguish between verbal and nonverbal communications.

2.S5.E2 Describe characteristics needed to be a responsible friend and family member.

2.S5.E3 Demonstrate healthy ways to express needs, wants, and feelings.

2.S5.E4 Demonstrate ways to communicate care, consideration, and respect of self and others.

2.S5.E5 Explain attentive listening skills needed to build and maintain healthy relationships.

2.S5.E6 Apply refusal skills needed to enhance health.

2.S5.E7 Differentiate between negative and positive responses to conflict situations.

Required Content

Kindergarten:

- Names of various emotions and situations that elicit them.

Grade One:

- Zones of Regulations.
 - Making friends.
 - Influence of peers.
 - Recognize facial and behavioral cues.

Grade Two:

- Verbal and non-verbal communication.
- Being a responsible friend and family member.
- Impact of behaviors on others' feelings.
- Refusal skills.

Grade Three:

- Working cooperatively.

- Listening skills.
- Managing stress.
- Making and keeping friends.
- Empathy, compassion, and tolerance.

Grade Four:

- How feelings affect ability to make rational choices and other behavior.
- Impact of behaviors on others' feelings, influence of peers and social media, impact of situations on emotions.
- Manage stress including bullying/cyberbullying.

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

Students will demonstrate the ability to:

2.S6.E1 Apply a decision-making process to a mental health or emotional issue.

2.S6.E3 Predict outcomes of specific decisions.

2.S6.E5 Recognize that everyone has personal strengths and needs.

Required Content

Kindergarten:

- Uniqueness of individuals.

Grade One:

- Zones of Regulation.
 - Size of problem.
 - Triggers.
 - Inner coach and critic.

Grade Two:

- Positive and negative triggers.

Grade Three:

- Coping with changing emotions.
- Dealing with anger-eliciting situations.

Grade Four:

- Identifying/defining problem.
- Alternative solution, predicting consequences, choosing course of action, evaluating outcome.

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

Students will demonstrate the ability to:

2.S7.E1 Discuss accurate information and express opinions about mental/emotional health.

- 2.S7.E2 Describe a variety of methods that convey accurate information and ideas about mental and emotional health.
- 2.S7.E3 Identify community agencies that advocate for mental health promotion.
- 2.S7.E4 Influence and support others in making positive health choices affecting their mental and emotional health.
- 2.S7.E5 Work cooperatively when advocating for mental and emotional health.

Required Content

Kindergarten:

- Encourage others to practice the Zones of Regulation.

Grade One:

- Encourage others to practice the Zones of Regulation.

Grade Two:

- Encourage others to practice the Zones of Regulation.

Grade Three:

- Identify who to go to for help at school, home, community for problems including bullying.

Grade Four:

- Help support others to make health choices about feelings and friends, respect others choices.

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

Overall Goal (Grades 5-6): Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others, being able to meet the demands of life, and having the capacity to make sound health choices.

Overall Goal (Grades 7-8): Students will understand that the level of one's mental health is manifested by responsible decision-making, development of healthy relationships, management of stress and the complex emotional states of adolescence, including knowing when to seek help.

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

Students will demonstrate the ability to:

- 2.S1.M2 Describe the interrelationship between mental, emotional, and physical health in adolescence.
- 2.S1.M3 Explain how the interaction of body systems is affected by mental and emotional health.
- 2.S1.M4a Describe how family, peers, and environment influence mental and emotional health.

2.S1.M4b Analyze how environment and personal, mental, and emotional health status are interrelated.

2.S1.M5 Describe ways to reduce risks for stress related illness.

Required Content

Grade Five:

- Self-image, self-esteem.
- Personal growth and change.
- Peer pressure.
- Personal qualities and characteristics.
- How to assess self; personal development over time.
- Capacity and potential for personal growth & change.
- Zones of Regulation Review.
 - How stressors and coping strategies change as students enter middle school/adolescent age.

Grade Six:

- Eustress and distress.
- Zones of Regulation Review.
 - Long term physical effects of negative mental/emotional health.
- Anxiety.
- Body's adaptations to stressors.
- Personal stress-inducing situations, including bullying & cyberbullying.
- How decisions are affected by mental and emotional health.

Grade Seven:

- Zones of Regulation Review.
 - Stress response (central and parasympathetic nervous system).

Grade Eight:

- Emotional changes of adolescence.
- Complex emotional states.
- Emotional needs of adolescents and influence of needs on behaviors.
- Family and social expectations.

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

Students will demonstrate the ability to:

2.S2.M1 Analyze the validity of mental and emotional health information services.

- 2.S2.M2 Utilize resources from home, school, and community that provide valid mental and emotional health information.
- 2.S2.M3 Analyze how media influences mental and emotional health.
- 2.S2.M4 Locate mental health services.
- 2.S2.M6 Describe mental and emotional health situations requiring professional health services.
- 2.S2.M7 Explain roles played by different health providers in promoting mental and emotional health.

Required Content

Grade Five:

- Sources of information.
- Substance use.
- Health Services in the school and outside of school (Zones of Regulation).

Grade Six:

- Stress.
- Advertising and self-perception.

Grade Seven:

- Role of counselors addressing mental health issues.
- Treatment for mental health issues.
- Programs promoting mental/emotional health.

Grade Eight:

- Sources of mental health support and services.
- Depression and other mental and emotional distress as treatable conditions.
- Gender stereotyping.

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

Students will demonstrate the ability to:

- 2.S3.M1 Explain the importance of assuming responsibility for behaviors.
- 2.S3.M2 Analyze how personal stress is managed to determine health strengths and risks.
- 2.S3.M3 Distinguish between safe and risky or harmful behaviors.
- 2.S3.M4 Apply mental health promotion strategies to improve or maintain personal and family health.
- 2.S3.M6 Identify and demonstrate ways to avoid and reduce threatening situations.
- 2.S3.M7 Develop and apply appropriate ways of managing conflict and specific stressful situations.

Required Content

Grade Five:

- Influence of feelings, self concept on behaviors.
- Refusal skills.
- Identifying personal strengths.
- Zones of Regulation.
 - Introduction to the Personal Toolbox.

Grade Six:

- Positive, negative stress.
- Universality of stress.
- Ways to deal with stress.
- Setting limits.
- Managing conflicts.
- Assertive communication.
- Zones of Regulation.
 - Personal Toolbox review (update tools).
 - Calming strategies.

Grade Seven:

- Zones of Regulation.
 - Personal Toolbox review (update tools).
 - Conflict resolution.

Grade Eight:

- Avoiding risky situations.
- Refusal skills.
- Roles and responsibilities of adolescence.
- Maturity.
- Assuming responsibility for behavior choices.
- Zones of Regulation.
 - Personal Toolbox review (update tools).
 - C.O.P.E. (*Capture the Problem, Options, Predict and Pick, Evaluate*) Technique.

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

Students will demonstrate the ability to:

2.S4.M1 Describe the influence of cultural beliefs on mental and emotional health, e.g. gender roles and stereotypes, dating violence, bullying.

2.S4.M2 Analyze how positive and negative messages from media and other sources influence mental & emotional health.

2.S4.M4 Analyze how information from peers influences self-concept, choices regarding taking risks and relationships with others.

Required Content

Grade Five:

- Self Concept.

Grade Six:

- Range of emotional experience and expression.

Grade Seven:

- Relationships influenced by culture.
- Inherited characteristics.

Grade Eight:

- Media portrayal of violence and aggression.
- Influence of psycho-social & environmental factors on substance use.

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

Students will demonstrate the ability to:

2.S5.M1 Use effective verbal and nonverbal communication skills to enhance mental health.

2.S5.M2 Describe how the behavior of family and peers affects interpersonal communications and mental health.

2.S5.M3 Use healthy ways to express needs, wants, and feelings.

2.S5.M4 Communicate care, consideration, and respect of self and others.

2.S5.M5 Use communication skills needed to build and maintain healthy relationships.

2.S5.M6 Apply refusal and negotiation skills needed to enhance mental and emotional health and prevent substance abuse.

2.S5.M7 Analyze the possible causes of conflict among youth in schools and communities.

Required Content

Grade Five:

- Listening skills; assertiveness.
- “I” statements.
- How problem-solving requires communication skills.
- Rules for working cooperatively.
- Appropriately levels of sharing in various relationships.
- Qualities of a good friend.

- Setting limits.
- Assertive communication.

Grade Six:

N/A

Grade Seven:

- Zones of Regulation.
 - Conflict resolution.

Grade Eight:

- Influence of self-perception on interactions with others.
- Abuse.
- Neglect.
- Spreading rumors.
- Results of alcohol abuse on family, others.
- Dating violence, bullying, effect on choices.

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

Students will demonstrate the ability to:

2.S6.M1 Apply a decision making process to emotional health issues and problems individually and collaboratively.

2.S6.M2 Analyze how individuals, family, or community values influence the expression of emotions.

2.S6.M3 Predict how decisions regarding emotional expression have consequences for self and others.

2.S6.M4 Apply effective communications strategies to attain personal mental and emotional health goals.

2.S6.M5 Develop an emotional health plan that addresses personal strengths, needs, and health risks.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Predicting outcomes of emotionally charged situations.
- Dealing with conflict.
- Anger management.
- Assertiveness vs. aggressiveness.
- Dating abuse/violence; bullying.

Grade Eight:

- Ways to promote mental and emotional health, e.g. exercise, communication.
- Identifying/avoiding risks.
- Asking for help.

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

Students will demonstrate the ability to:

2.S7.M1 Discuss accurate information and express opinions about mental and emotional health issues.

2.S7.M2 Analyze various communication methods needed to express mental and emotional health information and ideas accurately.

2.S7.M3 Identify barriers to effective communication of ideas, feelings and opinions about mental health issues.

2.S7.M4 Influence and support others in making positive choices about their emotional and mental health.

2.S7.M5 Work cooperatively when advocating for healthy individuals, family and schools.

Grade Five:

N/A

Grade Six:

- Influence and support others in making positive choices about their emotional and mental health.
- Seeking help for domestic violence and abuse. ~~Abuse-seeking Help.~~
- Bystander Intervention.
 - Recognizing negative behavior and how to intervene in a healthy/productive way.

Grade Seven:

- Zones of Regulation.
 - Changes in stressors/coping strategies during adolescence.

Grade Eight:

- Bystander Intervention.
 - How to intervene when as a friend shows signs of being in an abusive relationships.
- Relationships and Dating Violence.
 - Signs of a positive/healthy relationship.
 - Setting boundaries in a relationships.

- Conflict resolution in a dating relationship.

Content Area #2: Mental and Emotional Health (Contemporary Health Issues I)

Overall Goal: Students will understand that the level of one's mental health is manifested by responsible decision-making, the development of healthy relationships, the management of stress and the complex emotional states of adolescence, adaptation to change throughout life and knowing when to seek help.

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

Students will demonstrate the ability to:

2.S1.HI1 Analyze how mental and emotional health can impact health maintenance and disease prevention.

- Effect on judgment.
- Anxiety and depression and susceptibility to disease.

2.S1.HI2 Describe the interrelationships of the emotional, social, and physical throughout young adulthood.

- Self-image- personal, social, ideal.
- Personal qualities and characteristics.
- Personal development over time.
- Capacity and potential for personal growth and change.
- Heredity and environment.
- Fallacies regarding suicide.
- Signs signaling suicide.
- Eating disorders.

2.S1.HI3 Analyze the impact of emotional expression on the functioning of body systems.

- Anxiety.
- Eustress.
- Effect on performance, concentration, etc.
- Depression as a common emotional response to distress.
- Positive mental/emotional states and physical health.

2.S1.HI4 Analyze how the family, peers, community, and environment are interrelated with mental and emotional health.

- Peer pressure.
- Violence in society.

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

Students will demonstrate the ability to:

2.S2.HI2 Analyze and evaluate resources from home, school, and community that provide valid mental health information.

- Different types of available assistance.
- Elements and rationale of support systems.

2.S2.HI4 Access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.

- Discuss the roles of mental health professionals.
- Explain how to access school and community services.

2.S2.HI6 Analyze and evaluate situations requiring professional health services.

- Seeking help in reaction to signs of suicide.

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

Students will demonstrate the ability to:

2.S3.HI1 Analyze the role of individual responsibility for healthy behaviors.

- Choices and consequence.
- Effects of emotions on behavior, judgment, and reason.

2.S3.HI2 Evaluate how personal stress management habits determine strategies for enhancing health and reducing risk.

- Sharing and facing a crisis with others and its effects on anxiety.

2.S3.HI3 Analyze the short-term and long-term consequences of risky and harmful behaviors.

- Personal feelings and attitudes about suicide.
- Dealing with depression and/or anxiety.
- Effects of dating violence and bullying/cyber-bullying on victims.

2.S3.HI4 Outline strategies for dealing with mental and emotional health emergencies and crises, including suicide.

- Discuss suicide prevention strategies.
- Explain how to access school and community services and report emergencies and crises.

2.S3.HI5 Research and evaluate strategies to manage stress in individuals.

- ZONES of Regulation:
 - Develop sensory supports and their own personal tool box.
 - Identify strategies available to address anxiety.
 - Impacts of stress on the body.
 - Identify internal and external stressors.

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

Students will demonstrate the ability to:

2.S4.HI1 Analyze how cultural diversity enriches and challenges appropriate emotional expression.

- Cultural experiences, attitudes and practices.

2.S4.HI2 Evaluate the effect of media and other factors on personal, family and community expression of emotions including sexual violence and dating violence.

- Bystander awareness.
- Bystander Intervention Training.
- Receiving consent.
- iSTAND/CHARGERSTAND.
- Awareness to act and advocate for others.

2.S4.HI4 Analyze how information from the community, peers, and others influences behaviors in response to emotions.

- Dealing with conflict.
- Complex emotions.

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

Students will demonstrate the ability to:

2.S5.HI1 Apply skills and strategies for communicating effectively with family, peers, and others.

- Assertive behavior.
- Listening skills.
- “Befriending” skills to prevent suicide.

2.S5.HI2 Analyze how interpersonal communication affects relationships.

- Conflict resolution.

2.S5.HI3 Use healthy ways to express needs, wants, and feelings e.g. maintaining healthy relationships.

- Understanding how values affect relationships.
- Setting boundaries in relationships.

2.S5.HI4 Communicate care, consideration, and respect of self and others.

- Positive self-talk.
- Character traits and values.

2.S5.HI5 Apply strategies for solving interpersonal conflicts without harming self or others.

- Decision-making and values.
- Sensory supports and Personal Tool Box.
- Inner coach vs critic.

<p>2.S5.HI6 Apply refusal, negotiation, limit setting, and collaboration skills needed to avoid potentially harmful situations.</p> <ul style="list-style-type: none"> ● Refusal skills. ● Values clarification. <p>2.S5.HI7 Analyze the possible causes of conflict in schools, families, and communities.</p> <ul style="list-style-type: none"> ● Adolescent stressors (for example: social media, substance abuse, environmental factors).
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>2.S6.HI1 Analyze the ability to use different strategies when making decisions related to mental and emotional health needs.</p> <ul style="list-style-type: none"> ● Substance abuse. ● Coping with stress. ● Relationships. ● Seeking help. <p>2.S6.HI2 Analyze mental health concerns that require individuals to work together.</p> <ul style="list-style-type: none"> ● Suicide prevention. ● Eating disorders. ● Depressions. <p>2.S6.HI3 Predict immediate and long-term impact of emotional expression on the individual, family, and community.</p> <ul style="list-style-type: none"> ● Factors and steps in decision making. ● Ongoing nature of decision making throughout life. <p>2.S6.HI4 Describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.</p> <ul style="list-style-type: none"> ● The role of media and advertising. ● Educated health consumer (staying current with information). <p>2.S6.HI5 Compare and contrast a variety of mental health strategies that address personal strengths, needs, and risks.</p> <ul style="list-style-type: none"> ● Setting personal goals. ● Self-contracts.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p>

- 2.S7.HI1 Discuss accurate information about mental and emotional health issues, including suicide prevention and express opinions about them.
- Effects of violence including dating violence.
 - Bullying/cyber-bullying.
 - Self destructive behaviors.
 - Misdirected emotions on individual, family and society.
- 2.S7.HI2 Design methods for accurately expressing information and ideas about mental health promotion and suicide prevention.
- Size of the problem.
 - Develop own Personal Tool Box (sensory supports, calming techniques, thinking strategies).
 - Reframe thinking errors.
- 2.S7.HI3 Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.
- Science of the brain (neuroplasticity and metacognition).
- 2.S7.HI4 Influence and support others in making positive health choices.
- Avoiding substances.
 - Seeking professional help/treatment.
 - Managing stress.
 - Changing unhealthy behaviors.
- 2.S7.HI5 Work cooperatively when advocating for healthy communities.
- Identifying community resources.
 - Laws addressing violent behaviors.

Content Area #2: Mental and Emotional Health (Contemporary Health Issues II)

Overall Goal: Students will understand that the level of one's mental health is manifested by responsible decision-making, the development of healthy relationships, the management of stress and the complex emotional states of adolescence, adaptation to change throughout life and knowing when to seek help.

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

<p>2.S1.HII1 Analyze interrelationships of mental, emotional, social, and physical health throughout life.</p> <ul style="list-style-type: none"> • Heredity and environment. • Depression & mental illness. • Maturation. • Key tasks in each stage of human growth and development. <p>2.S1.HII2 Analyze how the family, peers, community, and environment influence mental and emotional health.</p> <ul style="list-style-type: none"> • Victimization and abuse. <p>2.S1.HII3 Describe how to delay onset and reduce risks of potential life-long health problems relating to poor mental and emotional health.</p> <ul style="list-style-type: none"> • Alcoholism, drug dependency and treatment, depression in young adults. • Appropriate identification and expression of emotions.
<p>Standard #2: Students will demonstrate the ability to access valid health information and health promoting products and services. Students will demonstrate the ability to:</p> <p>2.S2.HII1 Evaluate resources from home, school and community that provide valid information about mental health and mental illness treatment for self and others.</p> <p>2.S2.HII3 Evaluate situations requiring professional health services.</p> <ul style="list-style-type: none"> • Eating disorders, substance use, drug dependency, suicidal tendencies. • Depression and other mental illness. • Emotional, sexual, physical abuse. • Dating violence, sexual harassment, bullying/harassment. <p>2.S2.HII4 Evaluate opportunities for career choices in the field of mental health.</p> <ul style="list-style-type: none"> • Understand the role of support services in both school and community. <p>2.S2.HII5 Analyze the educational requirements, demands, rewards and benefits of a career in the field of mental health.</p> <ul style="list-style-type: none"> • Careers in Mental Health.
<p>Standard #3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will demonstrate the ability to:</p>

<p>2.S3.HII1 Evaluate the effect of responsible behaviors on self, others and community.</p> <ul style="list-style-type: none"> ● Avoiding ATOD. ● Setting personal goals. <p>2.S3.HII2 Design a plan with recommended strategies to address a mental health issue in the local community, which presents a threat to individual, family or community health.</p> <ul style="list-style-type: none"> ● Violence. ● Dating violence, impact of individual behaviors on family and society. ● Suicide among youth. <p>2.S3.HII4 Research and evaluate strategies to manage stress by individual and groups within the family, at school, at work, or in other social situations.</p> <ul style="list-style-type: none"> ● Zones of Regulation: <ul style="list-style-type: none"> ○ Self-Regulating strategies (sensory supports, calming techniques). ○ Practicing mindfulness.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>2.S4.HII1 Research a school or community mental health issue resulting from the influence of culture, media, technology, and other factors.</p> <ul style="list-style-type: none"> ● Violence and aggression on TV and other media sources. ● Gangs, dating violence, bullying, cyber-bullying, harassment. ● Bystander intervention. <p>2.S4.HII2 Develop and implement a solution to a researched mental health issue.</p> <ul style="list-style-type: none"> ● Domestic violence awareness.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>2.S5.HII2 Apply strategies to a selected situation that facilitate effective communication among individuals or groups.</p> <ul style="list-style-type: none"> ● Suicide prevention “befriending skills.” ● Negotiation. ● Conflict resolution.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>2.S6.HII1 Evaluate different strategies when making decisions related to managing stress, and dealing with conflict.</p>

<ul style="list-style-type: none"> • Analysis of personal goals. • Self contracts for personal growth. <p>2.S6.HII2 Design, evaluate, and implement a plan for attaining a personal mental health goal.</p> <ul style="list-style-type: none"> • Develop specific health related SMART goals. <p>2.S6.HII3 Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.</p> <ul style="list-style-type: none"> • Communication skills. • Various decision-making models.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>2.S7.HII1 Discuss accurate information and express opinions about mental health issues.</p> <ul style="list-style-type: none"> • Discuss domestic violence. • Discuss eating disorders and body image. <p>2.S7.HII2 Adapt messages and techniques about mental and emotional health, including suicide prevention, to the characteristics of a particular audience.</p> <ul style="list-style-type: none"> • Understand how to implement self-regulating strategies. <p>2.S7.HII3 Influence and support others in making positive choices regarding their mental and emotional health.</p> <ul style="list-style-type: none"> • Accessing school and community mental health resources. <p>2.S7.HII4 Work cooperatively when advocating for mental and emotional health problems.</p> <ul style="list-style-type: none"> • Discuss mental health issues. <p>2.S7.HII5 Evaluate community health services and systems in place relating to mental health, suicide prevention, and make recommendations for improving those systems and services.</p> <ul style="list-style-type: none"> • Understanding and awareness of mental health resources within the community.

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

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

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

Students will demonstrate the ability to:

- 3.S1.E1 Describe relationships between the causes and effects of injuries, including personal behaviors and injury prevention.
- 3.S1.E1 Describe the effects of injuries on the body.
- 3.S1.E4 Describe how physical, social, emotional, and family environments influence personal safety.
- 3.S1.E5 Identify common injuries of children and their prevention.

Required Content

Kindergarten:

- Identify basic safety rules regarding bus and playground, including seatbelts.

Grade One:

- Identify basic safety rules regarding bus, bike, fire, strangers, school, home, auto, water, pedestrian and playground.
- Importance of listening to parents.

Grade Two:

- Explain safety rules regarding water, boating and railroad.
- Safe vs. dangerous places to play.
- Describe the use of protective gear during physical activity.

Grade Three:

- Describe the use of protective gear during physical activity.
- Define common injuries in children and their prevention tools. ~~poisons, drugs, and weapons.~~
- Firearms, burns, poisons, falls, and drugs.
- Fighting and avoiding risky settings.

Grade Four:

- Explain how childhood injuries and illnesses can be prevented or treated (predictable and preventable).
- Accidents vs. injuries.

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

Students will demonstrate the ability to:

- 3.S2.E4 Demonstrate the ability to locate resources from home, school, and community that provide help for injured individuals.
- 3.S2.E5 Describe the relationship between injury prevention products and money.
- 3.S2.E6 Identify injuries requiring professional health services.
- 3.S2.E7 Identify different kinds of health providers who can provide information about injury prevention and can provide emergency services.

Required Content

Kindergarten:

- Trusted adults.

Grade One:

- Care providers – trusted adults, using 911.
- Products promoting safety - airbags, fire extinguishers.

Grade Two:

- Community helpers - police, fire, EMT.
- Importance of maintenance of sports equipment.

Grade Three:

- Responding to emergencies.
- First aid products and kits.

Grade Four:

- Simple vs. serious injury care.
- Reporting abuse.

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

Students will demonstrate the ability to:

- 3.S3.E1 Identify responsible injury prevention and treatment behaviors.
- 3.S3.E2 Identify need for personal safety and own injury prevention habits.
- 3.S3.E3 Compare behaviors that are safe to those that are risky or harmful.
- 3.S3.E4 Use strategies for preventing injuries.
- 3.S3.E5 Develop injury prevention and management strategies for personal health.

Required Content

Kindergarten:

- Identify unsafe objects and situations.

Grade One:

- Avoiding dangerous objects - poisons and medicines.

<ul style="list-style-type: none"> ● Injured animals. ● Abiding by safety rules. <p>Grade Two:</p> <ul style="list-style-type: none"> ● “No, go, tell” strategies. ● Fire safety. ● Use of protective gear. <p>Grade Three:</p> <ul style="list-style-type: none"> ● Weapons. ● Avoiding dangerous objects - guns, needles, knives. <p>Grade Four:</p> <ul style="list-style-type: none"> ● Reducing or eliminating the potential for injury in the home, school, and play environment.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S4.E2 Explain how media influences thoughts, feelings, and behaviors about injury.</p> <p>3.S4.E3 Describe ways technology can influence injury prevention.</p> <p>3.S4.E4 Explain how information from peers, school, and family influences injury prevention behaviors.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <ul style="list-style-type: none"> ● State of the art improvements in safety equipment. <p>Grade Two:</p> <ul style="list-style-type: none"> ● Protective gear for activities. <p>Grade Three:</p> <ul style="list-style-type: none"> ● Violence as a means to resolve conflict and/or express feelings. <p>Grade Four:</p> <p>N/A</p>
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S5.E3 Demonstrate healthy ways to express needs, wants and feelings.</p> <p>3.S5.E7 Differentiate between negative and positive responses to conflict situations.</p> <p>3.S5.E8 Understand and demonstrate non-violent strategies to resolve conflicts.</p>

<p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Identify what you are feeling and healthy ways to express them. <p>Grade One:</p> <ul style="list-style-type: none"> Strategies to cope with various feelings. <p>Grade Two:</p> <ul style="list-style-type: none"> Strategies to cope with various feelings. <p>Grade Three:</p> <ul style="list-style-type: none"> Consequences for responses to conflict. <p>Grade Four:</p> <ul style="list-style-type: none"> Consequences for responses to conflicts.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S6.E1 Apply a decision-making process to an injury prevention issue.</p> <p>3.S6.E2 Explain when it is appropriate to ask for assistance in preventing or treating injuries, including abuse or assault.</p> <p>3.S6.E3 Predict outcomes of specific decisions.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> When should we ask for assistance in getting treatment for treating injuries. <p>Grade One:</p> <p>N/A</p> <p>Grade Two:</p> <ul style="list-style-type: none"> Assistance in preventing and treating injuries. <p>Grade Three:</p> <ul style="list-style-type: none"> Basic first aid. <p>Grade Four:</p> <ul style="list-style-type: none"> Decision-making process.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S7.E1 Discuss accurate information and express opinions about injury prevention issues.</p> <p>3.S7.E2 Describe a variety of methods that convey accurate information and ideas about preventing and treating injuries.</p> <p>3.S7.E3 Identify community agencies that advocate for prevention of injuries.</p>

3.S7.E4 Influence and support others in making choices about avoiding risks with potential for injuries.

3.S7.E5 Work cooperatively when advocating for injury prevention.

Required Content

Kindergarten:

N/A

Grade One:

N/A

Grade Two:

- Safety during activity and everyday activities.

Grade Three:

- Community agencies, (e.g. Red Cross, Am. Heart, Am. Cancer).

Grade Four:

- Peer support in prevention of injuries.

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

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

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

Students will demonstrate the ability to:

3.S1.M1 Explain the relationship between positive health behaviors and the prevention of injury and premature death.

3.S1.M4b Analyze how environment and personal safety are interrelated.

3.S1.M3 Explain the effects of injuries on the body, and the significance of disabling injuries.

3.S1.M5 Describe ways to reduce risks related to injuries among adolescents.

3.S1.M6 Describe how appropriate treatment can prevent premature death and disability related to injuries.

Required Content

Grade Five:

N/A

Grade Six:

- Types of injuries. Magnitude of the injury problem among various age groups.
- Concept of intentional and unintentional injuries.
- Use of safety equipment.
- Signs & symptoms of child abuse.
- Reporting abuse.

Grade Seven:

- Analyzing potential risks related to physical activity and the environment.
- Weather, electrocution, fire, poison, firearms and other weapons.
- Various injuries - breaks, strains, sprains.
- Head and spinal cord injury.
- Weight-lifting injuries.
- When to seek medical care.
- Basic first aid.
- Treating seizures, hypothermia, heat stroke, heat exhaustion.
- Heimlich maneuver; basic CPR and AED awareness.
- iStand/CHARGERSTAND Bystander Intervention Program.

Grade Eight:

- iSTAND/CHARGERSTAND Bystander Intervention Program.
- Prevalence of dating violence in adolescent relationships.

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

Students will demonstrate the ability to:

- 3.S2.M1 Analyze the validity of injury prevention and treatment information.
- 3.S2.M4 Locate injury prevention and treatment products and services.
- 3.S2.M5 Compare the costs and validity of injury prevention and treatment products.
- 3.S2.M6 Describe situations requiring professional health services.
- 3.S2.M7 Explain roles played by different health providers in promoting safety and preventing injuries.

Required Content

Grade Five:

- Roles of school community members in promoting safety and preventing injuries (trusted adults, school counselors, public safety officers, school resource officers).
- Safety rules and laws for home, play areas, and schools.
- Sources of information.

Grade Six:

- Sources of products and services.
- Quackery.
- Consumerism.

Grade Seven:

- Reporting child abuse.
- When to call for medical help.
- Traffic related injuries.
- Falls resulting in head injury.
- Substance abuse.
- Burns.
- Water/boating injuries.
- Sports injuries.
- Weapons.
- Poison.
- Role of public safety officers/police.
- Fire.
- EMT/rescue workers, etc.

Grade Eight:

- Reporting dating violence.
 - Local school/community resources to support victims.

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

Students will demonstrate the ability to:

3.S3.M1 Explain the importance of assuming responsibility for behaviors.

3.S3.M2 Analyze personal risk taking behaviors which could lead to injury.

3.S3.M3 Distinguish between safe and risky or harmful behaviors.

3.S3.M4 Use injury prevention strategies to improve or maintain personal and family health.

3.S3.M5 Develop injury prevention and management strategies for personal, family and community health.

Required Content

Grade Five:

- Use of safety equipment - helmets, pads, reflective gear, railroad safety; influence of alcohol, drugs on behavior, reason & judgment).

Grade Six:

N/A

Grade Seven:

- Safety laws and rules for home, play areas, school.
- Impact of injury on the family, the individual and society.
- Recreational, leisure, home, occupational.
- Differences between safe and risky, versus harmful behaviors. Identify personal lifestyle, environmental risks, recreational risks. Analysis of personal risk taking behaviors that can lead to injury. Identification of ways to reduce/eliminate hazards.
- Use of safety equipment - helmets, pads, reflective gear, railroad safety.
- Influence of alcohol, drugs on behavior, reason & judgment.
- Development of injury prevention plans (home, school, high risk situations).
- Motor-vehicle safety.
- Emergency preparedness.
- Confronting a life-threatening situation.
- Role of legislation, regulation and enforcement.
- Environmental change - e.g. pool fencing, sidewalks.
- Product modification.
- Education.
- iSTAND/CHARGERSTAND Bystander Intervention Program.
 - Impact of the Bystander Effect.
 - Importance of assisting victims in time of need.
- Dating violence.
 - Signs of violence in a relationship.
 - Consent.
 - Confronting abusers.

<p>Grade Eight:</p> <ul style="list-style-type: none"> ● iSTAND/CHARGERSTAND Bystander Intervention Program. <ul style="list-style-type: none"> ○ Strategies to help victims in need. ● Dating violence. <ul style="list-style-type: none"> ○ Signs of violence in a relationship. ○ Consent.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S4.M1 Describe the influence of cultural and family beliefs on injury prevention behaviors.</p> <p>3.S4.M2 Analyze how positive and negative messages from media and other resources influence intentional and unintentional injury prevention.</p> <p>3.S4.M3 Analyze the influence of technology on personal and family injury prevention behaviors.</p> <p>3.S4.M4 Analyze how information from peers influences and affects health choices about preventing injuries.</p> <p>Required Content</p> <p>Grade Five:</p> <ul style="list-style-type: none"> ● Impact of injury on individual, family, and society. <p>Grade Six:</p> <ul style="list-style-type: none"> ● Family and community injury prevention practices. ● Role models using safety equipment TV & movie violence. <p>Grade Seven:</p> <ul style="list-style-type: none"> ● Advances in the quality of safety equipment and devices. ● Valid online sources for safety information. <p>Grade Eight:</p> <p>N/A</p>
<p>Standard # 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S5.M1 Use effective verbal and non-verbal communication skills to enhance prevention of injury.</p> <p>3.S5.M2 Describe how the behavior of family and peers affects interpersonal relationships.</p> <p>3.S5.M3 Express needs, wants, and feelings in a healthy way.</p> <p>3.S5.M4 Communicate care, consideration, and respect of self and others.</p> <p>3.S5.M5 Use communication skills needed to build and maintain healthy, non-violent relationships.</p> <p>3.S5.M6 Use refusal and negotiation skills needed to prevent injury.</p>

Required Content

Grade Five:

- Listening skills.
- Assertiveness.
- “I” statements.
- How problem-solving requires communication skills.
- Rules for working cooperatively.
- Appropriate levels of sharing in various relationships.
- Qualities of a good friend.

Grade Six:

- Influence of self-perception on interactions with others .
- Abuse.
- Neglect.
- Using violence to express emotions and resolve conflict.
- Effect on choices.

Grade Seven:

- iSTAND/CHARGERSTAND Bystander Intervention Program.
 - De-escalating conflicts.
 - Seeking help for victims.
- Dating violence.
 - Signs of violence in a relationship.
 - Consent vs. abuse in a relationship.
 - Abuser/victim conflict resolution.

Grade Eight:

N/A

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

Students will demonstrate the ability to:

3.S6.M3 Predict how decisions regarding risk-taking behaviors have consequences for self and others.

Required Content

Grade Five:

N/A

Grade Six:

<p>N/A</p> <p>Grade Seven:</p> <ul style="list-style-type: none"> ● Cause and effect/risks and consequences. ● Effects of injuries on self, family and others. <p>Grade Eight:</p> <p>N/A</p>
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S7.M4 Influence and support others in making positive choices affecting safety and preventing injury.</p> <p>3.S7.M5 Work cooperatively when advocating for individual, family, and school safety.</p> <p>Required Content</p> <p>Grade Five:</p> <p>N/A</p> <p>Grade Six:</p> <p>N/A</p> <p>Grade Seven:</p> <ul style="list-style-type: none"> ● iSTAND/CHARGERSTAND Bystander Intervention Program. <ul style="list-style-type: none"> ○ “Don’t fall victim to the bystander effect.” <p>Grade Eight:</p> <p>N/A</p>

Content Area #3: Injury Prevention (Contemporary Health Issues I)

Overall Goal: Students will understand that injuries are not “accidents,” but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures, and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

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

Students will demonstrate the ability to:

3.S1.HI1 Analyze how behavior can impact personal safety.

- Magnitude of the injury problem among various age groups.
- Predictability of injuries.
- Interpretation of data relating to incidence and prevalence of various injuries.

3.S1.HI3 Analyze the impact of risk-taking behaviors and the occurrence of injuries on the functioning of body systems, and the significance of disabling injuries.

- Physical, mental, emotional, social implications of injury.
- Various injuries - e.g. breaks, strains, sprains.
- Burns.
- Falls.
- Motor-vehicle related risks.
- Head and spinal cord injury.

3.S1.HI4 Analyze how the family, peers, community, and environment influence the health of individuals.

- The consequences of participating in high-risk behaviors.

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

Students will demonstrate the ability to:

3.S2.HI4 Access school and community health services for self and others.

3.S2.HI6 Analyze situations requiring professional health services.

- Reporting child abuse.
- When to call for medical help.
- Traffic related injuries.
- Falls resulting in head injury.
- Substance use; burns.

<ul style="list-style-type: none"> • Water/boating injuries. • Sports injuries. • Weapons. • Poison. <p>3.S2.HI7 Explain requirements for entering and pursuing specific health careers related to safety.</p> <ul style="list-style-type: none"> • Public safety officer, EMT, nurse, physician, educator, policy maker.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>3.S3.HI1 Analyze the role of individual responsibility for preventing injuries.</p> <ul style="list-style-type: none"> • Choices and consequences. • Effects of drugs/alcohol on behavior, reason and judgment. <p>3.S3.HI2 Evaluate personal risk-taking behaviors to determine strategies for health enhancement and risk reduction.</p> <ul style="list-style-type: none"> • Use of safety equipment in recreational, sport or leisure activities. • Avoiding dangerous situations. • Occupational injuries, e.g. falls, lifting, repetitive movement; sharp objects, occupational choice. • Avoiding abusive relationships. <p>3.S3.HI5 Develop injury prevention and management strategies for personal, family, and community health.</p> <ul style="list-style-type: none"> • Recognizing an emergency. • Zones of Regulation: <ul style="list-style-type: none"> ○ Stress, triggers, size of the problem, C.O.P.E. (<i>Capture the Problem, Options, Predict and Pick, Evaluate</i>). <p>3.S3.HI6 Identify and demonstrate ways to avoid and reduce threatening situations.</p> <ul style="list-style-type: none"> • Understanding values and character traits. • Zones of Regulation: <ul style="list-style-type: none"> ○ Stress, Triggers, Thinking Strategies, Size of the Problem, C.O.P.E.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S4.HI4 Analyze how information from the community influences injury prevention behaviors.</p> <ul style="list-style-type: none"> • Local, state and federal rules, regulations and law regarding safety and prevention of injury.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S5.HI1 Use effective communication skills with family, peers, and others.</p>

- Assertive behavior.
 - Listening skills.
 - “Befriending” skills.
- 3.S5.HI2 Analyze how interpersonal communication affects relationships.
- Conflict resolution.
- 3.S5.HI3 Use healthy ways to express needs, wants and feelings, without using violence.
- Communication skills.
 - Developing self awareness.
 - Setting boundaries with others.
- 3.S5.HI4 Use ways to communicate care, consideration, and respect of self and others.
- Knowledge of and respect for the diversity of others.
- 3.S5.HI5 Apply strategies for solving interpersonal conflicts without harming self or others.
- Inner critic vs. inner coach.
- 3.S5.HI6 Apply refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations.
- Cognitive flexibility.
- 3.S5.HI7 Analyze the possible causes of conflict in schools, families, and communities leading to injury.
- Risk factors for intentional injury.
 - Warning signs.
- 3.S5.HI8 Use healthy strategies to prevent intentional injury.
- Understanding adolescent challenges.
 - Protective factors to prevent intentional injury.

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

Students will demonstrate the ability to:

- 3.S6.HI1 Analyze the ability to use different strategies when making decisions related to injury prevention.
- Identifying personal, family and community safety plans.

<p>3.S6.HI2 Analyze safety concerns that require individuals to work together.</p> <ul style="list-style-type: none"> • Community safety efforts. • Occupational risks. <p>3.S6.HI3 Predict immediate and long-term impact of risk-taking decisions on the individual, family, and community.</p> <ul style="list-style-type: none"> • Factors and steps in decision-making. • Ongoing nature of decision making throughout life. <p>3.S6.HI5 Compare and contrast a variety of plans that address personal strengths, needs, and risks of injury.</p> <ul style="list-style-type: none"> • Setting personal goals. • Self-contracts. • Calculating risks. • Avoiding assault.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S7.HI1 Discuss accurate information and express opinions about safety and prevention of injuries.</p> <ul style="list-style-type: none"> • Identify safety related choices of the individual. • Current trends/data supporting community safety. • Include substance abuse/misuse and injuries. <p>3.S7.HI2 Design methods for accurately expressing information and ideas about safety and injury prevention.</p> <ul style="list-style-type: none"> • Decision Making (C.O.P.E.). • Connection between health promotion and safety/injury prevention. <p>3.S7.HI4 Influence and support others in making choices about safety and injury prevention.</p> <ul style="list-style-type: none"> • Avoiding injury. • Seeking professional help/treatment. • Avoiding violence. <p>3.S7.HI5 Work cooperatively when advocating for safe, healthy communities.</p> <ul style="list-style-type: none"> • Connection between character and healthy communities. • Laws to address safety.

Content Area #3: Injury Prevention (Contemporary Health Issues II)

Overall Goal: Students will understand that injuries are not “accidents,” but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and

their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures, and courtesies and deal with interpersonal conflict in constructive, effective, and non-violent ways.

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

Students will demonstrate the ability to:

3.S1.HII2 Analyze how the family, peers, community, and environment influence public health.

- Regulations and laws regarding public safety.
- Magnitude of the injury problem among various age groups.
- Predictability of injuries.
- Interpretation of data relating to incidence and prevalence of various injuries.

3.S1.HII3 Analyze how the public influences the development of public health policy and government regulations regarding safety and injury prevention.

3.S1.HII4 Analyze how public health policies and government regulations influence individual and community health and safety.

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

Students will demonstrate the ability to:

3.S2.HII1 Evaluate situations requiring professional health services.

- When to call for medical help.
- Traffic related injuries.
- Falls resulting in head injury.
- Substance use; burns.
- Water/boating injuries; sports injuries.
- Weapons.
- Poison.

3.S2.HII4 Evaluate opportunities for career choices in the field of injury prevention and safety.

- Personal/athletic trainer, EMT, nurse, public safety.

3.S2.HII5 Analyze the educational requirements, demands, rewards, and benefits of a career in the field of public health, public safety, injury prevention, and/or injury treatment.

- Public safety officer, EMT, nurse, physician, educator, policy maker.

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

Students will demonstrate the ability to:

3.S3.HII2 Evaluate injury prevention and management strategies for personal, family, work place, and community health.

- Home and occupational safety.

<ul style="list-style-type: none"> ● Correct performance of adult, child and infant CPR and AED awareness, basic first aid for injury, heart attack and choking.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S4.HII1 Research a school or community safety issue resulting from the influence of culture, media, technology, or other factors.</p> <ul style="list-style-type: none"> ● TV/movie violence. ● Sexual assault. ● Recreational safety. ● Interpersonal violence.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S5.HII1 Evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues.</p> <ul style="list-style-type: none"> ● Prosocial, communication and cooperation skills. ● Dealing with diversity. ● Resolving conflict.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S6.HII1 Evaluate different strategies to use when making decision about resolving conflict and avoiding injury.</p> <ul style="list-style-type: none"> ● Impact of alcohol/drugs on judgment and decision-making. ● Conflict resolution skills. ● Avoiding violence. ● Choices about safety precautions.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>3.S7.HII1 Discuss accurate information and express opinions about injury prevention and safety.</p> <p>3.S7.HII2 Adapt injury prevention message and techniques to the characteristics of a particular audience.</p> <p>3.S7.HII3 Influence and support others in making positive choices regarding avoiding injury.</p> <p>3.S7.HII4 Work cooperatively when advocating for injury prevention, including creating and maintaining a positive family, school, and community environment.</p> <ul style="list-style-type: none"> ● Avoiding injuries. ● Seeking out professional help/treatment. ● Avoiding violence.

3.S7.HII5 Evaluate community health services and systems addressing public safety and make recommendations for improving those systems and services.

Content Area #4: Nutrition (K-4)

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

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

Students will demonstrate the ability to:

- 4.S1.E1 Describe relationships between proper nutrition and individual well being on a on a daily basis and throughout the lifespan.
- 4.S1.E2 Identify indicators of good nutrition during childhood.
- 4.S1.E3 Describe how the body digests and uses food.
- 4.S1.E5 Identify common childhood problems related to poor nutrition.
- 4.S1.E7 Explain how childhood injuries and illnesses related to food storage and preparation can be prevented or treated.

Required Content

Kindergarten:

- Healthy snacks.
- Food vs non-food.

Grade One:

- Where food comes from, plant and animal sources.
- Farm to table.
- Food allergies.

Grade Two:

- Food as fuel.
- CDC resources - MyPlate (food pyramid).

Grade Three:

- Energy levels.
- Impact of proper nutrition on health and personal wellness, digestion.
- Food preparation and storage.

Grade Four:

- Healthy menus.

- Variety and moderation.
- Nutrients.

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

Students will demonstrate the ability to:

- 4.S2.E1 Identify characteristics of valid nutrition information and good nutrition promoting products and services.
- 4.S2.E2 Locate resources from home, school, and community that provide valid health information about nutrition.
- 4.S2.E4 Locate school and community nutrition helpers.
- 4.S2.E5 Compare cost and nutritional value of various foods.
- 4.S2.E6 Identify situations requiring professional health services for nutrition.
- 4.S2.E7 Identify different kinds of health providers who can provide information and services about nutrition.

Required Content

Kindergarten:

- Healthy snacks.

Grade One:

- Where does food come from.

Grade Two:

- School and community helpers/health providers.

Grade Three:

- Special diets for health issues.

Grade Four:

- Where and from who can you get good information about planning a healthy menu.

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

Students will demonstrate the ability to:

- 4.S3.E1 Identify responsible nutrition behaviors.
- 4.S3.E2 Identify personal nutrition needs and nutrition habits
- 4.S3.E3 Compare eating behaviors that are safe to those that are risky or harmful.
- 4.S3.E4 Demonstrate strategies to improve or maintain nutrition behaviors that enhance health.
- 4.S3.E5 Develop injury prevention and management strategies for personal health.

Required Content

Kindergarten:

N/A

Grade One:

<ul style="list-style-type: none"> • Good snacks, food vs. non food. <p>Grade Two:</p> <ul style="list-style-type: none"> • Dental health. <p>Grade Three:</p> <ul style="list-style-type: none"> • Why is a healthy diet important. <p>Grade Four:</p> <ul style="list-style-type: none"> • Nutritional needs. • Safe food preparation.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S4.E1 Discuss the influence of culture upon nutrition behaviors, such as food choice and food preparation.</p> <p>4.S4.E2 Explain how media influences thoughts, feelings, and behaviors about nutrition.</p> <p>4.S4.E2 Explain how media influences selection of foods, information about nutrition, food and nutrition products, and services.</p> <p>4.S4.E3 Describe ways technology influences nutrition.</p> <p>4.S4.E4 Explain how information from school, family, and society influence nutrition.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <ul style="list-style-type: none"> • Food selection. <p>Grade Two:</p> <ul style="list-style-type: none"> • Selecting and preparing foods (recipes, family traditions). <p>Grade Three:</p> <ul style="list-style-type: none"> • Advertisements and food selection. <p>Grade Four:</p> <ul style="list-style-type: none"> • Reading labels. • Relationship of money and nutrition.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S5.E3 Use healthy ways to express nutritional wants, needs, and feelings.</p> <p>4.S5.E3 Choose healthy foods in a social context.</p> <p>Required Content</p>

<p>Kindergarten:</p> <ul style="list-style-type: none"> • Selecting healthy snacks. <p>Grade One:</p> <ul style="list-style-type: none"> • Selecting healthy snacks. <p>Grade Two:</p> <ul style="list-style-type: none"> • Food choices at home, school and social events. <p>Grade Three:</p> <ul style="list-style-type: none"> • Advertisements and food selection. <p>Grade Four:</p> <ul style="list-style-type: none"> • Healthy vs unhealthy snacks.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S6.E1 Apply a decision-making process to a nutritional issue.</p> <p>4.S6.E2 Explain when it is appropriate to ask for assistance in making a nutrition-related decision and setting healthy eating goals.</p> <p>4.S6.E3 Predict outcomes of specific nutrition decisions.</p> <p>4.S6.E4 Set a personal nutritional goal and track progress towards its achievement.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <p>N/A</p> <p>Grade Two:</p> <ul style="list-style-type: none"> • Food guide pyramid, MyPlate. <p>Grade Three:</p> <ul style="list-style-type: none"> • My plate and own eating patterns. <p>Grade Four:</p> <ul style="list-style-type: none"> • Creating own eating patterns.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S7.E1 Discuss accurate information and express opinions about nutrition issues.</p> <p>4.S7.E2 Describe a variety of methods that convey accurate information and ideas about nutrition.</p> <p>4.S7.E3 Identify community agencies that advocate for good nutrition.</p>

4.S7.E4 Influence and support others in making positive nutritional choices.

4.S7.E5 Work cooperatively when advocating for good nutrition.

Required Content

Kindergarten:

- Healthy snacks.

Grade One:

- Food selections.

Grade Two:

- Influence and support others in making positive nutritional choices.

Grade Three:

- Influence and support others in making positive nutritional choices.

Grade Four:

- Using nutritional information to make food choices.

Content Area #4: Nutrition (5-8)

Overall Goal: Students will understand the role of proper nutrition in the attainment and maintenance of health and the relationship between nutrition and physical and mental performance.

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

Students will demonstrate the ability to:

4.S1.M1 Explain the relationship between good nutrition, prevention of disease, and personal wellness.

4.S1.M2 Describe the interrelationship between good nutrition and mental, emotional, and physical health in adolescence.

4.S1.M3 Explain how proper nutrition affects the interaction of body systems.

4.S1.M4a Describe how family, peers, and environment influence nutritional status and nutrition behaviors.

4.S1.M4b Analyze how environment and personal nutritional status are interrelated.

4.S1.M5 Describe ways to reduce risks for eating disorders.

4.S1.M7 Describe how lifestyle, family history, and pathogens are related to the cause of prevention of disease and other health problems.

Required Content

Grade Five:

N/A

Grade Six:

- Energy balance, healthy food choices, variety and moderation, major nutrients, where in (MyPlate) specific nutrients are found, food sources for nutrients, US Dietary guidelines.
- Link between breakfast and ability to learn and perform, energy needs, physiological function of key nutrients .
- Variety of nutrient requirements based on gender, age activity level.
- Food Labels.
- Nutrients and chronic disease.
- Food choices.
- High fat/low fat foods.
- Benefits of exercise.
- Food processing, safety and preparation.
- Healthful ways to cook.
- Dieting.
- Relationship between chronic disease and nutrition.
- Food handling and safety.
- Personal wellness.

Grade Seven:

N/A

Grade Eight:

N/A

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

Students will demonstrate the ability to:

- 4.S2.M1 Analyze the validity of nutrition information, food products, and services.
- 4.S2.M2 Access resources from home, school, and community that provide valid nutrition information.
- 4.S2.M4 Locate nutrition related product and services.
- 4.S2.M5 Compare the costs and nutritional value of various foods.
- 4.S2.M6 Describe food and/or nutrition situations requiring professional health services.
- 4.S2.M7 Explain roles played by different health providers in promoting good nutrition.

Required Content

Grade Five:

N/A

<p>Grade Six:</p> <ul style="list-style-type: none"> • Food labels. • Reliable sources of information. • Why “special foods” and supplements are generally unnecessary. • Food and nutrition situations that require professional services (eg. diabetes, food safety, eating disorders, weight management counseling). • Nutrition and sports. <p>Grade Seven: N/A</p> <p>Grade Eight: N/A</p>
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>4.S3.M1 Explain the importance of assuming responsibility for eating behaviors.</p> <p>4.S3.M2 Analyze eating habits to determine health strengths and risks,</p> <p>4.S3.M3 Distinguish between safe and risky or harmful eating behaviors.</p> <p>4.S3.M4 Demonstrate nutrition strategies to improve or maintain personal and family health.</p> <p>Required Content</p> <p>Grade Five: N/A</p> <p>Grade Six:</p> <ul style="list-style-type: none"> • Fast food restaurants. • Food storage and preparation. • Family meals. • Distinguish between safe and risky or harmful eating habits. <p>Grade Seven: N/A</p> <p>Grade Eight: N/A</p>
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S4.M1 Describe the influence of cultural beliefs and cultural diversity with respect to nutrition differences and behaviors.</p>

4.S4.M2 Analyze how positive and negative messages from media and other resources influence nutrition behaviors, such as the selection of food.

4.S4.M3 Analyze the influence of technology on nutrition.

4.S4.M4 Analyze how information from peers influences and affect food choice.

Required Content

Grade Five:

N/A

Grade Six:

- Advertising and food choice.

Grade Seven:

N/A

Grade Eight:

N/A

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

Students will demonstrate the ability to:

4.S5.M2 Demonstrate choosing healthy foods in a social context.

4.S5.M3 Communicate food preferences in a health-enhancing way.

Required Content

Grade Five:

N/A

Grade Six:

- Strategies to choose healthy food options in restaurant and other settings outside of a traditionally prepared meal.
- Design a food log that meets personal food preferences in a healthy way.

Grade Seven:

N/A

Grade Eight:

N/A

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

Students will demonstrate the ability to:

4.S6.M1 Apply a decision-making process to nutrition issues and problems individually and collaboratively.

4.S6.M2 Analyze how nutrition-related decisions are influenced by individuals, peers, family, or community values.

4.S6.M3 Predict how decisions regarding behaviors have consequences for self and others.

4.S6.M4 Apply nutrition strategies to personal eating to attain personal health goal.

4.S6.M5 Develop a nutrition plan that addresses personal strengths, needs, and health risks.

Required Content

Grade Five:

N/A

Grade Six:

- Snack and meal selection.
- Eating patterns, variety, and moderation.
- Empty calories.
- US dietary recommendations.
- Food safety.

Grade Seven:

N/A

Grade Eight:

N/A

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

Students will demonstrate the ability to:

4.S7.M1 Discuss accurate nutrition information and express opinions about nutrition issues.

4.S7.M2 Analyze various communication methods needed to express nutrition issues.

4.S7.M3 Identify barriers to effective communication of nutrition information, ideas, feelings, and opinions about nutrition-related health issues concerning individuals, family, and schools.

4.S7.M4 Influence and support others in making positive nutrition choices.

4.S7.M5 Work cooperatively when advocating for nutrition-related health issues concerning individuals, family, and schools.

Required Content

Grade Five:

N/A

Grade Six:

- Using food labels to make healthier choices.
- Understanding what the preventative factors are for some to choose unhealthy food options.
- Strategies to create a healthier and well-rounded nutritious meal plan for your family and school community.

Grade Seven:

N/A

Grade Eight: N/A

Content Area #4: Nutrition (Contemporary Health Issues I)

Overall Goal: Students will understand the role of proper nutrition in the attainment and maintenance of health and the relationship between nutrition and physical and mental performance.

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

Students will demonstrate the ability to:

4.S1.HI1 Analyze how nutrition behaviors can impact health maintenance and disease prevention.

- Understand why nutrition matters.
- Weight management/fad diets.
- Principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis .

4.S1.HI2 Describe the interrelationships of mental, emotional, social, and physical health through young adulthood.

- Changing nutritional needs.

4.S1.HI3 Analyze the impact of personal nutrition behaviors on the functioning of body systems Preparation for engaging in physical activity to avoid injury and maximize benefits.

- Specific dietary needs of athletes.

4.S1.HI4 Analyze how the family, peers, community, and environment influence the nutritional health of individuals.

- Importance of balancing physical health in relation to the health triangle.

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

Students will demonstrate the ability to:

4.S2.HI1 Evaluate the validity of nutrition information, products, and services.

- Sound sources of nutrition information.
- Safe weight management programs vs. fad diets.

4.S2.HI2 Analyze resources from home, school, and community that provide valid nutritional information.

- Sound sources of information.

4.S2.HI3 Evaluate media influences on the selection of nutrition information and food products.

- Nutrition issues published through the media can confuse/overwhelm consumers.

4.S2.HI5 Analyze the cost and availability of healthcare products and services.

- Foundations of health.

<ul style="list-style-type: none"> • Wellness. • Compare cost of healthy decisions vs. unhealthy. • Identify ways students can make healthy decisions. <p>4.S2.HI6 Analyze situations requiring professional health services.</p> <ul style="list-style-type: none"> • Eating disorders. <p>4.S2.HI7 Explain requirements for entering and pursuing health careers in nutrition.</p> <ul style="list-style-type: none"> • Identify careers related to food science.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>4.S3.HI1 Analyze the role of individual responsibility for healthy nutrition behaviors.</p> <ul style="list-style-type: none"> • Balancing physical health portion of health triangle. <p>4.S3.HI2 Evaluated personal nutrition/eating habits to determine strategies for enhancing health and reducing risk.</p> <ul style="list-style-type: none"> • How to improve physical health portion of health triangle. <p>4.S3.HI3 Analyze the short-term and long-term consequences of proper and poor nutrition habits.</p> <ul style="list-style-type: none"> • Impact on health triangle and overall health. • Impact of health continuum. <p>4.S3.HI4 Demonstrate strategies to improve or maintain personal, family, and community health with regard to nutrition.</p> <ul style="list-style-type: none"> • Create goals in order to improve physical health related to nutrition.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S4.HI1 Analyze how cultural diversity enriches and challenge's nutrition behaviors.</p> <ul style="list-style-type: none"> • Health triangle and nutrition choices. • Health continuum and nutrition choices. <p>4.S4.HI2 Evaluate the effect of media and other factors on personal, family, and community nutrition practices.</p> <ul style="list-style-type: none"> • Social media's impact on nutrition/diets. <p>4.S4.HI3 Evaluate the impact of technology on personal, family, and community.</p> <ul style="list-style-type: none"> • Social media. <p>4.S4.HI4 Analyze how information from the community influences nutrition behaviors.</p> <ul style="list-style-type: none"> • Nutrition choices and your community. • Analyze ways people seek out nutrition. • Nutrition and mental emotional health.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>

<p>Students will demonstrate the ability to:</p> <p>4.S5.HI1 Use skills for communicating effectively about nutrition issues with the family, peers, and others</p> <ul style="list-style-type: none"> • Understand health enhancing behaviors related to nutrition.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S6.HI1 Analyze different strategies when making decision related to nutrition.</p> <ul style="list-style-type: none"> • Dietary analysis. • Tracking food intake. • Weight management. <p>4.S6.HI2 Analyze nutrition concerns that require individuals to work together.</p> <ul style="list-style-type: none"> • Nutrition advocacy. • Eating disorders. <p>4.S6.HI3 Predict immediate and long-term impact of nutrition-related decision on individual, family, and community.</p> <ul style="list-style-type: none"> • How food choices impact social health. • Relationship between food choices and the environment. <p>4.S6.HI4 Describe how personal nutrition goals are influenced by changes in information, abilities, priorities, and responsibilities.</p> <ul style="list-style-type: none"> • Application of U.S. Dietary guidelines. <p>3.S6.HI5 Compare and contrast a variety of nutrition plans that address personal strengths, needs, and risks.</p> <ul style="list-style-type: none"> • Develop SMART Goals related to physical health. • Identify impact food choice has on personal wellness.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S7.HI1 Discuss accurate nutrition information and express opinions about health issues.</p> <ul style="list-style-type: none"> • Physical Health: identify strengths and areas of development. • Health literate consumer: sources of information, reliable vs. unreliable. <p>4.S7.HI2 Design methods for accurately expressing nutrition information and ideas.</p> <ul style="list-style-type: none"> • Analyze personal health triangle. • Analyze personal health continuum. <p>4.S7.HI3 Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about nutrition issues.</p> <ul style="list-style-type: none"> • Zones of Regulation: <ul style="list-style-type: none"> ○ Stress, Triggers, C.O.P.E.

- Character traits and values.
 - SMART Goals.
- 4.S7.HI4 Influence and support others in making positive nutrition choices.
- Character traits and values.
 - SMART Goals.
- 4.S7.HI5 Work cooperatively when advocating for healthy communities.
- Character traits and values.
 - SMART Goals.

Content Area #4: Nutrition (Contemporary Health Issues II)

Overall Goal: Students will understand the role of proper nutrition in the attainment and maintenance of health and the relationship between nutrition and physical and mental performance.

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

Students will demonstrate the ability to:

- 4.S1.HII1 Analyze interrelationships of proper nutrition on mental, emotional, social, and physical health throughout life.
- Nutrition and daily functioning.
 - Nutrient deficiencies, excesses.
 - Prenatal nutrition.
 - Weight management and fad diets.
 - Principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis.
- 4.S1.HII2 Analyze how the family, peers, community, and environment influence availability and accessibility of nutritional foods to various population groups.
- US Dietary Guidelines, RDA.
 - How these can be met in a variety of ways.
- 4.S1.HII3 Describe how to delay onset and reduce risks of potential life-long health problems relating to nutrient excesses and disease prevention.
- Fat and CHD; calcium and osteoporosis.
 - Facts and myths regarding nutrition and athletic performance.

4.S1.HII4 Analyze how the public health policies and government regulations relating to nutrition influence health promotion and disease prevention.

- Role of government agencies.
- FDA.
- Food safety.
- Public health campaigns.
- Food additives.

4.S1.HII4a Analyze how the public influences the development of public health policies and government regulations regarding nutrition.

- Consumer activism.
- Food safety.
- Food choice.

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

Students will demonstrate the ability to:

4.S2.HII1 Evaluate resources from home, school, and community that provide valuable nutrition information for self and others.

- Sound sources of nutrition information.

4.S2.HII2 Evaluate all factors that influence personal selection of food, food products, food, and nutrition services.

- Safe weight management vs. fad diets.

4.S2.HII3 Evaluate situations requiring professional health services.

- Eating disorders, weight management, sports medicine.

4.S2.HII4 Evaluate opportunities for career choices in the field of nutrition.

- Current and emerging choices (ex: nutritionist, dietitian).

4.S2.HII5 Analyze the educational requirements, demands, rewards, and benefits of a career in the field of nutrition.

- Align personal goals with possible potential careers in nutrition related fields.

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

Students will demonstrate the ability to:

4.S3.HII1 Evaluate the effect of responsible nutrition behaviors on self, others, and community.

- Eating disorders.
- Personal and cultural eating patterns.
- US dietary guidelines and RDA.

4.S3.HII2 Design a plan with recommended strategies to address poor nutritional practices in the local community which present a threat to health.

<ul style="list-style-type: none"> ● Fast food and other restaurant selections. ● Malnourishment in specific population groups. ● Exercise and nutrition.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S4.HII1 Research a school or community nutrition issue resulting from the influence of culture, media, technology, and other factors.</p> <ul style="list-style-type: none"> ● Dietary myths. ● Nutrition controversies. ● Personal and cultural eating patterns. <p>4.S4.HII2 Develop and implement a solution to a researched nutrition issue.</p> <ul style="list-style-type: none"> ● Various fad diets.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>4.S5.HII1 Use skills for communicating effectively about nutritional issues with the family, peers, and others.</p>
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S6.HII1 Analyze different strategies when making decisions related nutrition.</p> <ul style="list-style-type: none"> ● Dietary analysis. ● Tracking food intake. <p>4.S6.HII2 Design, implement and evaluate a plan for attaining a personal nutrition goal.</p> <ul style="list-style-type: none"> ● Understanding healthy eating habits/eating plans. <p>4.S6.HII3 Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective nutrition plans to achieve and maintain optimum, lifelong health.</p> <ul style="list-style-type: none"> ● Reading food labels. ● Identify the nutrients that provide energy to the body.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>4.S7.HII1 Discuss accurate information and express opinions about nutrition.</p> <ul style="list-style-type: none"> ● Importance of nutrition. <p>4.S7.HII2 Adapt nutrition messages and techniques to the characteristics of a particular audience.</p> <ul style="list-style-type: none"> ● Advertising. ● Food and your environment.

- What influences people's food choices.
- 4.S7.HII3 Influence and support others in making positive nutrition choices.
 - How peers influence food choices.
 - Communicating with others about nutrition.
- 4.S7.HII4 Work cooperatively when advocating for nutrition issues.
 - Role nutrition plays in individual wellness.
 - Review current nutrition based issues.
- 4.S7.HII5 Evaluate community health services and systems relating to nutrition in place and make recommendations for improving those systems and services.
 - Identify services.
 - Identify access.

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

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

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

5.S1.E3 Describe the basic structure and functions of the body systems relating to reproduction.

5.S1.E4 Describe how physical, social, emotional, and family environments influence personal health.

5.S1.E5 Recognize that all people, including children, have rights and a child is never at fault if someone touches him/her in a way that is wrong or uncomfortable.

5.S1.E6 Differentiate between good and bad touch.

5.S1.E7 Discriminate between people who care for you and people who may try to harm you.

Required Content

Kindergarten: Ways to show caring in families and friendships.

Grade One:

- Gender roles.
- Personal choices regarding play, work, clothes, hobbies, sports, etc.
- Benefits of expressing feelings to parents, siblings, friends, teachers, trusted adults.
- People who care for you should not make you do something that may harm you.

Grade Two:

- Roles of families.
- Roles of family members.
- Differences found in human families- e.g. single parent, extended families.
- Parenting issues and responsibilities.
- Friendship.
- Roles and responsibilities of friends.
- Ways to show caring in families and friendships.

Grade Three:

- Sexual and physical abuse.
- Neglect.

Grade Four:

- Introduction to puberty.
- Basic physical, mental and emotional changes.

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

Students will demonstrate the ability to:

5.S2.E2 Locate resources from home, school, and community that provide valid health information about growth and development.

5.S2.E4 Locate school and community health helpers.

Required Content

Kindergarten:

- Locate school and community health helpers.
- Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and feelings.

Grade One:

- Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and/or feelings.

Grade Two:

- Who to tell about inappropriate touches.

Grade Three:

- Resource and agencies available in abuse situations.
- Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and/or feelings.

<p>Grade Four:</p> <ul style="list-style-type: none"> Trusted adults for puberty or abuse questions.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>5.S3.E4 Use strategies to improve or maintain personal health.</p> <p>5.S3.E6 Identify and use ways to avoid and/or reduce threatening situations, including ways to deal with someone who is trying to harm a child or pressure them into doing something he or she does not want to do.</p> <p>5.S3.E7 Demonstrate specific sexual abuse prevention techniques including yelling at the person, leaving the situation, and/or telling a parent or a trusted adult who will listen.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> Locate school and community health helpers. Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and feelings. <p>Grade One:</p> <ul style="list-style-type: none"> Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and/or feelings. <p>Grade Two:</p> <ul style="list-style-type: none"> Resistance skills. Prevention strategies. How to say no to unwanted touches. <p>Grade Three:</p> <ul style="list-style-type: none"> Good health behaviors which can improve the way a person looks and feels (e.g. Exercise, sleep and diet). <p>Grade Four:</p> <ul style="list-style-type: none"> Diet, exercise, hygiene.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>5.S4.E1 Discuss the influence culture has on family values, health behaviors, and practices.</p> <p>5.S4.E1 Recognize the value and influence of cultural differences.</p> <p>5.S4.E2 Describe how the media and other forms of technology (e.g., TV, movies, Internet, etc.) can influence a person's thoughts, feelings, and behaviors about families and friends.</p> <p>Required Content</p>

<p>Kindergarten: N/A</p> <p>Grade One:</p> <ul style="list-style-type: none"> ● Recognize the value of cultural differences. <p>Grade Two:</p> <ul style="list-style-type: none"> ● Influence culture has on family life and health behaviors. <p>Grade Three:</p> <ul style="list-style-type: none"> ● How do family and friends influence choices. <p>Grade Four:</p> <ul style="list-style-type: none"> ● How does the media influence health choices.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>5.S5.E3 Use health, ways to express needs, wants, and feelings.</p> <p>5.S5.E3 Use appropriate forms of communication when expressing personal feelings.</p> <p>5.S5.E4 Use positive ways families can communicate and show consideration, and take care of each other.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> ● Skills for talking to trusted adults. <p>Grade One:</p> <ul style="list-style-type: none"> ● Skills for talking to trusted adults. ● Positive ways to express feelings. <p>Grade Two: N/A</p> <p>Grade Three:</p> <ul style="list-style-type: none"> ● Respecting others expressing different feelings (e.g. like, love, anger, happiness, frustration, etc.). <p>Grade Four: N/A</p>
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>5.S6.E1 Explain how males and females have many different choices throughout their lifespan.</p> <p>5.S6.E1 Apply a decision making process to issues regarding family, friends, and feelings.</p> <p>5.S6.E2 Explain when it is appropriate to ask for assistance in making health-related decisions.</p>

Required Content

Kindergarten:

N/A

Grade One:

- Accepting of families, friends and feelings.

Grade Two:

- Accepting of families, friends and feelings.

Grade Three:

- Gender roles.
- Personal choices regarding play, work, clothes, hobbies, sports, etc.
- Everyone makes decisions.
- All decisions have consequences.

Grade Four:

- Role of parents, and trusted adults.
- Why children need help from adults when making decisions.

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

Students will demonstrate the ability to:

5.S7.E1 Discuss accurate information and express opinions about health issues relating to growth and development.

5.S7.E2 Explain why it is necessary to respect an individual's rights and wishes concerning their body.

5.S7.E4 Influence and support others in making positive health choices.

5.S7.E4 Influence and support others in making positive choices about feelings, friends, and family.

Required Content

Kindergarten:

N/A

Grade One:

- Support others to prevent triggers.

Grade Two:

- Support others to get help when needed.

Grade Three:

N/A

Grade Four:

- Help support others to make health choices about feelings and friends, respect others' choices.

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

Overall Goal: To develop an understanding of the emotional and physical issues related to families, the beginning of life, birth, friendship, puberty, adolescence and growing up.

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

Students will demonstrate the ability to:

5.S1.M2 Describe the interrelationships of mental, emotional, social, and physical health which males and females experience during puberty and adolescence.

5.S1.M3 Explain how reproductive health is influenced by the interaction of body systems.

5.S1.M4 Describe how family, peers, and environment influence the health of adolescents.

5.S1.M5 Describe ways to reduce risk related to sexual health.

5.S1.M6 Explain how appropriate health care can enhance health.

Required Content

Grade Five:

- The components of the male and the female reproductive systems.
- Range of puberty.
- Menstruation.
- Feelings about body changes.
- Characteristics of good friends.

Grade Six:

- Role of the male and female reproductive systems.
- Role of X and Y chromosomes in determining gender.
- Role of heredity, environment and health habits in personal appearance.
- How body image affects feelings and behaviors.
- How talents, characteristics, strengths, and hopes are equally found in boys and girls.

Grade Seven:

- Role of the endocrine system.
- Secondary sex characteristics.
- Families in present day society.

- Patterns in US.
- Separation, divorce and how children deal with their feelings about it.
- Responsibilities and privileges inherent in a family.
- Responsible parenting.
- Seriousness and long-term nature of having and/or raising a child.
- Why some people choose not to have children.

Grade Eight:

- Nocturnal emissions.
- Pregnancy.
- Possibility of pregnancy with genital intercourse.
- Abstinence as the only 100% effective practice to prevent the risk of pregnancy and STI's/STD's.
- Statistics on contraceptive effectiveness against pregnancy and STI's/STD's.
- Fertilization.
- Definition of masturbation.
- Prenatal development and human birth.
- Development of sexual and romantic feelings during adolescence.
- Gender roles and stereotyping.
- Sexual health (including its enhancement of life and relationships).
- People as sexual beings with a sexual identity.
- Value of non-sexual relationships; types of dating.
- Family views regarding dating.
- Difference between like, infatuation, and love.

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

Students will demonstrate the ability to:

5.S2.M2 Identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up.

5.S2.M6 Describe situations requiring professional services.

5.S2.M7 Explain the role of health care providers (e.g., physicians, nurses, etc.) in puberty, maturing contraceptive decision making, and other reproductive health, sexuality, and family life issues.

5.S2.M7 Identify trusted adults, professional health care providers, faith communities, and other resources available for someone with questions about sexuality and growing up.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Bystander intervention program-resources for victims to turn to for help.

Grade Eight:

- Importance of regular personal and professional check-ups to maintain reproductive health.
- Assistance with issues surrounding dating violence, rape, sexual abuse, etc.
- Pregnancy.

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

Students will demonstrate the ability to:

5.S3.M1 Explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health.

5.S3.M2 Analyze personal health habits to determine health strengths and risks.

5.S3.M3 Distinguish between safe and risky or harmful behaviors.

5.S3.M4 Apply strategies to improve or maintain personal and family relationships.

5.S3.M5 Explain the value of young people postponing sexual activity (e.g. reducing consequences associated with early onset of sexual activity).

5.S3.M6 Identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault.

Required Content

Grade Five:

- Ways for males and females to maintain healthy habits during puberty.
- Ways people can be proud of their special qualities.

Grade Six:

- Impact of body image on emotions and behaviors.

Grade Seven:

- Bystander Intervention Program.
 - Warning signs of dating violence and abuse.

Grade Eight:

- Good health behaviors for a woman who is pregnant.
- Assuming responsibility for sexual behavior.
- Abstinence from sexual intercourse is the best way to prevent pregnancy.
- Social, emotional, economic, and physical risk of adolescent pregnancy and parenthood for both males and females.

- There are many kinds of relationships based on love and like, but no one should expect you to do anything sexual as an outcome of the relationship.

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

Students will demonstrate the ability to:

5.S4.M1 Describe the influence of different cultural and religious beliefs in the US on health behaviors and practices.

5.S4.M2 Analyze why individuals need to examine positive and negative messages received from the media and analyze the influence of media on sexual health behaviors.

5.S4.M3 Analyze the influence of technology on sexual health behaviors.

5.S4.M4 Analyze how information from the community influences behaviors regarding sexual and reproductive health.

Required Content

Grade Five:

- Peer influence on health choices.

Grade Six:

- Genetics.

Grade Seven:

- Consent, marriage, divorce, relationships, parenthood.
- Factors which have significantly influenced family patterns through time.

Grade Eight:

- Health behaviors and utilization of health services regarding sexual and reproductive health.
- Use of contraceptives.
- Prenatal care.
- Decision-making about sexual health.
- Establishing guidelines for one's own sexual behavior (including, but not limited to, viewing and/or sharing of explicit vulgar images).
- Influence of media, peers, and community on one's understanding of healthy relationships.
- Similarities and differences in male and female gender roles.
- Masculinity; femininity; choices and opportunities for males and females.
- Unrealistic or negative images presented in gender role stereotyping.
- Use of contraceptives, alternative fertilization methods, reproductive technology.

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

Students will demonstrate the ability to:

5.S5.M1 Use effective verbal and non-verbal communication skills to enhance health.

5.S5.M2 Describe how the behavior of family and peers affects interpersonal communication.

5.S5.M3 Use healthy ways to express needs, wants, and feelings.

5.S5.M4 Communicate care, consideration, and respect of self and others.

5.S5.M5 Use communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend.

Required Content

Grade Five:

- Importance of communicating to parents or trusted adults any concerns or questions regarding how the body changes during puberty.

Grade Six:

- Importance of respecting different value systems in friends and families.
- Respect of others regardless of personal choice or expression.

Grade Seven:

- Bystander Intervention.
 - Understand how to intervene using the “three D’s” (Direct / Delegate / Distract).

Grade Eight:

- Importance of respecting the personal choices of all individuals.
- Ways for pre-teenagers and teens to talk with their parents and other trusted adults about questions or concerns regarding sexuality issues.
- Pressure to date and/or be sexually active.
- Dating violence
 - Understanding boundaries and limits in a relationship.
- Saying no and communicating limits.

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

Students will demonstrate the ability to:

5.S6.M1 Apply different strategies when making decisions regarding puberty and sexual health.

5.S6.M2 Analyze how decisions relating to puberty and sexual health are influenced by individuals, family, and/or community values.

5.S6.M3 Predict how decisions regarding sexual behaviors have consequences for self and others.

5.S6.M4 Identify how people can protect themselves against the possibility of rape.

Required Content

Grade Five:

- How parents and other trusted adults can help children with decisions regarding puberty and personal health.

Grade Six:

N/A

Grade Seven:

- Self-defense, assessing situations, avoiding drugs and alcohol.
- Bystander Intervention Program. Strategies to intervene in a healthy/productive way to assist victim of abuse.

Grade Eight:

- Abstinence from sexual intercourse.
- Responsible contraceptive use, steps involved in sexual decision-making.
- Role of parents and trusted adults.
- Role of self-esteem, personal goals, family values in responsible sexual decision-making.
- Responsibilities in family change as individuals mature.
- Changes in family structure and influence on relationships, couple have choices regarding sharing sexual feelings with each other.

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

Students will demonstrate the ability to:

5.S7.M1 Discuss accurate information about sexual health issues.

5.S7.M3 Identify barriers to effective communication of information, ideas, feelings, and opinions about sexuality, family, and relationship issues.

5.S7.M4 To influence and support others in making positive personal health choices about family issues, relationships, sexuality, and growing up.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Bystander Intervention Program.
 - Diffusion of responsibility.

Grade Eight:

- Heterosexual, homosexual, and bisexual individuals are alike except for their sexual attractions.
- Immediate and long-term impacts of adolescent pregnancy on the individual, family, and community.

- How people and communities can help homosexual and bisexual people who are often mistreated, called hurtful names, or denied their rights because of their sexual orientation.
- Various methods for people to access help with personal questions or concerns about sexuality or relationships.

Content Area #5: Sexuality and Family Life (Contemporary Health Issues I)

Overall Goal: Students will gain an understanding of those elements inherent in healthy sexual development and maturation including: family communication, relationships, sexual identity, human sexual response cycle, and sexual decision making.

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

Students will demonstrate the ability to:

5.S1.HI1 Analyze how behavior can impact reproductive health maintenance.

- Need for contraception during intercourse unless pregnancy is planned.
- Advantages and disadvantages of various methods of contraception.
- Fetal development.
- Childbirth.
- Role of mother, father, coach during labor and delivery.
- Definition of legal abortion.

5.S1.HI2 Describe and analyze the interrelationships of mental, emotional, social, and physical health throughout young adulthood and life.

- Review the benefits of abstinence.
- Function of sexual and reproductive anatomy.
- Facts vs. myths; human sexual response cycle.
- Sexual feelings and desires throughout life.
- Role of hormones in growth and development and reproductive and sexual functioning.
- People with disabilities have sexual feelings, needs and desires.
- Dating readiness and interest varies among individuals.
- Sexual expression as an important component of individual's sexual identity.
- Homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.

5.S1.HII1 Analyze the interrelationships of mental, emotional, social and physical health throughout life.

- Multifaceted nature of human sexuality with biological, social, psychological, ethical and cultural dimensions.
- Human sexuality throughout the lifespan.

- Committed relationships vs. “falling in love.”
 - Dating as a way for some people to learn about others and relationships.
 - Statistics on teen pregnancy and parenting.
 - Marriage and lifetime commitments.
 - Relationship choices.
 - Value of communication, choices, trust and friendships in a relationship.
 - Mutual support for continued development as individuals in a relationship.
 - Influence of social and cultural environments on the way individuals learn about and express their sexuality.
 - People who identify as LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual) can establish fulfilling committed relationships.
- 5.S1.HI3 Analyze the impact of adolescent sexual health behaviors on the individual, families, the community, and society
- Adolescent pregnancy, STDs, sexual harassment and sexual assault, relationship between sexual behaviors and sexual violence.)
- 5.S1.HI4 Analyze how the family, peers, community and environment influence the health of individuals.
- Various reasons people date, such as companionship, to share an experience with someone, friendship and love.
 - Expression of feelings, including love, is a matter of choice and should not go against personal values.
 - Parental concerns.
 - Compromising feelings.
 - Types of families.
 - Factors affecting family functioning (e.g. mobility, divorce, death).
 - Interaction of heredity, the environment and the family).
- 5.S1.HII3 Describe how to delay onset and reduce risks of potential life-long reproductive health problems.
- Importance of preventive health behaviors including regular check-ups, breast and testicular self-exams, prevention of unwanted pregnancy and sexually transmitted diseases.
- 5.S1.HII4 Analyze the relationship between public health policies, government regulations, and health promotion and disease prevention.
- Issues such as abortion and contraception.
 - Definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception.
 - Issues involved in choosing a method of contraception including advantages and disadvantages.
 - Motivation, cost, effectiveness, comfort, religious beliefs, parent and family values.
 - Prevention of STDs and HIV transmission.
 - Laws regarding sexual harassment/sexual assault.

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

Students will demonstrate the ability to:

5.S2.HI1 Evaluate the validity of health information products and resources.

- Health literacy: Identify reliable sources of information.

5.S2.HI2 Analyze appropriate resources from home, school and the community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and/or relationships.

- Sexual health and sexual identity/orientation; sexual activity, gender role stereotyping.
- Sexual assault and harassment.
- Finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, people who identify as LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual). community resources.
- Okay/Not Okay behaviors.
- Date planning.
- Safety plan (break-up).

5.S2.HI4 Access school and community resources for self and others.

- Adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults.

5.S2.HI6 Analyze situation requiring professional services for teens.

- Using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.).
- Dealing with sexual harassment/assault.

5.S2.HII1 Evaluate resources from home, school, and community that provide valid sexuality and family life information for self and others.

- Research available resources.
- Identify potential usefulness and barriers to usage.

5.S2.HII2 Evaluate factors that influence personal selection of health products and services.

- Identify cultural norms associated with availability and usage of various health products.

5.S2.HII3 Evaluate situations requiring professional services and identify appropriate services.

- Identification of various professional services for human sexuality and family life issues.
- STDs.
- Sexual decision-making.
- Sexual dysfunction.
- Sexual harassment or assault.

- Victimization.
- Sexual orientation.
- Teen pregnancy/parenting.
- Family crisis.
- Marriage/partner relationship difficulties.

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

Students will demonstrate the ability to:

5.S3.HI1 Analyze the role of individual responsibility for enhancing health.

- Abstinence from sexual intercourse is the preferred sexual behavior for adolescents.
- Responsible behaviors such as contraceptive use.
- Condom use, etc.

5.S3.HI2 Explain why it is important to talk with one's partner /other trusted adults about contraception prior to deciding to use it.

- Prevention of unwanted pregnancies or STD's.

5.S3.HI3 Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.

- Sexual intercourse not a way to achieve adulthood.
- Various ways to express affection within a relationship including adolescent dating relationships.
- Factors having an adverse effect on fetal and infant health.
- Methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care).
- Proper nutrition.
- Parental responsibility.

5.S3.HI4 Use strategies that improve or maintain sexual health.

- Importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.).

5.S3.HI5 Develop strategies for preventing injury to self and others.

- Inappropriate expectations and/or behaviors in a relationship.
- Appropriate sexual behaviors for adolescents.
- Coercion and emotional pressure not acceptable in a sexual relationship (including but not limited to digital photos with explicit content).

5.S3.HII1 Evaluate the effect of sexual behaviors on self, others and the community.

- Impact of adolescent alcohol/drug use combined with sexual activity including assault.
- Date rape.
- STDs, pregnancy, fetal and infant problems or mortality.

<ul style="list-style-type: none"> ● Importance of caring for one's reproductive health to assure health of future offspring. ● Behaviors for perinatal (before, during, after pregnancy) health. ● Factors and skills contributing to positive, consistent parenting. ● Impact of sexual violence on an individual including sexual abuse, rape, and date rape. <p>5.S3.HII3 Design a plan with recommended strategies for individuals, schools and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.</p> <p>5.S3.HII3 Identify strategies which can aid in the prevention of unplanned pregnancy.</p> <ul style="list-style-type: none"> ● Role of education, sexual decision-making, positive self-esteem, etc. ● Practicing abstinence.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>5.S4.HI1 Analyze how cultural diversity may enrich or challenge health behaviors.</p> <ul style="list-style-type: none"> ● Why in some cultures some assertive behaviors are considered impolite or inappropriate. ● Beliefs about abortion and contraception are based on religious, cultural, family and societal values. <p>5.S4.HI2 Evaluate the effect of media, technology and other factors on sexuality, relationships and other aspects of personal and community health.</p> <ul style="list-style-type: none"> ● Media portrayal of sexuality (including, but not limited to, viewing and/or sharing of explicit vulgar images). ● Realistic and unrealistic images of adolescent and adult relationships. ● Role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression. <p>5.S4.HII1 Research a school or community sexuality or family life issue resulting from the influence of media, culture, technology, or other factors.</p> <ul style="list-style-type: none"> ● Influence on thoughts, feelings and behaviors related to human sexuality. ● Relationship of personal values and family values regarding sexuality. ● American society's diversity of sexual attitudes and behaviors. ● Discrimination related to sexual expression or sexual orientation. ● Various cultural beliefs and practices regarding dating, marriage and committed relationships. ● Role of culture on a person's decisions regarding sexual relationships and other human sexuality issues. ● How faith communities are addressing various current human sexuality issues. <p>5.S4.HII1 Research how the media, culture, and technology influences thoughts, feelings and behaviors regarding human sexuality.</p> <ul style="list-style-type: none"> ● People sexualized in the media. ● Movies/tv shows, ads. <p>5.S4.HII2 Propose a plan for personal and community response to media's portrayal of sexual issues.</p>

- Make educated decisions about personal sexuality.

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

Students will demonstrate the ability to:

5.S5.HI1 Demonstrate skills for communicating effectively with family, peers, and others.

- Verbal and nonverbal assertiveness techniques.
- Individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not to be intimidated regarding sexuality issues.

5.S5.HI2 Analyze how interpersonal communication affects relationships.

- Value of communication.
- Outcomes of poor communication – confusing messages, unwanted behaviors and emotional stress.

5.S5.HI4 Communicate care, consideration, and respect of self and others.

- Communicate feelings and emotions.
- Interpersonal communication.

5.S5.HI5 Use strategies that solve interpersonal conflicts without harming self or others.

- Being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial.

5.S5.HI6 Use strategies that enhance relationships and avoid potentially harmful situations.

- Negotiation and collaboration skills.
- Refusing pressure from another person to engage in sexual activity.

5.S5.HII1 Evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas.

- Ways to verbalize personal views about sexuality to partners, friends, family.
- How communication about sexual feelings, desires, and limits improves sexual relationships.
- Negotiating decisions about sexual behaviors and limits.
- Responsibility for quality of a relationship is shared by both dating partners.
- How teens can express their sexual feelings without engaging in sexual intercourse.

5.S5.HII2 Apply strategies to a selected situation that facilitate effective communication among individuals or groups.

- Skills to enhance relationships.
- Barriers to communication with parents.
- Friends and significant others regarding human sexuality issues.
- Constructive ways of dealing with sexual harassment.

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

Students will demonstrate the ability to:

- 5.S6.HI1 Use multiple strategies when making decisions related to sexuality and family life issues.
- Complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships.
- 5.S6.HI3 Predict immediate and long-term impact on health decisions about sexual health on the individual, family, and community.
- Benefits of postponing childbearing.
- 5.S6.HI4 Describe how sexual decision-making for adolescents and adults is influence by changes in information, abilities, priorities, and responsibility.
- Role of significant others, culture, media, peers (including, but not limited to, viewing and/or sharing of explicit vulgar images).
- 5.S6.HI5 Compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration their personal strengths, needs, and health risks.
- Review strengths of the individual.
 - Review needs and the associated risks.
- 5.S6.HII2 Design and evaluate a personal plan to promote sexual health.
- Consent.
 - Evaluate potential decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships, consent.
 - Sources of support in the community.
- 5.S6.HII3 Evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum sexual health.
- Making personal choices about appropriate roles for oneself.
 - Need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit.

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

Students will demonstrate the ability to:

- 5.S7.HI3 Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation).
- Review: “I” messages.
 - Review: C.O.P.E.
- 5.S7.HI4 Influence and support others when making positive choices regarding sexuality issues (regardless of sexual orientation).
- Role of the individual in creating a health community.

5.S7.HI5 Work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.

- Bystander Awareness/ Bystander Intervention Training.
- iSTAND/CHARGERSTAND implementation.
- Direct, delegate, and distract.
- Creating safety plans.

5.S7.HII1 Discuss accurate information and express opinions about human sexuality and family life issues.

- People who are still denied equal treatment on the basis of gender even though laws prohibit this; how one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms.

5.S7.HII3 Influence and support others in making positive health choices.

- Responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influence (e.g. in the media) surrounding sexuality.
- Supporting others' positive choices about dating relationships.
- How one can be a support system to LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual) individuals when they decide to "come out."

5.S7.HII4 Work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS.

- Proposing solutions to reduce the incidence of homophobic acts such as discrimination and violence against homosexual and bisexual people because of their sexual orientation.
- Understanding the impact of rape on the victim, the victim's family and society.
- Long-term effects.
- Portrait of rapists, reporting, investigation, and trial, etc.

5.S7.HII5 Evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.

Content Area #5: Sexuality and Family Life (Contemporary Health Issues II)

Students will gain an understanding of the importance of human sexuality and that healthy sexuality throughout one's life is dependent on respect and understanding of self, families, sexual growth and development, sexual identity and interpersonal relationships.

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

Students will demonstrate the ability to:

5.S1.HII1 Analyze the interrelationships of mental, emotional, social and physical health throughout life.

- Review: Benefits of abstinence.
- Multifaceted nature of human sexuality with biological, social, psychological, ethical and cultural dimensions.
- Human sexuality throughout the lifespan.
- Committed relationships vs. “falling in love.”
- Dating as away for some people to learn about others and relationships.
- Statistics on teen pregnancy and parenting.
- Marriage and lifetime commitments.
- Relationship choices.
- Value of communication, choices, trust and friendships in a relationship.
- Mutual support for continued development as individuals in a relationship.
- Influence of social and cultural environments on the way individuals learn about and express their sexuality.
- People who identify as LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual) can establish fulfilling committed relationships.

5.S1.HII3 Describe how to delay onset and reduce risks of potential life-long reproductive health problems.

- Importance of preventive health behaviors including regular check-ups, breast and testicular self- exams, prevention of unwanted pregnancy and sexually transmitted diseases).

5.S1.HII4 Analyze the relationship between public health policies, government regulations, health promotion and disease prevention.

- Issues such as abortion/contraception.
- Definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception.
- Issues involved in choosing a method of contraception including advantages, disadvantages.
- Motivation, cost, effectiveness, comfort, religious beliefs, parent/family values.
- Prevention of STDs, HIV transmission.
- Laws regarding sexual harassment/sexual assault).

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

Students will demonstrate the ability to:

5.S2.HII1 Evaluate resources from home, school and community that provide valid sexuality and family life information for self and others.

- Communication with parents or guardians.
- Resources within community.

5.S2.HII2 Evaluate factors which influence personal selection of health products and services.

- 5.S2.HII3 Evaluate situations requiring professional services and identify appropriate services.
- Identification of various professional services for human sexuality and family life issues.
 - STDs.
 - Sexual decision-making.
 - Sexual dysfunction.
 - Sexual harassment or assault.
 - Victimization.
 - Sexual orientation, gender identity/expression.
 - Teen pregnancy and parenting.
 - Family crises.
 - Marriage/partner relationship difficulties.

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

Students will demonstrate the ability to:

- 5.S3.HII1 Evaluate the effect of sexual behaviors on self, others and the community.
- Impact of adolescent alcohol/drug use combined with sexual activity including assault.
 - Date rape.
 - STDs, pregnancy, fetal and infant problems or mortality.
 - Importance of caring for one's reproductive health to assure health of future offspring.
 - Behaviors for perinatal (before, during, after pregnancy) health.
 - Factors and skills contributing to positive, consistent parenting.
 - Impact of sexual violence on an individual including sexual abuse, rape, and date rape.

5.S3.HII3 Design a plan with recommended strategies for individuals, schools and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.

- Boundary setting in relationships.
- Practice decision making regarding sexual relationships.
- Refusal skills.
- iSTAND/CHARGERSTAND implementation/review.
- Dating violence awareness.
- The cycle of abuse.
- Sexual assault and state laws.
- Victimization.
- Getting help/helping others.

<p>5.S3.HII3 Identify strategies which can aid in the prevention of unplanned pregnancy.</p> <ul style="list-style-type: none"> • Role of education, sexual decision making, positive self-esteem, etc.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health. Students will demonstrate the ability to:</p> <p>5.S4.HII1 Research a school or community sexuality or family life issue resulting from the influence of media, culture, technology and other factors.</p> <ul style="list-style-type: none"> • Influence on thoughts, feelings, behaviors related to human sexuality. • How relationships are different than those modeled by media. • Relationship of personal and family values regarding sexuality. • American society's diversity of sexual attitudes and behaviors. • Discrimination related to sexual orientation, gender identity/expression. • Various cultural beliefs and practices regarding dating, marriage, committed relationships. • Role of culture on person's decisions regarding sexual relationships and other human sexuality issues. • How faith communities address various current human sexuality issues. <p>5.S4.HII1 Research how media, culture and technology influences thoughts, feelings and behaviors regarding human sexuality.</p> <ul style="list-style-type: none"> • Influence of social media. • Ads/commercials. <p>5.S4.HII2 Propose a plan for personal and community response to the media's portrayal of sexual issues.</p> <ul style="list-style-type: none"> • Make education decisions related to personal sexuality issues.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will demonstrate the ability to:</p> <p>5.S5.HII1 Evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas.</p> <ul style="list-style-type: none"> • Ways to verbalize personal views about sexuality to partners, friends, family. • How communication about sexual feelings, desires, and limits improves sexual relationships. • Negotiating decisions about sexual behaviors and limits (including, but not limited to, viewing and/or sharing of explicit vulgar images). • Responsibility for quality of a relationship is shared by both dating partners. • How teens can express their sexual feelings without engaging in sexual intercourse. <p>5.S5.HII2 Apply strategies to a selected situation that facilitate effective communication among individuals or groups.</p> <ul style="list-style-type: none"> • Skills to enhance relationships; barriers to communication with parents, friends and significant others regarding human

sexuality issues.

- Constructive ways of dealing with sexual harassment.

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

Students will demonstrate the ability to:

5.S6.HII1 Evaluate different strategies to use when making decisions related to sexual health, family life and potential risks of young adults.

5.S6.HII2 Design and evaluate a personal plan to promote sexual health.

5.S6.HII3 Evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum sexual health.

- Making personal choices about appropriate roles for oneself.
- Need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit.

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

Students will demonstrate the ability to:

S.S7.HII1 Discuss accurate information and express opinions about human sexuality and family life issues.

- People who are still denied equal treatment on the basis of gender even though laws prohibit this.
- How one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms.

S.S7.HII3 Influence and support others in making positive health choices.

- Responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influences (e.g. in the media) surrounding human sexuality.
- Supporting others' positive choices about dating relationships.
- How one can be a support system to LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersexual, Asexual) individuals when they decide to "come out."

S.S7.HII4 Work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS.

- Proposing solutions to reduce the incidence of homophobic acts such as discrimination and violence against homosexual and bisexual people because of their sexual orientation, gender identity/expression.
- Understanding the impact of rape on the victim, the victim's family and society.
- Long-term effects.
- Portrait of rapists, reporting, investigation, trial, etc.

S.S7.HII5 Evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.

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

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

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

Students will demonstrate the ability to:

- 6.S1.E1 Describe relationships between personal health behaviors and individual well-being.
- 6.S1.E2 Identify indicators of physical health.
- 6.S1.E3 Describe the basic structure and functions of the body systems responsible for fighting illness.
- 6.S1.E4 Describe how physical, social, emotional, and family environments contribute to disease and illness.
- 6.S1.E5 Identify common health problems of children.
- 6.S1.E6 Identify diseases that should be detected and treated early.
- 6.S1.E7 Explain how childhood illness can be prevented or treated.

Required Content

Kindergarten:

- How to wash hands.

Grade One:

- Explain how to wash hands.
- Explain how germs can spread.
- Measures to prevent transmission to other.

Grade Two:

- Common methods of disease transmission.
- How infections can spread through the body.

Grade Three:

- Differentiate between communicable and non-communicable disease (birth defects, nutrition deficiencies).
- Bacteria vs. virus.
- How disease and disorders affect feelings and actions.

<p>Grade Four:</p> <ul style="list-style-type: none"> • Effects of heredity on health status. • Immune system; other body systems e.g. cardiovascular system, etc. • Effects of lifestyle on health.
<p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Students will demonstrate the ability to:</p> <p>6.S2.E2 Locate resources from home, school, and community that can provide valid information about disease control and prevention.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Locate resources at school when sick. <p>Grade One:</p> <p>N/A</p> <p>Grade Two:</p> <ul style="list-style-type: none"> • When and where to seek help. <p>Grade Three:</p> <ul style="list-style-type: none"> • When and where to seek help. <p>Grade Four:</p> <ul style="list-style-type: none"> • When and where to seek help.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>6.S3.E1 Identify responsible disease prevention behaviors.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Washing hands, avoiding blood and other body fluids, covering mouth when coughing and sneezing. <p>Grade One:</p> <ul style="list-style-type: none"> • Hand washing. • Avoiding contact with others blood and body fluids. • Covering mouth when sneezing, etc. <p>Grade Two:</p> <ul style="list-style-type: none"> • Reduce, reuse, recycle practices. • Disposing of trash properly.

<ul style="list-style-type: none"> ● Avoiding picking up trash which can injure -e.g. needles, broken glass. <p>Grade Three:</p> <ul style="list-style-type: none"> ● Healthy habits such as universal precautions. <p>Grade Four:</p> <ul style="list-style-type: none"> ● Benefits of exercise and proper eating on heart health.
<p>Standard # 4: Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S4.E2 Explain how media influences thoughts, feelings and behaviors about disease control and prevention including the environment.</p> <p>6.S4.E3 Describe ways technology can influence disease control including the environment.</p> <p>6.S4.E4 Explain how information from community and family influences disease control and prevention including the environment.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade 1:</p> <ul style="list-style-type: none"> ● Technology associated with hand washing (no touch soap dispensers, and hand dryers). <p>Grade 2:</p> <ul style="list-style-type: none"> ● Recycling technology. ● Excessive product packaging as waste. <p>Grade 3:</p> <p>N/A</p> <p>Grade 4:</p> <ul style="list-style-type: none"> ● Environmental impacts on health.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S5.E4 Communicate care, consideration and respect of self and others.</p> <p>6.S5.E3 Use healthy ways to express feelings about environmental health issues (dealing with second hand smoke in public places and automobiles).</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p>

<ul style="list-style-type: none"> • How to communicate health problems or concerns to a parent or other trusted adult. <p>Grade Two: N/A</p> <p>Grade Three:</p> <ul style="list-style-type: none"> • Importance of being supportive of people with chronic illnesses. <p>Grade Four:</p> <ul style="list-style-type: none"> • Use healthy ways to express feelings about environmental health issues.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S6.E1 Apply a decision-making process to disease prevention and control issue.</p> <p>Required Content</p> <p>Kindergarten: N/A</p> <p>Grade 1:</p> <ul style="list-style-type: none"> • Using precautions to keep self and others healthy from diseases. <p>Grade 2:</p> <ul style="list-style-type: none"> • Use healthful ways to express feelings about environmental health issues, dealing with second hand smoke in public place. <p>Grade 3:</p> <ul style="list-style-type: none"> • Importance of being supportive and tolerant of people with chronic illnesses. <p>Grade 4:-</p> <ul style="list-style-type: none"> • Use healthy ways to express feelings about environmental health issues.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S7.E1 Discuss accurate information and express opinions about the relationship of products, services and money and environmental health issues.</p> <p>6.S7.E3 Describe roles of individuals and society for maintaining a healthy and safe environments.</p> <p>6.S7.E3 Identify community agencies that advocate for a safe and healthy environment.</p> <p>6.S7.E5 Work cooperatively when advocating for the environment.</p> <p>Kindergarten: N/A</p> <p>Grade One:</p>

- Using precautions to keep self and others healthy from diseases.

Grade Two:

- How to select products which do not infringe on the environment.

Grade Three:

- Students will explain ways to prevent the spread of germs, focusing on hand washing.

Grade Four:

- Use healthy ways to express feelings about environmental health issues.

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

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

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

Students will demonstrate the ability to:

6.S1.M1 Describe relationships between personal health behaviors and individual well-being.

6.S1.M2 Describe the interrelationships of mental, emotional, social, and physical health during adolescence.

6.S1.M3 Describe the basic structure and functions of the body systems responsible for fighting illness.

6.S1.M4b Describe how family, peers, the environment, and personal health are interrelated.

6.S1.M5 Describe ways to reduce risks related to disease control and prevention during early adolescence.

Required Content

Grade Five:

N/A

Grade Six:

- Relationship between positive feelings of self and taking care of one's body.
- Distinguish among illness, disease, and health.
- Importance of positive health habits.
- Effects of heredity on health status.

Grade Seven:

- Disease causing agents.
- Factors that contribute to disease and infection.

- How diseases and disorders affect feelings and actions.
- Short and long term effects of disease in individuals, family, and society.
- Physically challenged individuals and their contributions to society.
- Behaviors and other factors which place an individual at risk for certain diseases.
- Personal, family, and economic impact of diseases.
- Effect of lifestyle on chronic disease.
- Importance of early diagnosis and treatment.
- Medical attention.
- Risky behaviors.
- Maintenance of healthy habits.
- Difference between communicable and non-communicable diseases.
- Communicable diseases (TB, hepatitis, influenza, meningitis, definite HIV/AIDS, sexually transmitted diseases).
- Immune system.
- Other body systems e.g. cardiovascular system, etc.
- Common methods of disease transmission.
- Effect of lifestyle on health.
- Health habits in the home, e.g. hand washing.
- Food preparation and storage.
- Universal precautions.
- Hygiene.
- Lifestyle practice; environment.
- How individuals and families can protect the environment.
- How unsafe/hazardous environmental conditions, such as chemical dumping, lead.
- How infections can spread through the body.
- Non-communicable diseases/cardiovascular disease (heart attack, stroke, high blood pressure, hypertension).
- Risk factors related to heart disease.
- Ulcers, and other disorders.
- HIV infection-people with HIV may not look or feel sick, incubation period, virus remains in body throughout life, sexual orientation is not the cause of HIV and AIDS.
- HIV is transmitted through exposure to infected body fluids (semen and vaginal secretions), blood (sharing IV drug needles, using unsterile needles for steroids, body piercing, blood brothers), from an infected mother to her child before or during childbirth and/or through breast milk.

- HIV is not transmitted through casual contact (hugging, sneezing, sharing eating utensils and drinking cups, playing or speaking with an infected person. Individuals with HIV often develop illnesses and other diseases that healthy people normally do not get; a diagnosis of AIDS means an individual has one or more serious illnesses, such as Kaposi's sarcoma, lymphomas, wasting syndrome, AIDS related dementia, end-cervical cancer, chronic yeast infections or the T-cell count is under 200.

Grade Eight:

- Sexually transmitted diseases, sexually transmitted infections signs, symptoms, incubation periods, disease agents, transmission and health risks.
- Testing and treatment options, specific STDs-gonorrhea, chlamydia, genital warts/condyloma.

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

Students will demonstrate the ability to:

6.S2.M1 Analyze the validity of disease control and prevention information, services and product.

6.S2.M2 Access resources from home, school, and community that provide valid health information about disease prevention and control.

6.S2.M6 Describe situations requiring professional health services.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Sources of information for adolescents, including community agencies addressing HIV/AIDS issues.
- medical sites for diagnosis, treatment and information regarding HIV and AIDS.
- Agencies and organizations which work to protect the environment.
- Diagnosis of HIV through testing procedures-ELISA test, Western Blot test.
- Basic treatments available for people with HIV and AIDS, e.g. medications, lifestyle changes, dealing with hazardous materials, e.g. chemicals, broken glass or metals, asbestos or other potentially harmful situations.

Grade Eight:

- Resources for physically challenged individuals and their families.
- Medical sites for diagnosis, treatment and information regarding STDs.
- When to seek help for illness; identify testing procedures for STDs

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

Students will demonstrate the ability to:

6.S3.M3 Distinguish between safe and risky or harmful behaviors.

6.S3.M5 Apply disease prevention strategies to improve or maintain personal and family health.

Required Content

Grade Five:

- Changes in personal hygiene practices due to the start of puberty.

Grade Six:

- Basic hygiene practices.

Grade Seven:

- Avoiding needle sharing, body piercing.
- Steroid use.
- Universal precautions.

Grade Eight:

- Abstinence to prevent HIV, use of condoms, latex barriers to prevent HIV, STD transmission.

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

Students will demonstrate the ability to:

6.S4.M1 Describe the influence of cultural beliefs on health behaviors.

6.S4.M2 Analyze how positive and negative messages from media and other sources influence behaviors which facilitate the transmission of disease.

6.S4.M4 Analyze how information from peers influences and affects choices about engaging in behaviors which can transmit disease.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

N/A

Grade Eight:

- Stereotyping groups and illnesses such as country of origin, socioeconomic status, sexual orientation.
- Mixed messages regarding sexual behaviors.

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

Students will demonstrate the ability to:

6.S5.M1 Use effective verbal and non-verbal communication skills to prevent transmission of disease.

6.S5.M4 Communicate care, consideration, and respect of self and others.

6.S5.M6 Apply refusal and negotiation skills needed to prevent disease transmission.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- High risk behaviors leading to disease transmission, such as: needle sharing, drug use.

Grade Eight:

- Compassion, friendship and support of individuals with AIDS and other diseases.
- Setting limits.

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

Students will demonstrate the ability to:

6.S6.M1 Apply decision-making process to disease prevention and control issues individually and collaboratively.

6.S6.M3 Predict how decisions regarding exposure to disease agents and lifestyle have consequences for self and others.

6.S6.M4 Apply strategies and skills needed to attain personal health goals.

Required Content

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Predicting and avoiding personal risk for developing a disease.
- The impact on health status and feelings about oneself resulting from a decision to place oneself at risk for disease transmission.
- Development of heart disease, cancer or long-term disability resulting from injury.
- Personal heart disease risk reduction plan.
- Appropriate courses of action when disease is suspected.

Grade Eight:

N/A

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

Students will demonstrate the ability to:

6.S7.M5 Work cooperatively to advocate for preventing communicable and non-communicable disease in individuals, families, and schools.

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Strategies and practices to prevent HIV/AIDS.

Grade Eight:

N/A

Content Area #6: Disease Prevention and Control (Contemporary Health Issues I)

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

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

Students will demonstrate the ability to:

6.S1.HI1 Analyze how behavior can impact disease prevention.

Communicable:

- Transmission of STD/STI.
- Impact of ATOD use on risk-taking behavior.

Non-Communicable:

- Risk factors associated with heart disease.
- Relationship of lifestyle with cardiovascular disease and stroke, cancer.
- Exposure to environmental hazards, etc. smoking, environmental tobacco smoke, industrial substances, occupational hazards.

6.S1.HI3 Analyze the impact of communicable and non-communicable (infections and chronic) diseases on the functioning of body systems.

Communicable:

- Signs, symptoms and course of infection of HIV/AIDS, STD/STI and other communicable diseases.
- Transmission, prevention; course of HIV infection leading to AIDS.
- Opportunistic infections.
- Risk of infection via blood products before and after 1985.
- Testing and treatment.

Non-communicable:

- Signs and symptoms of heart attack.
- Stroke.
- 7 warning signs of cancer.
- Different types of cancer.
- Diagnosis and treatment of chronic diseases, e.g. diabetes, physically challenged individuals.

6.S1.HI4 Analyze how the family, peers, community, and environment are interrelated with disease prevention and control.

- Nature and distribution of specific diseases can be associated with countries, occupations and lifestyles.
- The incidence of various diseases changes over time.
- Effect of chronic disorders upon family and society.
- Impact of disease and diagnosis of disease on the individual, family and society.

Communicable:

- Signs, symptoms and course of infection of HIV/AIDS, STD/STI and other communicable diseases.
- Transmission, prevention; course of HIV infection leading to AIDS.
- Opportunistic infections.
- Risk of infection via blood products before and after 1985.
- Testing and treatment.

Non-communicable:

- Signs and symptoms of heart attack.
- Stroke.
- 7 warning signs of cancer.
- Different types of cancer.
- Diagnosis and treatment of chronic diseases, e.g. diabetes, physically challenged individuals.

6.S1.HI4 Analyze how the family, peers, community, and environment are interrelated with disease prevention and control.

- Nature and distribution of specific diseases can be associated with countries, occupations and lifestyles.
- The incidence of various diseases changes over time.
- Effect of chronic disorders upon family and society.
- Impact of disease and diagnosis of disease on the individual, family and society.

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

Students will demonstrate the ability to:

6.S2.HI1 Evaluate the validity of health information, products and services.

- Treatment “quackery.”
- Reliable sources.

6.S2.HI2 Analyze resources from home, school and community that provide valid disease prevention and control information.

- Community agencies with missions to address certain diseases and disorders.
- Teachers; school nurse.
- Family physician.

6.S1.HI4 Demonstrate the ability to access school and community resources and services for self and others.

- Risk for STD/HIV of victim who has been sexually assaulted.

6.S1.HI5 Analyze the cost and availability of products and services which prevent and/or control disease.

- Antiseptics, disinfectants.
- Universal precautions.
- Cost comparison of preventing disease vs. treating disease.

6.S1.H6 Analyze situations requiring professional health services.

- Diagnosis and treatment of symptoms and diseases.

6.S1.H7 Identify career opportunities related to disease control and prevention.

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

Students will demonstrate the ability to:

6.S3.HI1 Analyze the role of individual responsibility for preventing disease.

Communicable:

- Choices and consequences.
- Behaviors leading to increased risk for STDs – numerous sexual partners.
- Males who have had sex with other males; use of injected illegal drugs.

- Infants born to infected mothers.
- Unsafe sex.
- Effect of substance use on judgment and exposure to risk.

Non-communicable:

- Lifestyle choices regarding exercise, nutrition, smoking, etc.

Environmental:

- Conditions which produce environmental pollution.

6.S3.HI2 Evaluate personal risk for communicable disease transmission.

6.S3.HI3 Analyze the short-term and long-term consequences of safe, risky and harmful behaviors. outline strategies for dealing with personal, family, community and environmental disease prevention and control.

- Primary and secondary prevention – early detection methods, e.g. mammograms, BSE, TSE, skin cancer screening; cholesterol screening; nutrition and exercise.
- Testing for STD/STI, use of latex barrier e.g. condoms, what individuals, families, groups, industry, organizations and others in the community can do to positively impact the environment.

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

Students will demonstrate the ability to:

6.S4.HI1 Analyze how cultural diversity enriches and challenges health behaviors related to disease control and prevention.

- Use of medical care.
- Attitudes regarding prevention.
- Early detection and screening.
- Sexual behavior choices.
- How religion and other cultural practices influence health behaviors.

6.S4.HI2 Evaluate the effect of media, peers and other factors on personal, family, and community health.

- Promotion of high risk behaviors through TV, music and other media.

6.S4.HI4 Analyze how information from the community influences health.

- Understanding and using public health data to make personal lifestyle changes.

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

Students will demonstrate the ability to:

6.S5.HI1 Effective verbal and non-verbal communication skills to prevent transmission of disease.

- Listening skills.
- Assertiveness.
- “I” statements; setting limits.

<ul style="list-style-type: none"> ● Refusal, negotiation and collaboration skills. <p>6.S5.HI4 To communicate care, consideration, and respect of self and others.</p> <ul style="list-style-type: none"> ● Compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S6.HI2 Analyze disease prevention and control issues that require individuals to work together.</p> <ul style="list-style-type: none"> ● Epidemics. <p>6.S6.HI3 Predict immediate and long-term impact of behaviors leading to risks for communicable and non-communicable disease on the individual, family, and community.</p> <ul style="list-style-type: none"> ● Factors and steps in decision-making. ● Ongoing nature of decision making throughout life. <p>6.S6.HI5 Integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle.</p>
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S7.HI1 Discuss accurate information about communicable and non-communicable disease prevention and control issues and express opinions about them.</p> <ul style="list-style-type: none"> ● Lifestyle choices. <p>6.S7.HI2 Design methods for accurately expressing information and ideas about preventing disease.</p> <p>6.S7.HI3 Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about STDs, HIV/AIDS and other communicable and non-communicable diseases.</p> <p>6.S7.HI4 Influence and support others in making positive health choices.</p> <ul style="list-style-type: none"> ● Avoiding substances. ● Seeking professional help/treatment. ● Early diagnosis and treatment. ● Changing unhealthy behaviors. ● Reducing others' risk for exposure to an infectious disease.

Content Area #6: Disease Prevention and Control (Contemporary Health Issues II)

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

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

Students will demonstrate the ability to:

6.S1.HII1 Analyze interrelationships of mental, emotional, social, and physical health throughout life.

- Review Communicable: impact of being diagnosed with HIV infection/AIDS on the individual, family and one's life; impact of HIV on the immune system). Overlaps: SFL, PSL Non-communicable: impact of heredity and environment on the development of disease; maturation.

6.S1.HII2 Analyze how the family, peers, community, and environment influence public health.

- Review: Incidence, prevalence and distribution of various diseases and disorders; environmental problems which directly and indirectly impact the health of individuals, communities and society; economic burden of poor environmental health; nuclear waste; toxic waste dumping; "Love Canal" historical issues) Overlaps: SFL, ENV, SAP2.

6.S1.HII3 Describe how to delay onset and reduce risks of potential life-long health problems.

- Review: Relationship of lifestyle, exposure to disease agents; risk-taking behaviors leading to disease transmission; need for immediate testing, counseling and treatment; types of tests; current treatments available.

6.S1.HII4 Analyze how public health policies and government regulations influence disease prevention.

- Review: Immunizations; reporting laws; environmental health issues; federal, state and local regulations, laws and policies regarding the environment; federal, state and local agencies which address environmental concerns; "superfund sites"; local pollution clean-up issues).

6.S1.HII4 Analyze how the public influences the development of public health policy and government regulations.

- Review: Drafting of legislation regarding health issues; public outcry regarding the AIDS epidemic; "Ralph Nader"/history of consumerism movement in US; international issues regarding preservation of rainforests, including economics, politics and diplomacy).

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

Students will demonstrate the ability to:

6.S2.HII1 Evaluate resources from home, school, and community that provide valid information for self and others about communicable (including HIV) and non-communicable disease.

- Review: Health Literacy.
- Identify: Local and State resources.

6.S2.HII2 Evaluate all factors that influence personal selection of health products and services in the community designed to prevent and/or control disease.

- Health and safety products.
- Selection of health care providers.
- OTC treatments for disease symptoms.

<p>6.S2.HII3 Evaluate situations requiring professional health services.</p> <ul style="list-style-type: none"> • Abuse. • Exposure to pathogen. • Signs and symptoms of illness. <p>6.S2.HII5 Analyze the educational requirements, demands, rewards, and benefits of a career in the field of disease control and prevention.</p> <ul style="list-style-type: none"> • Medical care providers, educators. • Public health/policy makers. • Health promotion.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>6.S3.HII1 Evaluate the effect of responsible behaviors on self, others, and community.</p> <ul style="list-style-type: none"> • Reducing the spread of disease. • Universal precautions. • Setting personal goals. <p>6.S3.HII3 Design a plan with recommended strategies to address a disease prevention issue in the local community that presents a threat to individual, family, or community health.</p> <ul style="list-style-type: none"> • Review: Current trends and strategies.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S4.HII1 Research a disease control and prevention issue resulting from the influence of culture (e.g. the influence of religion and culture on health behaviors).</p> <ul style="list-style-type: none"> • Research issues culture based in regards to control and prevention.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S5.HII1 Evaluate the effectiveness of communication methods for accurately expressing information and ideas about disease control and prevention.</p> <ul style="list-style-type: none"> • Discuss prevention and treatment methods.
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S6.HII1 Evaluate different strategies to use when making decisions related to prevention and control of disease.</p> <ul style="list-style-type: none"> • Educational strategies for children, youth and adults.

<ul style="list-style-type: none"> • Choosing to avoid substances which could affect judgment. <p>6.S6.HII2 Design, implement, and evaluate a plan for maintaining health.</p> <ul style="list-style-type: none"> • Review: Goal setting and decision making.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>6.S7.HII1 Discuss accurate information and express opinions about disease prevention and control issues.</p> <ul style="list-style-type: none"> • Review: Current information on prevention and control. <p>6.S7.HII2 Adapt disease prevention and control messages and techniques to the characteristics of a particular audience.</p> <ul style="list-style-type: none"> • Stages of Change. <p>6.S7.HII3 Influence and support others in making positive choices about their health, including avoiding risks for disease transmission, and seeking medical care, etc.</p> <ul style="list-style-type: none"> • Identify/discuss barriers to prevention and care. <p>6.S7.HII4 Evaluate community health services and systems in place relating to disease prevention and control and make recommendations for improving those systems and services.</p> <ul style="list-style-type: none"> • Identify community services and systems. • Identify barriers to access.

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

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

<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Students will demonstrate the ability to:</p> <p>7.S1.E1 Describe the effects drug use has on the function of body systems.</p> <p>7.S1.E6 Identify substance abuse problems that should be detected and treated early.</p> <p>7.S1.E7 Explain the use of drugs to prevent and treat illness.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> • Explain the role of medicine to treat illness. <p>Grade One:</p>

<ul style="list-style-type: none"> ● Explain the difference between medicines, drugs, and poisons. <p>Grade Two:</p> <ul style="list-style-type: none"> ● Describe the effects of drugs on the body, such as tobacco, alcohol, and caffeine. <p>Grade Three:</p> <ul style="list-style-type: none"> ● Describe what addiction is. <p>Grade Four:</p> <ul style="list-style-type: none"> ● Describe the effects drug use has on the function of body systems.
<p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Students will demonstrate the ability to:</p> <p>7.S2.E4 Locate resources from home, school, and community that provide help for those with drug problems.</p> <p>7.S2.E7 Identify trusted adults and/or various health providers who can provide information and services about substance abuse/drugs.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <ul style="list-style-type: none"> ● Identify trusted adults and health providers who provide information on medicines, drugs and poisons. <p>Grade Two:</p> <ul style="list-style-type: none"> ● Locate resources from home, school, community that provide help for those using drugs and alcohol. <p>Grade Three:</p> <ul style="list-style-type: none"> ● Identify different kinds of health providers who can provide information and services about substance use. <p>Grade Four:</p> <ul style="list-style-type: none"> ● Identify different kinds of health providers who can provide information and services.
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>7.S1.E1 Identify responsible use of OTC and Rx drugs.</p> <p>7.S1.E3 Compare behaviors that deal with stress well and/or poorly. and those that deal with stress poorly.</p> <p>7.S1.E3 Identifies how misuse/abuse of ATOD causes problems for the user, family, and society.</p> <p>Required Content</p> <p>Kindergarten:</p> <ul style="list-style-type: none"> ● Identify misuse of ATOD. <p>Grade One:</p>

<ul style="list-style-type: none"> • Medicines, drugs, and poisons. <p>Grade Two:</p> <ul style="list-style-type: none"> • Alternative wellness strategies before taking medication. • OTC vs. prescription drugs. <p>Grade Three:</p> <ul style="list-style-type: none"> • Misuse of ATOD. • Understand effects of ATOD on judgements. <p>Grade Four:</p> <ul style="list-style-type: none"> • Legal consequence.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S4.E2 Explain how media influences thought, feelings, and use of substances.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <p>N/A</p> <p>Grade Two:</p> <p>N/A</p> <p>Grade Three:</p> <p>N/A</p> <p>Grade Four:</p> <ul style="list-style-type: none"> • Identify where students may see advertisements or promotions (social media, celebrities).
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S5.E6 Use strategies needed to enhance health.</p> <p>Required Content</p> <p>Kindergarten:</p> <p>N/A</p> <p>Grade One:</p> <p>N/A</p> <p>Grade Two:</p>

N/A

Grade Three:

- Practice refusal skills and assertiveness.
- Understand the role of communication in the decision making process (getting into a car with someone who has been drinking).

Grade Four:

- Explain how the situation and emotions could impact who you communicate with (parent drinking at home, older sibling doing drugs, who to talk to).
- Refusal skills and assertiveness.

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

Students will demonstrate the ability to:

7.S6.E1 Apply a decision-making process to a substance use issue.

7.S6.E3 Predict outcomes of specific decisions about ATOD.

7.S6.E5 Recognize that everyone has personal strengths and needs.

Required Content

Kindergarten:

N/A

Grade One:

- Define a problem.

Grade Two:

- Predict outcomes of specific decisions about ATOD.

Grade Three:

- Predict consequences of decisions concerning ATODs.
- Understand course of action can be positive or negative (each person is responsible for their choices and actions).

Grade Four:

- Apply the decision making process to a substance use issue.
- Predict outcomes of a specific decision about ATOD and evaluate outcome.

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

Students will demonstrate the ability to:

7.S7.E1 Discuss accurate information and express opinions about substance use.

7.S7.E2 Describe a variety of methods that convey accurate information and ideas about substance use.

7.S7.E3 Identify community agencies that advocate for substance abuse prevention.

7.S7.E4 Demonstrate the ability to influence and support others in making choices about avoiding drug use.

7.S7.E5 Work cooperatively when advocating for substance abuse prevention.

Kindergarten:

N/A

Grade One:

- Demonstrate ways to influence and support others in making good choices about avoiding poisons.

Grade Two:

- OTC vs. prescription drugs.

Grade Three:

- Demonstrate the ability to influence and support others in making choices about avoiding drug use.

Grade Four:

- Support peers to make healthy choices concerning drug use.
- ATOD.

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

Overall Goal (Grades 5-6): Students will understand the effect all chemical substances have on the body, the potential for substances to be abused, and the role of individual, family, and community in substance abuse prevention.

Overall Goals (Grades 7-8): Students will also understand the factors involved in chemical substance use and prevention of substance abuse.

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

Students will demonstrate the ability to:

7.S1.M3 Explain how the interaction of body systems is affected by substance use.

7.S1.M4a Describe the relationship among family, peers, the environment, and substance use behaviors.

7.S1.M4b Analyze how environment and substance use are interrelated.

7.S1.M5 Describe ways to reduce risks of substance use.

7.S1.M7 Describe how substance use is related to health problems.

Required Content

Grade Five:

- Short and long-term effects of tobacco, e-cigarettes, vaping, alcohol, caffeine, peer pressure, dealing effectively with negative feelings.

Grade Six:

N/A

Grade Seven:

- Individual, physiological, psycho-social, and environmental influences on effect of chemical substances.
- Short and long term effects of tobacco, alcohol and caffeine.
- Habits.
- Dependency.
- Tolerance.
- Addiction.
- Withdrawal.
- Patterns of alcohol, tobacco and caffeine use.
- Peer pressure.
- Effect of individual use on family and society.
- Access to subs.
- Legal issues related to youth access to substances.
- HIV transmission; ATOD dependency.
- Classification of drugs by effect, use, how sold.
- Independent, additive, synergistic, and antagonistic drug effects (ie. opioids).

Grade Eight:

- Self-esteem.
- Influence of needs on behavior.
- Meeting needs in a healthy way.
- Dealing effectively with negative feelings.

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

Students will demonstrate the ability to:

7.S2.M1 Analyze the validity of substance abuse prevention information and services.

7.S2.M2 Access resources from home, school, and community that provide valid substance abuse prevention information.

7.S2.M3 Analyze how media influences the selection and use of substances.

7.S2.M4 Locate substance abuse prevention services.

7.S2.M6 Describe situations requiring professional health services.

7.S2.M7 Explain roles played by different health providers in promoting health and substance abuse prevention.

Required Content

Grade Five:

- Substance abuse, e-cigarettes/vaping, alcohol and caffeine.

Grade Six:

- Advertising and ATOD use.
- Stress.

Grade Seven:

- Sources of support and services.
- Stages of alcohol and drug dependency.
- ATOD dependence as treatable condition.
- Role of counselors in addressing substance abuse issues.
- Treatment of substance abuse.
- Substance abuse prevention programs.

Grade Eight:

N/A

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

Students will demonstrate the ability to:

7.S3.M1 Explain the importance of assuming responsibility for behaviors.

7.S3.M3 Distinguish between safe and risky or harmful behaviors.

7.S3.M4 Demonstrate substance abuse prevention strategies to improve or maintain personal and family health.

7.S3.M6 Identify and demonstrate ways to avoid and reduce threatening situations involving substances.

Required Content

Grade Five:

- Refusal skills (i.e. refusal of drugs and alcohol).
- Influence of feelings on behaviors.
- Decisions and consequences.

Grade Six:

N/A

Grade Seven:

- Identifying dangers of experimentation with substances.

Grade Eight:

- Avoiding risky situations.
- Roles and responsibilities of adolescence.
- Maturity.
- Assertive communication.

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

Students will demonstrate the ability to:

7.S4.M1 Describe the influence of cultural beliefs on use of substances.

7.S4.M2 Analyze how positive and negative messages from media and other sources influence substance abuse patterns.

7.S4.M3 Analyze the influence of technology on substance use.

7.S4.M4 Analyze how information from peers influences choices regarding substance use.

Required Content

Grade Five:

N/A

Grade Six:

- Self-concept.
- Marketing and advertising of tobacco, alcohol, and other drugs (ATOD).

Grade Seven:

- Use of substances in various cultures.
- Influence of psycho-social, and environmental factors on substance abuse.

Grade Eight:

N/A

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

Students will demonstrate the ability to:

7.S5.M1 Use effective verbal and non-verbal communication skills to enhance prevention of substance use.

7.S5.M2 Describe how the substance use/abuse behaviors of family and peers affect others, including interpersonal relationships.

7.S5.M3 Use healthy ways to express needs, wants, and feelings.

7.S5.M4 Use ways to communicate care, consideration, and respect of self and others.

7.S5.M5 Use communication skills needed to build and maintain healthy, substance-free relationships.

7.S5.M6 Use refusal and negotiation skills needed to prevent substance use.

Required Content

Grade Five:

- Listening skills.

- Assertiveness.
- “I” statements.
- Proper use of medication.
- Qualities of a good friend.

Grade Six:

- Influence of self-perception on interaction with others.
- Abuse.
- Neglect.
- Spreading rumors.
- Rules for working cooperatively.
- Appropriate levels of sharing in various relationships.

Grade Seven:

- Results of alcohol abuse on family and others.
- Effect on choices.

Grade Eight:

N/A

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

Students will demonstrate the ability to:

7.S6.M1 Demonstrate the ability to apply a decision-making process to substance abuse prevention and problems individually and collaboratively.

7.S6.M2 Analyze how substance use decisions are influenced by individuals, family, and/or community values.

7.S6.M3 Predict how decisions regarding substance use behaviors have consequences for self and others.

7.S6.M4 Apply positive strategies and skills to attain a personal health goal.

7.S6.M5 Develop a substance use prevention plan that addresses personal strengths, needs, and health risks.

Grade Five:

N/A

Grade Six:

N/A

Grade Seven:

- Exercise, hobbies, etc. as alternatives to substance abuse.

Grade Eight:

- Communication skills.

- Building positive relationships.

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

Students will demonstrate the ability to:

7.S7.M1 Discuss accurate information and express opinions about substance issues.

7.S7.M2 Analyze various communication methods needed to express substance abuse prevention information and ideas accurately.

7.S7.M3 Identify barriers to effective communication of information, ideas, feelings, and opinions about substance abuse prevention issues.

7.S7.M4 Influence and support others in making healthy choices about substance abuse.

7.S7.M5 Work cooperatively when advocating for substance abuse prevention by individuals, family, and schools.

Required Content

Grade Five:

- Strategies to avoid tobacco in peer pressure situations.
- Dangers of substance use and abuse.

Grade Six:

N/A

Grade Seven:

- How to read the label on an over the counter medicine before taking it.
- How drug misuse/abuse can affect one's learning.

Grade Eight:

N/A

Content Area #7: Substance Use and Abuse Prevention (Contemporary Health Issues I)

Overall Goal: Students will understand the factors involved in chemical substance use and prevention of substance abuse.

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

Students will demonstrate the ability to:

7.S1.HI1 Analyze how substance use can impact health maintenance and disease prevention.

- HIV transmission.
- Depression.
- Injuries.

7.S1.HI2 Describe the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout young adulthood.

- Health triangle.
- Health continuum.
- Character traits and values.

7.S1.HI3 Analyze the impact of substance abuse on the functioning of body systems.

- Effect on performance, concentration, communication, etc.
- Depression.
- Effects of chemical substances on brain function; commonly abused drugs (ie. opioids).
- Illegal drugs.
- Short- and long-term effects of substances including: tobacco, e-cigarettes/vaping/juuling, alcohol and caffeine.
- Role of media: fact vs. fiction.
- Habits.
- Dependency.
- Tolerance.
- Addiction.
- Withdrawal.

7.S1.HI4 Examine how the family, peers, community and environment influence substance use behaviors of individuals.

- Patterns of alcohol, tobacco and caffeine use.
- Peer pressure.
- Current social and health problems - cancer, drunk driving, FAS, HIV/AIDS.

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

Students will demonstrate the ability to:

7.S2.HI2 Analyze resources from home, school, and community that provide valid substance abuse information.

- Different types of available assistance.
- Elements and rationale of support systems.

7.S2.HI4 Access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.

- School-based supports (counselors, social worker, etc).

<ul style="list-style-type: none"> ● Identify groups (school, community, state). <p>7.S2.HI6 Analyze situations requiring professional health services.</p> <ul style="list-style-type: none"> ● Seeking help in reaction to signs of substance abuse. <p>7.S2.HI7 Explain possible career choices in substance abuse prevention and treatment.</p> <ul style="list-style-type: none"> ● Research current trends, science and data. ● Identify potential interest.
<p>Standard # 3: Students will demonstrate the ability practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>7.S3.HI1 Analyze the role of individual responsibility for healthy behaviors.</p> <ul style="list-style-type: none"> ● Choices and consequences. ● Effects of drugs and other aspects of behavior, judgment and reason. <p>7.S3.HI2 Evaluate personal substance use to determine strategies for enhancing health and reducing risk.</p> <ul style="list-style-type: none"> ● Use of caffeine, nicotine, alcohol, medicines and their effects on health. ● Illegal substances. <p>7.S3.HI3 Analyze the short-term and long-term consequences of risky and harmful behaviors.</p> <ul style="list-style-type: none"> ● Drug laws and their purpose. ● Effects of alcohol and other drugs on judgment, driving, etc. ● Personal feelings and attitudes about substance use. <p>7.S3.HI4 Outline strategies for dealing with drug emergencies and crises.</p> <ul style="list-style-type: none"> ● Impact of individual behaviors on family and society. ● Driving under the influence. ● Fetal Alcohol Syndrome. ● Youth access to ATOD Overlap: PSL. <p>7.S3.HI7 Research and evaluate strategies to address substance use in individuals.</p> <ul style="list-style-type: none"> ● Refusal skills. ● Asking questions to determine whether someone has a suspected substance problem.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S4.HI1 Analyze how cultural diversity enriches and challenges substance use behaviors.</p> <ul style="list-style-type: none"> ● Drugs and medicines in various cultures. ● Cultural attitudes and practices about drug use. ● Drug use in history.

<ul style="list-style-type: none"> ● Impact of ATOD on family and society. <p>7.S4.HI2 Evaluate the effect of media and other factors on personal, family, and community substance use practices.</p> <ul style="list-style-type: none"> ● Growing use of tobacco, alcohol in the media. <p>7.S4.HI4 Analyze how community and peer norms influence substance use behaviors.</p> <ul style="list-style-type: none"> ● Socially accepted/non-accepted uses of various substances.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S5.HI1 Use skills for communicating effectively with the family, peers, and others.</p> <ul style="list-style-type: none"> ● Assertive behavior. ● Listening skills. ● “Befriending” skills. <p>7.S5.HI2 Analyze how interpersonal communication affects relationships.</p> <ul style="list-style-type: none"> ● Conflict resolution. <p>7.S5.HI3 Use healthy ways to express needs, wants and feelings, without abusing substances.</p> <ul style="list-style-type: none"> ● Communication styles: passive, aggressive, assertive. ● ”You” and “I” Statements. ● Active listening. <p>7.S5.HI6 Apply refusal, negotiation, and collaboration skills needed to avoid potentially harmful situations involving substance use.</p> <ul style="list-style-type: none"> ● Conflict Resolution (Zones of Regulation) - “You” and “I” Statements. ● Negotiation process (Zones of Regulation). <p>7.S5.HI4 Communicate care, consideration, and respect of self and others.</p> <ul style="list-style-type: none"> ● Not using substances, not pressuring others to use. <p>7.S5.HI5 Demonstrate strategies for solving interpersonal conflicts without harming self or others.</p> <ul style="list-style-type: none"> ● C.O.P.E. (Zones of Regulation). ● Size of the problem (Zones of Regulation).
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S6.HI1 Analyze the ability to use multiple strategies when making decisions related to substance use.</p> <ul style="list-style-type: none"> ● Coping with stress. ● Relationships. <p>7.S6.HI2 Analyze substance use concerns that require individuals to work together.</p> <ul style="list-style-type: none"> ● Substance abuse prevention and treatment.

<p>7.S6.HI3 Predict immediate and long-term impact of substance use decisions on the individual, family, and community.</p> <ul style="list-style-type: none"> • Factors and steps in decision-making; ongoing nature of decision-making throughout life. <p>7.S6.HI4 Describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities.</p> <ul style="list-style-type: none"> • E.g. Pregnancy, education, parenting. <p>7.S6.HI5 Compare and contrast a variety of substance free strategies that address personal strengths, needs, and risks.</p> <ul style="list-style-type: none"> • Setting personal goals. • Self-contracts.
<p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S7.HI1 Discuss accurate information and express opinions about substance use and abuse.</p> <ul style="list-style-type: none"> • Effects of substance use on individual, family and society. <p>7.S7.HI2 Design methods for accurately expressing information and ideas about substance abuse prevention.</p> <ul style="list-style-type: none"> • Research and express current information (NIDA: National Institution on Drug Abuse Drugs of Abuse). <p>7.S7.HI3 Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about substance use issues.</p> <ul style="list-style-type: none"> • Current trends. • Addiction. • Neuroplasticity (brain science). <p>7.S7.HI4 Influence and support others in making positive health choices (including their use of substances).</p> <ul style="list-style-type: none"> • Avoiding substances. • Seeking professional help/treatment. • Changing unhealthy behaviors involving substance use. <p>7.S7.HI5 Work cooperatively when advocating for healthy communities (including substance abuse prevention issues).</p> <ul style="list-style-type: none"> • Laws to control access and use of drugs. • Identifying community resource.

Content Area #7: Substance Use and Abuse Prevention (Contemporary Health Issues II)

Overall Goal: Students will understand the factors involved in chemical substance use and prevention of substance abuse.

<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Students will demonstrate the ability to:</p>
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<p>7.S1.HII1 Analyze the impact of substance use on the interrelationships of mental, emotional, social, and physical health throughout life.</p> <ul style="list-style-type: none"> ● Role that substance abuse plays impacting a person's health triangle. <p>7.S1.HII2 Analyze how the family, peers, community, and environment influence the use of chemical substances.</p> <ul style="list-style-type: none"> ● Abuse. ● Social practices regarding ATOD (ie. opioids). ● Youth access. <p>7.S1.HII3 Describe how to delay onset and reduce risks of potential life-long health problems relating to substance use.</p> <ul style="list-style-type: none"> ● Review: Addiction, dependency. ● Identify community resources for mental health issues.
<p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Students will demonstrate the ability to:</p> <p>7.S2.HII1 Evaluate resources from home, school, and community that provide valid information about substance abuse prevention and treatment for self and others.</p> <p>7.S2.HII2 Evaluate situations requiring professional health services.</p> <ul style="list-style-type: none"> ● Drug use and dependency. ● Depression and other mental illness. ● Emotional, sexual, physical abuse. <p>7.S2.HII3 Evaluate opportunities for career choices in the field of substance abuse prevention and/or treatment.</p> <ul style="list-style-type: none"> ● Substance abuse/addiction counselor. <p>7.S2.HII4 Analyze the educational requirements, demands, rewards, and benefits of a career in the field of counseling and substance abuse prevention and/or treatment.</p> <ul style="list-style-type: none"> ● Risks/benefits of a career in dealing with substance abuse. <p>7.S2.HII5 Evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.</p>
<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Students will demonstrate the ability to:</p> <p>7.S3.HII1 Evaluate the effect of responsible behaviors on self, others, and community.</p> <ul style="list-style-type: none"> ● Review: Choices and consequences. ● Review: Effects of drugs and other aspects of behavior, judgment and reason. ● Goal setting and decision making.

<p>7.S3.HII3 Design a plan with recommended strategies to address a substance abuse issue in the local community, which presents a threat to health.</p> <ul style="list-style-type: none"> ● Impact of individual behaviors on family and society. ● Driving under the influence. ● Fetal Alcohol Syndrome. ● Youth access to ATOD Overlap: PSL. <p>7.S3.HII4 Research and evaluate strategies to prevent substance abuse by individual and groups within the family, at school, at work, or in other social situation.</p> <ul style="list-style-type: none"> ● Review: Current research based information. ● Review: Goal setting and decision making. ● Identify potential outcomes.
<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S4.HII1 Research a school or community substance use/abuse issue resulting from the influence of culture, media, technology, and other factors.</p> <ul style="list-style-type: none"> ● E-cigarette/vaping/juul use. ● Consequences of smoking e-cigarettes. ● Social media posts that address misconceptions of e-cig/juul. <p>7.S4.HII2 Propose a solution to a researched substance abuse issue.</p> <ul style="list-style-type: none"> ● Preventing tobacco and e-cigarette use in schools.
<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S5.HII2 Apply strategies to a selected situation that facilitate effective communication among individuals or groups.</p> <ul style="list-style-type: none"> ● Review: Addiction. ● Review: Conflict resolution and negotiation. ● Review: Communication styles (“I” messages).
<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Students will demonstrate the ability to:</p> <p>7.S6.HII1 Evaluate different strategies when making decisions related to managing stress, conflict, and use of substances.</p> <ul style="list-style-type: none"> ● Using refusal skills. ● Planning ahead. ● Have a positive outlook on situations.

7.S6.HII2 Analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify, and implement effective plans to achieve and maintain optimum, lifelong health.

- Review: Health Triangle.
- Review: Health Continuum.
- Identify: Current trends related the health and wellness.

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

Students will demonstrate the ability to:

7.S7.HII1 Discuss accurate information and express opinions about substance use/abuse issues.

- Review: Current research based information (NIDA, DEA).

7.S7.HII2 Adapt substance abuse prevention messages and techniques to the characteristics of a particular audience.

- Stages of Change.

7.S7.HII3 Influence and support others in making positive choices regarding their use of substances.

- Communication with peers.

7.S7.HII4 Work cooperatively when advocating for substance abuse prevention issues.

- Role of the individual in regards to state and national health issues (ATOD).

7.S7.HII5 Evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.

- Review: Community based supports.
- Review: Ways to access supports.

Alignment to Common Core State Standards (CCSS) in ELA/Literacy and Math

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details:

- [CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- [CCSS.ELA-LITERACY.CCRA.R.2](#)

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- [CCSS.ELA-LITERACY.CCRA.R.3](#)

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- [CCSS.ELA-LITERACY.CCRA.R.4](#)

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- [CCSS.ELA-LITERACY.CCRA.R.6](#)

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- [CCSS.ELA-LITERACY.CCRA.R.7](#)

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

- [CCSS.ELA-LITERACY.CCRA.R.8](#)

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- [CCSS.ELA-LITERACY.CCRA.R.9](#)

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- [CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes:

- [CCSS.ELA-LITERACY.CCRA.W.1](#)

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

- [CCSS.ELA-LITERACY.CCRA.W.2](#)

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- [CCSS.ELA-LITERACY.CCRA.W.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

- [CCSS.ELA-LITERACY.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- [CCSS.ELA-LITERACY.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- [CCSS.ELA-LITERACY.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:

- [CCSS.ELA-LITERACY.CCRA.W.7](#)

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- [CCSS.ELA-LITERACY.CCRA.W.8](#)

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- [CCSS.ELA-LITERACY.CCRA.W.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

- [CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reading Standards for Informational Text (Grades 1-4)

	Key Ideas and Details	Craft and Structure	Integration of knowledge and ideas	Range of Reading and Level of Text Complexity
Grade 1	<p>Key Ideas and Details: CCSS.ELA-LITERACY.RI.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.2 Identify the main topic and retell key details of a text.</p> <p>CCSS.ELA-LITERACY.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>CCSS.ELA-LITERACY.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>CCSS.ELA-LITERACY.RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>CCSS.ELA-LITERACY.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>CCSS.ELA-LITERACY.RI.1.10 With prompting and support, read and comprehend informational texts exhibiting complexity appropriate for at least grade 1.</p>
Grade 2	<p>CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CCSS.ELA-LITERACY.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.</p>	<p>CCSS.ELA-LITERACY.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CCSS.ELA-LITERACY.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>CCSS.ELA-LITERACY.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CCSS.ELA-LITERACY.RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>CCSS.ELA-LITERACY.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>CCSS.ELA-LITERACY.RI.2.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.</p>

Grade 3	<p>CCSS.ELA-LITERACY.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>CCSS.ELA-LITERACY.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>CCSS.ELA-LITERACY.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>CCSS.ELA-LITERACY.RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>CCSS.ELA-LITERACY.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CCSS.ELA-LITERACY.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>CCSS.ELA-LITERACY.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p>CCSS.ELA-LITERACY.RI.3.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.</p>
Grade 4	<p>CCSS.ELA-LITERACY.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CCSS.ELA-LITERACY.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.</p>	<p>CCSS.ELA-LITERACY.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>CCSS.ELA-LITERACY.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>CCSS.ELA-LITERACY.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>CCSS.ELA-LITERACY.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>CCSS.ELA-LITERACY.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CCSS.ELA-LITERACY.RI.4.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.</p>

Writing Standards (Grades 1-4)

	Text Types and Purposes	Production and Distribution of Writing	Research to Build and Present Knowledge	Range of Writing
Grade 1	<p>CCSS.ELA-LITERACY.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>CCSS.ELA-LITERACY.W.1.3 Write narratives in prose or poem form that recount two or more appropriately sequenced events or experiences, include some details about what happened or was experienced, use temporal words to signal event order where appropriate, and provide some sense of closure.</p>	<p>CCSS.ELA-LITERACY.W.1.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-LITERACY.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>CCSS.ELA-LITERACY.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CCSS.ELA-LITERACY.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>CCSS.ELA-LITERACY.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.W.1.9 (W.1.9 begins in grade 4)</p>	<p>CCSS.ELA-LITERACY.W.1.10 Write routinely for a range of tasks, purposes, and audiences.</p>
Grade 2	<p>CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CCSS.ELA-LITERACY.W.2.3 Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure. For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure. (See grade 2 Reading Literature standard 4.)</p>	<p>CCSS.ELA-LITERACY.W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-LITERACY.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CCSS.ELA-LITERACY.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>CCSS.ELA-LITERACY.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p>CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CCSS.ELA-LITERACY.W.2.9 (W.2.9 begins in grade 4)</p>	<p>CCSS.ELA-LITERACY.W.2.10 Write routinely for a range of tasks, purposes, and audiences.</p>

<p>G r a d e 3</p>	<p>CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting an opinion with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.3.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear event sequences.</p>	<p>CCSS.ELA-LITERACY.W.3.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CCSS.ELA-LITERACY.W.3.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p> <p>CCSS.ELA-LITERACY.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>CCSS.ELA-LITERACY.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>CCSS.ELA-LITERACY.W.3.9 (W.3.9 begins in grade 4)</p>	<p>CCSS.ELA-LITERACY.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>G r a d e 4</p>	<p>CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.4.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</p>	<p>CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.4.5 Develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> <p>CCSS.ELA-LITERACY.W.4.6 Use technology, including current Web-based communication platforms,, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p> <p>CCSS.ELA-LITERACY.W.4.9.A Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>CCSS.ELA-LITERACY.W.4.9.B Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</p>	<p>CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Reading Standards for Informational Text (grade 5) and Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (Grades 6-8).

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and ideas	Range of Reading and Level of Text Complexity
G r a d e 5	<p>CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>CCSS.ELA-LITERACY.RI.5.2 Determine two one or more main ideas of a text and explain how they are supported by key details; summarize a text.</p> <p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical or technical text based on specific information in the text.</p>	<p>CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>CCSS.ELA-LITERACY.RI.5.6 Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) to present information in a text.</p>	<p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>CCSS.ELA-LITERACY.RI.5.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical and technical texts, exhibiting complexity appropriate for at least grade 5.</p>
G r a d e s 6 - 8	<p>CCSS.ELA-LITERACY.RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts quoting or paraphrasing as appropriate. (See grades 6–8 Writing standard 8 for more on quoting and paraphrasing.).</p> <p>CCSS.ELA-LITERACY.RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>	<p>CCSS.ELA-LITERACY.RST.6-8.4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i>.</p> <p>CCSS.ELA-LITERACY.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.</p> <p>CCSS.ELA-LITERACY.RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</p>	<p>CCSS.ELA-LITERACY.RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>CCSS.ELA-LITERACY.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>CCSS.ELA-LITERACY.RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>CCSS.ELA-LITERACY.RST.6-8.10 Independently and proficiently, read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course.</p>

Writing Standards Grade 5 and Writing Standards for Literacy in the Content Areas (6-8)

	Text Type and Purposes	Production and Distribution of Writing	Research to build and present knowledge	Range of Writing
Grade 5	<p>CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>For more details and sub-standards, please go to: http://www.doe.mass.edu/frameworks/ela/2017-06.pdf</p>	<p>CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p> <p>CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including current Web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Grades 6-8	<p>CCSS.ELA-LITERACY.WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>For more details and sub-standards, please go to: http://www.doe.mass.edu/frameworks/ela/2017-06.pdf</p>	<p>CCSS.ELA-LITERACY.WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.6 Use technology, including current Web-based communication platforms, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>CCSS.ELA-LITERACY.WHST.6-8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.8 When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading standard 1 for more on the use of textual evidence.)</p>	<p>CCSS.ELA-LITERACY.WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects (9-12)

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Range of Reading and Level of Text Complexity
Grades 9-10	<p>CCSS.ELA-LITERACY.RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>CCSS.ELA-LITERACY.RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p>	<p>CCSS.ELA-LITERACY.RST.9-10.4 Determine the meaning of general academic vocabulary as well as symbols, notations, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>.</p> <p>CCSS.ELA-LITERACY.RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force</i>, <i>friction</i>, <i>reaction force</i>, <i>energy</i>).</p> <p>CCSS.ELA-LITERACY.RST.9-10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>CCSS.ELA-LITERACY.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>CCSS.ELA-LITERACY.RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>CCSS.ELA-LITERACY.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>CCSS.ELA-LITERACY.RST.9-10.10 Independently and proficiently, read and comprehend science/technical texts, exhibiting complexity appropriate for the grade/course.</p>
Grades 11-12	<p>CCSS.ELA-LITERACY.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>CCSS.ELA-LITERACY.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>CCSS.ELA-LITERACY.RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p>CCSS.ELA-LITERACY.RST.11-12.4 Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i>.</p> <p>CCSS.ELA-LITERACY.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>CCSS.ELA-LITERACY.RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>CCSS.ELA-LITERACY.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>CCSS.ELA-LITERACY.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>CCSS.ELA-LITERACY.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p>CCSS.ELA-LITERACY.RST.11-12.10 Independently and proficiently, read and comprehend science/technical texts-exhibiting complexity appropriate for the grade/course.</p>

Writing Standards for Literacy in the Content Areas (9-12)

	Text Type and Purpose	Production and Distribution of writing	Research to build and present knowledge	Range of writing
Grade 9-10	<p>CCSS.ELA-LITERACY.WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. *For more details and sub standards, please go to: http://www.doe.mass.edu/frameworks/ela/2017-06.pdf</p>	<p>CCSS.ELA-LITERACY.WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.6 Use technology, including current web-based communication platforms to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>CCSS.ELA-LITERACY.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.WHST.9-10.9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9-10 Reading Standard 1 for more on the use of textual evidence.)</p>	<p>CCSS.ELA-LITERACY.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Grade 11-12	<p>CCSS.ELA-LITERACY.WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. *For more details and Sub-standards, please go to: http://www.doe.mass.edu/frameworks/ela/2017-06.pdf</p>	<p>CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.6 Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>CCSS.ELA-LITERACY.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.8 When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CCSS.ELA-LITERACY.WHST.11-12.9 Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11-12 Reading Standard 1 for more on the use of textual evidence.)</p>	<p>CCSS.ELA-LITERACY.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Reading Informational Text (Grades 9-12)

	Key Ideas and Details	Craft and Structure	Integration of Knowledge and ideas	Range of Reading and Level of Text Complexity
G r a d e s 9 - 1 0	<p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCSS.ELA-LITERACY.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>CCSS.ELA-LITERACY.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>CCSS.ELA-LITERACY.RI.9-10.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)</p>

G r a d e s 1 1 - 1 2	<u>CCSS.ELA-LITERACY.RL.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		<u>CCSS.ELA-LITERACY.RL.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
	<u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<u>CCSS.ELA-LITERACY.RL.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<u>CCSS.ELA-LITERACY.RL.11-12.8</u> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<u>CCSS.ELA-LITERACY.RL.11-12.10</u> Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)
	<u>CCSS.ELA-LITERACY.RL.11-12.3</u> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<u>CCSS.ELA-LITERACY.RL.11-12.9</u> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
		<u>CCSS.ELA-LITERACY.RL.11-12.6</u> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.		

Speaking and Listening Standards:

The following standards for students in grades 1-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. For grade specific standards in the areas of:

- Comprehension and collaboration
- Presentation of Knowledge and Ideas

Please refer to <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>

Common Core Mathematics Standards

Represent and Interpret Data				
Grades 1-4	CCSS.MATH.CONTENT.1.MD.C.4 C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	CCSS.MATH.CONTENT.2.MD.D.9 9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Organize and record data on a line plot (dot plot), where the horizontal scale is marked off in whole-number units.	CCSS.MATH.CONTENT.3.MD.B.3 3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	CCSS.MATH.CONTENT.4.MD.B.4 B.4 Make a line plot to display a data set of measurements
Grades 5-8	Summarize and describe distributions. CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots. CCSS.MATH.CONTENT.6.SP.B.5 Summarize numerical data sets in relation to their context, such as by: CCSS.MATH.CONTENT.6.SP.B.5.A Reporting the number of observations. CCSS.MATH.CONTENT.6.SP.B.5.B Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. CCSS.MATH.CONTENT.6.SP.B.5.C Giving quantitative measures of center (median and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. CCSS.MATH.CONTENT.6.SP.B.5.D Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.		Use random sampling to draw inferences about a population. CCSS.MATH.CONTENT.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. CCSS.MATH.CONTENT.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	

Grades 9-12	<p style="text-align: center;">Make inferences and justify conclusions from sample surveys, experiments, and observational studies</p> <p style="text-align: center;">CCSS.MATH.CONTENT.HSS.IC.B.3</p> <p>Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.</p> <p style="text-align: center;">CCSS.MATH.CONTENT.HSS.IC.B.4</p> <p>Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p style="text-align: center;">CCSS.MATH.CONTENT.HSS.IC.B.5</p> <p>Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p style="text-align: center;">CCSS.MATH.CONTENT.HSS.IC.B.6</p> <p>Evaluate reports based on data.</p>
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Standards for Mathematical Practices

[CCSS.Math.Practice.MP3](#)

Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

[CCSS.Math.Practice.MP4](#)

Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use

geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.Math.Practice.MP5

Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.Math.Practice.MP6

Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Educator to Educator Resources			
Related Content Area or	Topic	Links to Resources	Recommended Grade Level(s)
Injury Prevention	Sport Safety	CDC- Sports Safety	K-12
Injury Prevention	Sports Rules	Rules of Sport	K-12
Mental/Emotional Health	Anxiety	URI Child Anxiety Resource Collection	K-12
Mental/Emotional Health	Self Regulation	zonesofregulation.com	K-12
Mental/Emotional Health	SEL	Choose Love Curriculum	K-12
Mental/Emotional Health	Mental Health	National Institute of Mental Health- Mental Health Disorders	K-12
Mental/Emotional Health	Mental Health	National Association of Mental Illness	6-12
Mental/Emotional Health	Eating Disorders	Nationaleatingdisorders.org	6-12
Personal Health	Dental Health	toothfairy.org	K-4
Personal Health	Nutrition	usda.gov	6-12
Personal Health	Nutrition	FDA Food Label Guide - Middle Level	5-8
Personal Health	Nutrition	choosemyplate.gov	K-8
Personal Health	Nutrition	Fast Food Nutrition Calculator	9-12
Personal Health	Nutrition	Calorie King	9-12
Personal Health	Nutrition	whfoods.com/foodstoc.php	9-12
Personal Health	Fitness	EXRX-Exercise Database	9-12

Personal Health	Fitness	performbetter.com	9-12
Personal Health	Fitness	changingshape.com	9-12
Personal Health	Fitness	shapefit.com	9-12
Personal Health	Fitness	netfit.co.uk	9-12
Personal Health	Fitness	exercisedb.com	9-12
Personal Health	Fitness	myfitnesspal.com/exercise/lookup	9-12
Personal Health	Technology Safety	commonsense.org/education	9-12
Sexuality & Family Life	Dating Violence	Lindsay Ann Burke - Dating Violence	9-12
Sexuality & Family Life	Consent	teachconsent.org	7-12
Sexuality & Family Life	STDs	CDC Sexually Transmitted Diseases	9-12
Sexuality & Family Life	Sexuality	Planned Parenthood Educator Section	9-12
Sexuality & Family Life	Gender & Sexuality	urban.org/research-area/gender-and-sexuality	9-12
Substance Abuse & Prevention	Tobacco	tobaccofreekids.org	5-12
Substance Abuse & Prevention	ATOD	National Council on Alcohol and Drug Dependence	5-12
Substance Abuse & Prevention	ATOD	National Institute on Drug Abuse	5-12
Substance Abuse & Prevention	Methamphetamines	Methproject.org	9-12
Substance Abuse & Prevention	Vaping E-Cigarettes	CDC- E-cigarettes	9-12
Substance Abuse & Prevention	Vaping E-Cigarettes	Lung.org popcorn-lung-risk-ecigs	9-12
Various Topics	General	Chariho Youth Task Force	9-12
Various Topics	Food & Drug	fda.gov	5-12

Various Topics	General	Columbia University Health	9-12
Various Topics	General	University Health Services Wisconsin	9-12
Various Topics	General	kidshealth.org	K-12
Various Topics	General	cdc.gov/	K-12
Various Topics	General	Sports Illustrated Kids	5-12
Various Topics	Heart Health etc.	American Heart Association	K-12
Various Topics	General	TED-ED Health Lesson Builder	5-12

Educator to Parent

SAMPLE PARENT COMMUNICATION

Health Education Standards

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

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

Standard Three: What do I need to do to keep myself healthy and safe?

Standard Four: How does the world I live in affect my health?

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

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

Standard Seven: How can I help keep my community healthy?

The content areas taught are listed below:

Personal Health

Mental and Emotional Health

Nutrition

Injuries

Family life and sexuality

Disease Prevention

Substance use/abuse

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

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

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

Year at a Glance by Grade Level

Kindergarten Year at a Glance

Trimester	Topics	Standards
1	<ul style="list-style-type: none"> ● Mental and Emotional Health <ul style="list-style-type: none"> ○ Zones S1, S2, S3, S5, S6, S7 	Standard # 1: Students will understand concepts related to health promotion and disease

	<ul style="list-style-type: none"> ● Injury Prevention <ul style="list-style-type: none"> ○ Safety S1, S2, S3, S5, S6 ● Sexuality and Family Life <ul style="list-style-type: none"> ○ Locate school and community helpers and trusted adults S2, S3 ○ Skills for talking to trusted adults S5 	<p>prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>
2	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Body parts S1, ○ Personal hygiene S2, S3, S5 ○ Importance of unstructured physical activity S4 ● Disease Prevention and Control <ul style="list-style-type: none"> ○ How to wash hands/ universal precautions S1, S3 ○ Locate resources at school when sick S2 ● Nutrition <ul style="list-style-type: none"> ○ Healthy snacks S1, S2, S5, S7 ○ Food vs non-food S1 	<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>
3	<ul style="list-style-type: none"> ● Substance Use and Abuse Prevention <ul style="list-style-type: none"> ○ Explain role of medicine S1 ○ Identify misuse of ATOD S3 	<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>

Grade One Year at a Glance

Trimester	Topics	Standards
1	<ul style="list-style-type: none"> ● Mental and Emotional Health <ul style="list-style-type: none"> ○ Zones S1, S2, S3, S5, S6, S7 ● Sexuality and Family Life <ul style="list-style-type: none"> ○ Locate community helpers/ talking to trusted adults S2, S3, S5 ○ Recognize the value of cultural differences S4 ● Personal Health <ul style="list-style-type: none"> ○ Senses S1 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate</p>
2	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Skeletal and muscular system S1, S6, S7 ● Nutrition <ul style="list-style-type: none"> ○ Where food comes from (plants vs animals) S1, S2 ○ Food allergies S1 ○ Selecting good snacks/ food vs non food S3, S4, S5, S7 ● Disease Prevention and Control <ul style="list-style-type: none"> ○ Explain how to wash hands and how germs spread S1, S3 ○ Measures to prevent transmission to self/ others S1, S3, S6, S7 ○ Technology associated with hand washing S4 ○ Communicate health problems to parents/ trusted adults S5 	
3	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Community areas for safe physical activity S2 ○ Safe use of playground equipment S3 ● Substance Use and Abuse Prevention <ul style="list-style-type: none"> ○ Explain the difference between medicines, drugs, poisons S1, S3 	

	<ul style="list-style-type: none"> ○ Identify trusted adults and health providers who provide information S2 ○ Define a problem S6 ○ Demonstrate ways to support others in making good choices S7 <ul style="list-style-type: none"> ● Injury Prevention <ul style="list-style-type: none"> ○ Safety and rules S1, S3 ○ Importance of listening to parents S1 ○ Care providers/ trusted adults/ safety products S2 ○ Avoiding dangerous objects and animals, poisons and medicines S3 ○ Technology and safety equipment S4 	for personal, family, community, and environmental health.
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Grade Two Year at a Glance

Trimester	Topics	Standards
1	<ul style="list-style-type: none"> ● Mental and Emotional Health <ul style="list-style-type: none"> ○ Personal strengths and desirable traits S1 ○ Ways to make friends S1, S3, S5, S7 ○ Appropriate expression of feelings S1, S4, S5, S6 ○ Health providers who provide information and services S2 ○ Healthy ways to deal with stress including exercise S3, S5, S6 ○ Bullying and abuse S3, S4 ● Sexuality and Family Life <ul style="list-style-type: none"> ○ Roles of families/ family members S1, S7 ○ Differences found in families/ accepting family and friends S1, S6 ○ Parenting issues and responsibilities S1 ● Disease Prevention and Control <ul style="list-style-type: none"> ○ Common methods of disease transmission S1 ○ How infections can spread through the body S1 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture,</p>

	<ul style="list-style-type: none"> ○ When and where to seek help S2 	media, technology, and other factors on health.
2	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Nervous system and ways to keep body systems healthy S1, S6 ○ Dental health S1 ○ Community helpers S2 ○ Good posture S3 ○ Physical activity habits/ peer support S4, S7 ○ Resolving conflicts during activities S5 ● Nutrition <ul style="list-style-type: none"> ○ Food as fuel/ selecting and preparing foods S1, S4, S5 ○ CDC resources - MyPlate S1, S6 ○ School and community helpers/ health providers S2 ○ Influence and support others in making positive nutritional choices S7 ● Substance Use and Abuse Prevention <ul style="list-style-type: none"> ○ Describe effects of drugs on the body (alcohol, tobacco, caffeine) S1 ○ Locate resources from home, school, community that provide help for those using drugs and alcohol S2 ○ Alternative wellness strategies before taking medication S3 ○ OTC vs prescription drugs S3, S7 ○ Predict outcomes of specific decisions about ATOD S6 	<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
3	<ul style="list-style-type: none"> ● Injury Prevention <ul style="list-style-type: none"> ○ Safety rules/ equipment S1, S2, S3, S4 ○ Safe vs dangerous places to play S1, S7 ○ Community helpers/ assistance in preventing and treating injuries S2, S6 ○ No, go, tell strategies S3 ● Disease Prevention and Control <ul style="list-style-type: none"> ○ Reduce, reuse, recycle practices/ technology S3, S4 ○ Disposing of trash properly/ avoid picking up trash that can injure S3 	

	<ul style="list-style-type: none"> ○ Use healthful ways to express feelings about environmental health issues (second hand smoke) S6 ○ How to select products which do not infringe on the environment S7 ● Sexuality and Family Life <ul style="list-style-type: none"> ○ Who to tell about inappropriate touches/ how to say no S2, S3 ○ Resistance skills and prevention strategies S3 ○ Influence culture has on family life and health behaviors S4 	
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Grade Three Year at a Glance

Trimester	Topics	Standards
1	<ul style="list-style-type: none"> ● Mental and Emotional Health <ul style="list-style-type: none"> ○ Introduction to death and dying S1 ○ Bullying S1 ○ Respect for yourself and others/ coping with changing emotions S1, S5, S6 ○ Identify who to go to for help at school, home, community for problems including bullying S2, S3, S7 ○ Managing stress S3, S5 ○ Influence of media on thought, feelings and health behaviors (aggression, violence and bullying) S4 ○ Making and keeping friends/ working cooperatively S5 ● Substance Use and Abuse Prevention <ul style="list-style-type: none"> ○ Describe what addiction is S1 ○ Identify different kinds of health providers who can provide information and services about substance use S2 ○ Misuse of ATOD and understand effects of ATOD on judgments S3 ○ Practice refusal skills and assertiveness S5 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p>

	<ul style="list-style-type: none"> ○ Understand the role of communication in the decision making process S5 ○ Predict consequences of decisions concerning ATOD/ understand course of action can be positive or negative S6 ○ Demonstrate ability to influence and support others in making choices about avoiding drug use S7 	<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
2	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Digestive system and decisions made to keep healthy S1, S6 ○ Levels of wellness S1 ○ Health promotion products S2 ○ Health information providers and role models S2 ● Nutrition <ul style="list-style-type: none"> ○ Impact of proper nutrition on health, personal wellness/ energy levels/ goal setting S1, S3, S6 ○ Food preparation and storage S1 ○ Special diets for health issues S2 ○ Advertisements and food selection S4, S5 ○ Influence and support others in making positive nutritional choices S7 ● Disease Prevention and Control <ul style="list-style-type: none"> ○ Differentiate between communicable and non communicable disease (birth defects, nutrition deficiencies) S1 ○ When and where to seek help S2 ○ Healthy habits such as universal precautions S3 ○ Importance of being supportive and tolerant of people with chronic illnesses S5, S6 ○ Students will explain ways to prevent the spread of germs, focusing on hand washing S7 ● Injury Prevention 	

	<ul style="list-style-type: none"> ○ Firearms, weapons, burns, poisons S1 ○ Fighting and avoiding risky settings S1 ○ Avoiding dangerous objects - guns, knives, needles S3 ○ Violence as a means to resolve conflict and/ or express feelings S4 ○ Consequences for responses to conflict S5 	
3	<ul style="list-style-type: none"> ● Sexuality and Family Life <ul style="list-style-type: none"> ○ Sexual and physical abuse S1 ○ Neglect S1 ○ Resources and agencies available in abuse situations S2 ○ Why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends and/ or feelings S2 ○ Good health behaviors which can improve the way a person looks and feels (exercise, sleep, diet) S3 ○ How do family and friends influence choices S4 ○ Respecting others expressing different feelings S5 ○ Gender roles S6 ○ Personal choices regarding work, play, clothes, hobbies, etc. S6 ○ Everyone makes decisions/ all decisions have consequences S6 ● Personal Health <ul style="list-style-type: none"> ○ Warm up and cool down activities i.e. stretching S3 ○ Technology and influence on physical activity S4 ○ Physical activity vs. sedentary (screen time) S4, S7 ○ Teamwork and resolving conflicts during activities S5 ● Injury Prevention <ul style="list-style-type: none"> ○ Describe the use of protective gear during physical activity S1 ○ Define common injuries in children and their prevention tools S1 ○ First aid products and kits S2, S6 ○ Responding to emergencies S2 ○ Community agencies (Red Cross, American Heart) S7 	

Grade Four Year at a Glance

Trimester	Topics	Standards
1	<ul style="list-style-type: none"> ● Mental and Emotional Health <ul style="list-style-type: none"> ○ Self concept S1 ○ Mixed feelings and social pressure and signs of emotional problems S1, S2, S6, S7 ○ Emotional or other abuse, stress, eustress, distress S1, S4 ○ Role of family and friends dealing with feelings S1, S3 ○ Identification of personal, emotional and mental health needs/ responsible actions S3 ○ Negative self-directed emotions and their effect on goals S3 ○ Family and culture influences, including social media and the internet on emotional expression and experience S4, S5 ○ How feelings affect ability to make rational choices and other behavior S5, S6 ○ Manage stress including bullying/ cyberbullying S5, S7 ○ Identifying/ defining problem and alternative solution, predicting consequences, choosing course of action and evaluating outcome S5, S6 ○ Help support others to make health choices about feelings and friends, respect others choices S7 ● Personal Health <ul style="list-style-type: none"> ○ Circulatory, respiratory, immune system S1, S2 ○ Lifestyles and well being & hereditary differences S1, S3, S4 ○ Media and hygiene and wellness products S2 ○ Media role models S4 ○ Applying decisions to keep circulatory and respiratory systems healthy S6 ○ Care of body and other wellness behaviors S7 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate</p>
2	<ul style="list-style-type: none"> ● Sexuality and Family Life 	

	<ul style="list-style-type: none"> ○ Introduction to puberty S1 ○ Basic physical, mental and emotional changes S1 ○ Trusted adults & their roles for puberty or abuse questions S2, S6 ○ Diet, exercise, hygiene S3 ○ How does media influence health choices S4 ○ Why children need help from adults when making decisions S6 ○ Help support others to make health choices about feelings, friends and respecting others' choices S7 <ul style="list-style-type: none"> ● Disease Prevention and Control <ul style="list-style-type: none"> ○ Effects of heredity on health status S1 ○ Immune system; other body systems S1 ○ Effects of lifestyle on health S1 ○ When and where to seek help S2 ○ Benefits of exercise and proper eating on heart health S3 ○ Environmental impacts on health S4 ○ Use healthy ways to express feelings about environmental health issues S5, S6, S7 ● Nutrition <ul style="list-style-type: none"> ○ Healthy menus, reading labels and nutrients S1, S4 ○ Variety and moderation S1 ○ Where and from and who can you get good information about planning a healthy menu S2 ○ Nutritional needs S3 ○ Safe food preparation S3 ○ Relationship of money and nutrition S4 ○ Healthy vs unhealthy snacks S5 ○ Creating own eating patterns S6 ○ Using nutritional information to make food choices S7 	for personal, family, community, and environmental health.
3	<ul style="list-style-type: none"> ● Personal Health <ul style="list-style-type: none"> ○ Resolving conflicts during activities S5 	

	<ul style="list-style-type: none"> ○ Personal physical activity plan S6 ○ Care of body and other wellness behaviors S7 ● Substance Use and Abuse Prevention <ul style="list-style-type: none"> ○ Describe the effects drug use has on the function of body systems S1 ○ Identify different kinds of health providers who can provide information and services about substance use S2 ○ Legal consequence S3 ○ Identify where students may see advertisements or promotions S4 ○ Explain how the situation and emotions could impact who you communicate with S5 ○ Refusal skills and assertiveness S5 ○ Apply the decision making process to a substance abuse issue S6 ○ Predict outcomes of a specific decision about ATOD and evaluate outcome S6 ○ Support peers to make healthy choices concerning drug use S7 ● Injury Prevention <ul style="list-style-type: none"> ○ Explain how childhood injuries and illnesses can be prevented and treated (predictable and preventable) S1 S2 ○ Accidents vs injuries S1 ○ Simple vs serious injury care S2 ○ Report abuse S2 ○ Reducing or eliminating the potential for injury in the home, school and play environment S3 ○ Consequences for responses to conflicts S5 ○ Decision-making process S6 ○ Peer support in prevention of injuries S7 	
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Grade Five Year at a Glance

*Health classes in grades 5-8 are one quarter long. The topics will be covered during the quarter the student is enrolled in health.**

Quarter	Topics	Standards
2 or 3	<ul style="list-style-type: none"> • Health Triangle S1 • Responsible Decision Making S1 & S6 <ul style="list-style-type: none"> ◦ Bystander Intervention Program • Personality Traits S1, S3, S5, S6, S7 • Stress S1, S3, S5, <ul style="list-style-type: none"> ◦ Zones of Regulation • Body Systems S1 • Puberty S1 S2 • Substance Use S1, S2, S3, S4, S5, S6 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate</p>

		for personal, family, community, and environmental health.
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Grade Six Year at a Glance

*Health classes in grades 5-8 are one quarter long. The topics will be covered during the quarter the student is enrolled in health.**

Quarter	Topics	Standards
2 or 3	<ul style="list-style-type: none"> ● Decision Making and Goal Setting S1, S6 ● Stress S1, S3, S5, S6, S7 <ul style="list-style-type: none"> ○ Zones of Regulation ● Nutrition S1, S2, S3, S4, S6 <ul style="list-style-type: none"> ○ Diet ○ Nutrients ○ Food Labels ○ Impact of diet on physical health (circulatory system, long term health risks). ● Character S1, S2, S5, S7 <ul style="list-style-type: none"> ○ Bystander Intervention Program ○ Managing conflict ● Personal Hygiene S1, S3 ● Physical Activity and Exercise S1, S3, S6 ● Alcohol, Tobacco S1, S2, S4 S6 ● Abuse S1, S2, S3, S4 <ul style="list-style-type: none"> ○ Types ○ Seeking Help 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p>

		<p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
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Grade Seven Year at a Glance

*Health classes in grades 5-8 are one quarter long. The topics will be covered during the quarter the student is enrolled in health.**

Quarter	Topics	Standards
2 or 3	<ul style="list-style-type: none"> ● Responsible Decision Making S1, S3, S5, S6 <ul style="list-style-type: none"> ○ Zones of Regulation ○ Connection between values and financial decisions ● Alcohol, Tobacco, and Other Drugs S1, S2, <ul style="list-style-type: none"> ○ Teen Drug Use ○ Difference between Legal and Illegal Drugs <ul style="list-style-type: none"> ■ Difference between moderate, healthy, and substance abuse ○ Negative impacts of tobacco use ● Diseases S1, S3, S6 <ul style="list-style-type: none"> ○ Immune system ○ Communicable Diseases ● Benefits of Physical Activity S1, S3, S6 ● Injury Prevention S1, S3, S5, S7, <ul style="list-style-type: none"> ○ Bystander Intervention Program ○ Self Defense / Evading an attacker ● First Aid S1, S2, S3 <ul style="list-style-type: none"> ○ Recognizing an emergency situation ○ Exposure to basic lifesaving skills 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p>

	<ul style="list-style-type: none"> Knowing when to seek professional help 	<p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
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Grade Eight Year at a Glance

*Health classes in grades 5-8 are one quarter long. The topics will be covered during the quarter the student is enrolled in health.**

Quarter	Topics	Standards
2 or 3	<ul style="list-style-type: none"> Mental health S1, S2, S3, S4, S5, S6, S7 <ul style="list-style-type: none"> Zones of Regulation Adolescence, Growth and Development S1 Male Reproductive system S1 Female reproductive system S1 Conception/Fertilization S1 Prenatal Development S1 Relationships S1, S3, S4, S5, S6, S7 <ul style="list-style-type: none"> Bystander Intervention Program Gender stereotyping Sexual Abuse Dating Lindsay Anne Burke / Relationship Violence Prevention Teen parenthood S1, S3 Abstinence & Pregnancy Prevention S1, S6 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>

	<ul style="list-style-type: none"> Sexually Transmitted Infections S1, S3 Substance Abuse S1, S3, S6, S7 	<p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
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Contemporary Health Issues I Year at a Glance

Quarter	Topics	Standards
1	<ul style="list-style-type: none"> Course Introduction Prior Knowledge Assessment Health Triangle: S1, S3, S5-S6 Health Continuum S1-S3 Zones of Regulation 1: S1-S7 <ul style="list-style-type: none"> Emotions/Defense Mech Zones of Regulation 2.1-2.3: <ul style="list-style-type: none"> Managing Stress Zones of Regulation 3: 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p>

	<ul style="list-style-type: none"> ○ Sensory Supports ● Zones of Regulation 4: <ul style="list-style-type: none"> ○ Thinking Strategies ● Mental Health Issues S1-S3,S5 <ul style="list-style-type: none"> ○ Depression/Suicide Prevention ● Zones of Regulation 5.1-5.2: S1, S3 <ul style="list-style-type: none"> ○ Develop own “tool box” ● Maslow Hierarchy of Needs: S1,S3,S6 ● Values/Character: S1-S3, S5-S6 ● Communication: S1,S3-S7 ● Peer Pressure/Refusal Skills: S1, S3, S5-S7 ● Substance Abuse: S1-S7 	<p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
2	<ul style="list-style-type: none"> ● Relationships: S1-S7 <ul style="list-style-type: none"> ○ Friendships/Dating and Values ○ Communication ○ Abstinence ○ Dating Violence/Abusive Relationships ○ Harassment/Assault ○ Bystander Intervention/Advocacy/Consent ● Problems Concerns of the Reproductive Systems: S1-S3,S6 <ul style="list-style-type: none"> ○ Male and Female Anatomy <ul style="list-style-type: none"> ■ Structure/Function 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice</p>

	<ul style="list-style-type: none"> ■ Problems/Concerns ■ Contraception <ul style="list-style-type: none"> ● Reproductive Health: S1-S3 <ul style="list-style-type: none"> ○ Pregnancy ○ Fetal Development ○ Stages of Labor 	<p>health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
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Contemporary Health Issues II Year at a Glance

Quarter	Topics	Standards
1	<ul style="list-style-type: none"> ● Physical Fitness: S1-S4, S6 <ul style="list-style-type: none"> ○ Fitness testing ○ Fitness project <ul style="list-style-type: none"> ■ Warm-up, flexibility, cardiorespiratory endurance, resistance training, cool down ● Nutrition: S1-4, S6, S7 <ul style="list-style-type: none"> ○ Micronutrients: Vitamins, minerals, water 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access</p>

	<ul style="list-style-type: none"> ○ Energy yielding nutrients: Carbohydrates, Fats, Protein <ul style="list-style-type: none"> ■ Carbohydrates, Fats, Protein ○ Food Inc. 	<p>valid health information and health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
2	<ul style="list-style-type: none"> ● Domestic Violence: S2, S5, S7 <ul style="list-style-type: none"> ○ Healthy/unhealthy relationships ○ Forms of Abuse ○ Domestic violence laws in RI ○ Consent ○ The cycle of abuse ○ Safety plans ○ Bystander Intervention 	<p>Standard # 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Standard # 2: Students will demonstrate the ability to access valid health information and</p>

	<ul style="list-style-type: none"> ● CPR & First Aid: S1-S3 <ul style="list-style-type: none"> ○ First Aid Basics <ul style="list-style-type: none"> ■ Duties, roles, and responsibilities of first aid rescuers ○ Medical Emergencies <ul style="list-style-type: none"> ■ Breathing problems ■ Choking in an adult, child, or infant ■ Allergic reactions ■ Heart attack ■ Fainting ■ Diabetes and low blood sugar ■ Stroke ■ Seizure ○ CPR & AED: S1-S3 <ul style="list-style-type: none"> ■ Compression and giving breaths for adults, child, infants ■ How to help an adult with an opioid-associated life-threatening emergency 	<p>health-promoting products and services.</p> <p>Standard # 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard # 4: Students will analyze the influence of culture, media, technology, and other factors on health.</p> <p>Standard # 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Standard # 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.</p> <p>Standard # 7: Students will demonstrate the ability to advocate for personal, family, community, and environmental health.</p>
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