

Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

a

c.

3

Fall 2008

(Health Education)

Acknowledgments

Vermont State Board of Education

Diane Mueller, Chair
Chester

Lisa Cox, Vice Chair
Brattleboro

Trevor Braun
Elmore

Marissa Cormier
Colchester

William Corrow
Williamstown

Thomas James
Essex Junction

Rick Manahan
St. Albans Town

Deborah McDowell
South Burlington

Chris Robbins
Danville

Susan Schill
Belvidere

Commissioner of Education

Richard H. Cate

Deputy Commissioner of Education

H. "Bud" Meyers, Ph.D.

Cover Graphic Design

David Lustgarten

Nondiscrimination Statement

The Vermont Department of Education does not discriminate on the basis of race, color, national origin, creed, marital status, sex, disability, age, or sexual orientation in its programs or activities.



STATE OF VERMONT
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

July 2004

Dear Vermont Educational Leader:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in group meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the summer of 2004, another chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards for Health has been carefully studied and applied to a process of development that has produced Grade Cluster Expectations (GCEs).

Like the Grade Level Expectations in Mathematics, Reading, and Writing, these GCEs are more specific statements of the Vermont standards in *Vermont's Framework*. Unlike the Grade Level Expectations (GLEs), which delineate specific grade levels, these Grade Expectations are organized by Grade Clusters (pre-K and K; 1 and 2; 3 and 4; 5 and 6; 7 and 8; and high school). The purpose of using grade clusters is to provide additional flexibility for alignment of local curriculum and local comprehensive assessment systems.

As in the development of the GLEs, the development and review of these Grade Expectations involved Department of Education and Vermont Institutes staff, teachers, administrators, content experts and professional associations. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

I want to thank everyone who participated in this process.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard H. Cate". The signature is written in a cursive style with a large initial "R".

Richard H. Cate
Commissioner

Introduction

In 2007, the Vermont Health Grade Expectations (GE) were revised to reflect the National Health Education Standards (NHES), current research and best practice.

These documents provide health educators and district curriculum committees with additional resources to help them develop, revise and improve their health education curricula using the Vermont Health Grade Cluster Expectations (GE). This work represents an integration of the Health Education GE, the *Vermont Health Education Guidelines for Curriculum and Assessment*, the 2006 revision of the National Health Education Standards, and the health assessment items from the work of the State Collaborative on Assessment and Student Standards (SCASS).

http://www.ccsso.org/projects/SCASS/Projects/Health_Education_Assessment_Project/

Developing and Implementation of Local Comprehensive Assessment System

As Vermont educators work toward meeting the challenges of the School Quality Standards in Act 68, open communication is critical. The School Quality Standards state:

- A school's Local Comprehensive Assessment system shall assess students in those Framework or comparable standards associated with the Fields of Knowledge and Vital Results that are not assessed through the State Assessment System.

Local Assessments	K-4	5-8	9-12
Course of Study/Graduation Requirement/Framework			
• English Language Arts	√	√	√
• Math	√	√	√
• Science	√	√	√
• Social Studies	√	√	√
• Arts	√	√	√
• Physical Education	√	√	√
Course of Study/Framework			
• Comprehensive health	√	√	√
Framework			
• Technology Education	◆	◆	◆
• World Languages	◆	◆	◆
• Family & Consumer Sciences	◆	◆	◆
• Design and Technology Education and Technical Education		◆	◆

√ Assessment required for all students
students

◆ Assessment for participating
(elective)

What are the Grade Expectations?

Vermont's Framework of Standards and Learning Opportunities provides the foundation for Local Comprehensive Assessment Systems. Grade Expectations provide more explicit guidance and:

- provide a valuable resource for teachers and schools as they implement the *Vermont Framework*
- relate directly to the Vermont Standards and associated evidences
- differentiate performance on content knowledge or skills between adjacent grade clusters
- lead to focused, coherent and developmentally appropriate instruction without narrowing the curriculum

How were the Grade Expectations developed?

Grade Expectation development in Vermont involved many educators in order to get the best thinking for this important effort. This required work of teachers, content experts, curriculum coordinators, administrators and college professors. Using background research in national, state and local documents, committees of teachers came together to discuss and debate what was essential for Vermont's students to know and be able to do. These essential skills and concepts became the Grade Expectations which were then reviewed by hundreds of teachers around the state during the field review process.

How do you read the Grade Expectations?

The seven Vermont health **GE “stems”** are found in the left column and are written to align with the National Health Education Standards which emphasize the health skills and essential health content students need to know. Each “**stem**” remains the same across the grades and is meant to communicate the focus of the Grade Expectation across the grades.

The statements in the right column indicate how the Grade Expectation is specified at that grade cluster.

Why Grade Cluster Expectations (GCE)?

The Grade Cluster Expectations specify multi-grade cluster skills and content (PreK-2, 3-4, 5-6, 7- 8 and proficient at high school, and advanced at high school). Grade clusters will:

- provide more flexibility in creating local curriculum
- allow for a broader time span in which developmental changes can be addressed
- take into account local opportunities to learn

How do the Grade Expectations fit into the curriculum?

The Grade Expectations are designed to work in conjunction with local decisions to help development assessments and curricula, as represented by the following formula:

Content + Assessment (GES) + Learning Opportunity + Teaching Opportunity = Curriculum

What are assessment items?

An assessment item could include performance, a product, a response to a prompt, a reflection or a portfolio of work over time – a way of documenting what a student knows and is able to do.

Ideally, taken as a group, assessment items should:

- focus on depth of understanding by identifying key knowledge and skills that progress developmentally
- a clear guidance to classroom teachers on content and skills that can be adequately assessed
- assess what is essential for our learners right now and what will be essential for our students 5, 10 or 20 years from now
- be designed to help the learner revise his or her performance independently

Vermont Health Education Grade Expectations

These documents offer the Grade Expectations in two formats, either by **Grade Cluster** or **Content**. As a classroom teacher, to focus on a specific grade, look at the Grade Cluster Grade Expectations. In determining how curriculum (content) might evolve K-12, focus on Content Grade Expectations. All core concept areas are found in each grade cluster.

Vermont Health Grade Cluster Expectations Overview

Educators from around the state, with the help of The Vermont Institutes, developed Vermont Health Grade Cluster Expectations as a means to identify the health content knowledge and skills expected of all students for local assessment required under Act 68. This work was accomplished using *Vermont's Framework of Standards and Learning Opportunities*, the *Vermont Health Education Guidelines for Curriculum and Assessment*, national health standards documents, state standard documents, and current research as resources. In November 2003, the GEs were reviewed by over 100 health educators at three different locations around the state, and state conferences. The data from field review was collected, reviewed, and used to revise the GEs. They were then sent out for expert review to health educators across the United States, and revised one final time.

Health GEs are not intended to represent the full Health Education curriculum for instruction at each grade cluster. GEs are meant to capture the essential learning elements that can be assessed locally. In other words, the Health GEs are a guide to assessment and should not “narrow” the curriculum for instructional purposes.

The Health GEs include both knowledge and skills that should be assessed as an ongoing process throughout the school year.

Vermont Health Education Grade Cluster Expectations

These documents provide health educators and district curriculum committees with additional resources to help them develop, revise and improve their health education curricula using the Vermont Health Grade Cluster Expectations (GE). This work represents an integration of the Health Education GE, the *Vermont Health Education Guidelines for Curriculum and Assessment*, the 2006 revision of the National Health Education Standards, and the health assessment items from the work of the State Collaborative on Assessment and Student Standards (SCASS).

http://www.ccsso.org/projects/SCASS/Projects/Health_Education_Assessment_Project/

Health Core Concept Areas

(All core concept areas are found in each grade cluster)

ATOD—Alcohol, Tobacco, and Other Drugs. This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

FSSH—Family, Social, and Sexual Health. This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

MEH—Mental and Emotional Health. This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

NPA—Nutrition and Physical Activity. This concept area focuses on essential content students need to know about nutrition and physical activity.

PHW—Personal Health and Wellness. This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

VIP—Violence and Injury Prevention. This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

GE Stems

The seven Vermont health **GE Stems** are written to align with the National Health Standards which emphasize the health skills and essential health content students need to know.

Each “**Stem**” remains the same across the grades and is meant to communicate the focus of the Grade Cluster Expectation (GE) across the grades.

**Aligning GE Stems, Vermont Framework of Standards and Evidences,
National Health Standards, Assessment Emphasis**

GE Stem	Vermont Framework of Standards & Evidences	National Health Standards (2006)	Assessment Emphasis
HE 1 - Students will understand how to reduce their health risks through the practice of healthy behaviors.	<p>3.3 Students <i>demonstrate respect</i> for themselves & others</p> <p>3.5 Students <i>make informed, healthy choices</i> that positively affect the health, safety, and well being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • <i>Recognize & manage stress</i> • <i>Wear seat belts & helmets</i> • <i>Use food pyramid to guide food selection</i> <p>3.12 Students use <i>systematic and collaborative problem-solving</i> processes, including mediation, to negotiate and resolve conflicts</p>	<p>7. Students will demonstrate the ability to <i>practice health-enhancing</i> behaviors and avoid or reduce health risks.</p>	Self-management (SM)
HE2 – Students will show an understanding of health promotion and disease prevention concepts.	<p>3.4 Students identify the <i>indicators of intellectual, physical, social, and emotional health</i> for their age and/or stage of development.</p> <p>3.5 Students make <i>informed, healthy choices</i> that positively affect the health, safety, and well being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • <i>Cause & prevention of disease</i> • <i>Relationship between behavior and health</i> • <i>Nutrition and Food Guide Pyramid</i> <p>7.14 Students demonstrate <i>understanding of the human body</i>—heredity, body systems, and individual development—and understand the impact of the environment on the human body.</p>	<p>1. Students will <i>comprehend concepts related to health promotion and disease prevention to enhance health.</i></p>	<p>Core Concepts (CC)</p> <p>ATOD FSSH MEH NPA PHW VIP</p>
HE3 – Students will show understanding of how culture, media, peers, family and other factors influence health.	<p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.</p> <p>3.7 Students make <i>informed decisions.</i></p> <p>5.14 Students <i>interpret and evaluate a variety of types of media</i>, including audio, graphic images, film, television, video, and on-line resources.</p>	<p>2. Students <i>will analyze the influence</i> of family, peers, culture, media, technology and other factors on health behaviors.</p>	Analyzing Influences (INF)
HE 4 - Students demonstrate the ability to access valid information and/or resources about health issues, services and products.	<p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • <i>Locate, access, & evaluate resources</i> 	<p>3. Students will demonstrate the ability to <i>access valid health information</i> and products and services to enhance health.</p>	Accessing Information (AI)
HE5 - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families and the community.	<p>1.15 Students <i>use verbal and nonverbal skills to express themselves effectively.</i></p> <p>3.5 Students make informed, healthy choices that positively affect the health, safety, and well being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • <i>Refusal and negotiation skills</i> <p>3.12 Students use <i>systematic and collaborative problem-solving</i> processes, including mediation, to negotiate and resolve conflicts.</p> <p>5.15 Students <i>design and create</i> media products that successfully communicate</p>	<p>4. Students will demonstrate the ability to <i>use interpersonal communication</i> skills to enhance health and avoid or reduce health risks.</p> <p>8. Students will demonstrate the ability to <i>advocate</i> for personal, family and community health.</p>	<p>Interpersonal Communication (IC)</p> <p>Refusal Skills (IC)</p> <p>Advocacy (AV)</p>
HE 6 - Students demonstrate the ability to set personal goals to enhance health.	<p>3.5 Students make <i>informed, healthy choices</i> that positively affect the health, safety, and well being of themselves and others. Evidence:</p> <ul style="list-style-type: none"> • <i>Set a personal health goal</i> 	<p>6. Students will demonstrate the ability to use <i>goal-setting skills</i> to enhance health</p>	Goal Setting (GS)
HE 7 - Students demonstrate the ability to make decisions that lead to better health.	<p>3.7 <i>Students make informed decisions.</i></p>	<p>5. Students will demonstrate the ability to <i>use decision-making skills to enhance health</i></p>	Decision Making (DM)

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades PreK-2

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Demonstrate strategies to stay safe around medicines, drugs, and unknown substances, including how to avoid exposure to second-hand smoke.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Identify healthy behaviors and choices, (e.g., rules for safe use of medicines at home and school). b. Explain that tobacco comes in a variety of forms and contains harmful chemicals including nicotine that is harmful to health and addictive. c. Identify habits that affect health, (e.g., impact of tobacco on their health, both using tobacco and being exposed to second-hand smoke). d. Identify household products that are harmful if touched, ingested or inhaled.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Use effective verbal and nonverbal communication skills to express needs, wants, and feelings (e.g., asking for help, saying no). b. Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.</p>

Family, Social and Sexual Health (FSSH)

Grades PreK-2

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Describe ways to be responsible in school and at home, as a family member, classmate or friend. b. Demonstrate healthy ways to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, death).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify the roles and responsibilities of family members. b. Identify the stages of the life cycle from infancy to old age. c. Identify ways to show respect for diversity (e.g., individual differences, diverse family structures).
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify trusted individuals in the home, school, and community, who can provide help with health issues.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings (e.g., making friends; giving and accepting compliments or statements of appreciation). b. Demonstrate ways to communicate care, consideration, and respect of self and others.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Explain when assistance is needed in making health-related decisions (e.g., tattling vs. getting help). b. Identify people who can help make decisions and solve problems.

Mental and Emotional Health (MEH)

Grades PreK-2

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Apply effective ways to handle emotions (e.g., fear, anger, happiness, sadness, frustration). b. Demonstrate ways to show respect for feelings, rights, and property of others.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe what respect is and why it is important. b. Describe a variety of feelings and the importance of expressing them in appropriate ways.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify trusted individuals in the home, school, and community who can provide help with troublesome feelings and solving problems.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings. b. Demonstrate ways to communicate care, consideration, and respect for self and others (e.g., making friends, giving and receiving compliments).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Explain when assistance is needed in making health-related decisions. b. Predict outcomes of positive health decisions.

Nutrition and Physical Activity (NPA)

Grades PreK-2

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Select a variety of foods that can be eaten for healthy snacks. b. Create a list of foods that should be limited. c. Identify a variety of physical activities that are personally enjoyable.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest). b. Explain the importance of eating a variety of nutrient-rich foods. c. Identify a variety of nutritious food choices. d. Identify a variety of ways to be physically active and raise heart rate.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Explain how culture, media, peers, family and other factors influence eating behaviors and physical activity.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate appropriate communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set a short-term personal health goal for healthy eating and physical activity.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Explain when assistance is needed in making health-related decisions (e.g., family members and other adults help students make healthy food choices).

Personal Health and Wellness (PHW)

Grades PreK-2

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Demonstrate the skills to promote health and reduce the spread of germs (e.g., proper hand washing, proper tooth brushing techniques).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Identify basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nails). b. Recognize the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify community health service providers (e.g., dentists, nurses, physicians, paramedics, who can provide help with personal health issues).</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Use effective communication skills to encourage others to make positive choices for personal health and wellness.</p>

Violence and Injury Prevention (VIP)

Grades PreK-2

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons. b. Demonstrate the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present. c. Describe dangerous and risky situations that need to be reported to an adult. d. Apply strategies to avoid or get away from situations that threaten personal safety. e. Demonstrate basic first aid and how to call 911 to get help in emergencies.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Differentiate between safe and risky behaviors. b. Identify safety practices for home and school (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety). c. Identify safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns). d. Identify safe behaviors around strangers (e.g., not getting in cars or taking treats from strangers). e. Distinguishing between appropriate and inappropriate touch. f. Describe routines to follow in emergency situations (e.g., fire, lockdown drills, calling 911). g. Explain the difference between tattling and reporting bullying or aggression.

Violence and Injury Prevention (VIP) - Continued

Grades PreK-2

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify trusted individuals in the home, school, and community who can provide help with safety issues.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrating verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community. b. Demonstrating ways to refuse or report inappropriate touch. c. Demonstrating what to say and do when witnessing bullying or other potentially violent situations.</p>

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 3-4

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Describe strategies to avoid exposure to second-hand smoke. b. Identify rules for safe use of medicines at home and school.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke. b. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors. b. Explain how family and peers can influence choices about using alcohol and other drugs.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco). b. Demonstrate the ability to influence and support others in making positive health choices.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).

Family, Social and Sexual Health (FSSH)

Grades 3-4

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Describe how to be a responsible friend and family member. b. Demonstrate ways to show care consideration, and respect for self and others.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Explain the benefits of positive friendships and family relationships. b. Identify ways family and friend help meet physical, emotional, and social health. c. Identify basic male and female reproductive body parts and their functions. d. Describe physical and emotional changes that occur during puberty.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how friends, older students, family member and others influence behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Describe how to seek adult advice and help about personal health issues.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Identify communication skills to build and maintain healthy relationships.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Apply the decision-making process to health issues and problems with friends or others.

Mental and Emotional Health (MEH)

Grades 3-4

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Identify positive strategies to reduce stress and manage strong feelings. b. Demonstrate ways to show care, consideration and respect for self and others, including how to help others and acceptance of differences.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify indicators or characteristics of mental and emotional health during childhood. b. Identify stressors and the effects on how the body works. c. Identify personal strengths and assets. d. Describe the characteristics of positive role models. e. Describe the effects of teasing and bullying on others.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze ways that peers and family influence feelings, behavior and well-being.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify individuals who can provide support and help solve problems.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Use appropriate communication skills to express emotions and appreciation for self and others. b. Demonstrate the ability to use listening skills to support others and understand their feelings. c. Apply mediation and conflict resolution skills.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to apply the decision-making process to health issues and problems.

Nutrition and Physical Activity (NPA)**Grades 3-4**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Choose a variety of healthy foods in appropriate portions. b. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way). c. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports). d. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify and classifying foods, including recommended amounts to eat according to MyPyramid. b. Identify major nutrients supplied by food groups necessary for growth and maintenance. c. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active). d. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how family, school and media influence eating habits and physical activity choices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Use the nutrition information on food labels to compare products.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate how to ask for nutritious foods.

Nutrition and Physical Activity (NPA) - Continued

Grades 3-4

Stem	This is evident when students.....
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).</p>

Personal Health and Wellness (PHW)

Grades 3-4

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Describe strategies to improve or maintain personal health and well-being (e.g., daily hygiene practices, sun protection, dental health, sleep).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Explain how childhood illness can be prevented and treated, including common health problems that should be detected and treated early. b. Describe the basic structure, functions and care of the human body systems, (e.g., how they are interrelated, how they fight disease).</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify characteristics of valid health information and health-promoting products and services. b. Demonstrate ways to locate school and community that provide health services to individuals and families (e.g., HMOs, clinics, substance abuse treatment centers).</p>

Violence and Injury Prevention (VIP)

Grades 3-4

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, rules). b. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards. c. Apply strategies to stay safe when home alone or using the Internet. d. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety. e. Explain what to do if you or someone else is being teased or bullied. f. Demonstrate how to call 911 or other emergency numbers and provide appropriate information. g. Demonstrate basic first aid procedures.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch). b. Describe characteristics of safe and unsafe places, including being home alone and using the Internet. c. Explain the difference between bullying and teasing.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how advertising and media influences the initiation of risky behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor). b. Identifying characteristics of valid health information and services that promote health and safety.

Violence and Injury Prevention (VIP) - Continued

Grades 3-4

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Using appropriate communication (e.g., refusal skills, asking for help, “I” messages) and listening skills to enhance health and safety for self and others. b. Demonstrate basic conflict resolution techniques. c. Using effective communication skills to confront bullying and teasing. d. Express intentions to stop bullying as a bystander, perpetrator, or victim.

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 5-6

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Demonstrate ways to avoid or change situations involving alcohol or drugs that threaten safety.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Identify effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress). b. Describe the relationship between health behaviors and personal health (e.g., health benefits of remaining alcohol, tobacco, and drug free).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Differentiate between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Analyze the positive and negative choices one can make about using alcohol, tobacco, and other drugs.</p>

Family, Social and Sexual Health (FSSH)

Grades 5-6

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Identify positive ways to handle the changes and feelings associated with puberty, friends and family relationships. b. Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the characteristics of safe, healthy, and respectful relationships. b. Describe body changes that occur during puberty. c. Describe the effects of change on family roles and responsibilities. d. Explain the short and long-term consequences of HIV, common STDs and pregnancy.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how information from peers, families, and media influences health (e.g., body image, sexual identity, personal health practices).
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify resources that provide valid health information and services for individuals, families, and communities.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Analyze how individuals, families, and community values influence health-related decisions.

Mental and Emotional Health (MEH)**Grades 5-6**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Identify positive ways to handle emotions, including strong feelings. b. Demonstrate ways to avoid or change situations that threaten health and safety (e.g., stress, harassment, situations that could lead to trouble or violence).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the characteristics of a safe, healthy and respectful school and community. b. Describe how mood changes and strong feelings affect thoughts and behaviors and how to manage. c. Describe teasing, bullying and harassing behaviors. d. Describe common stressors and the health effects of stress.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Analyze the importance of accessing help from an adult when it is needed. b. Identify sources of support in the school and community who can help make decisions and solve problems for oneself or one's friends, including situations when someone is in danger of hurting self or others. c. Identify resources from school and community that provide valid mental health information and services for individuals, families, and communities.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including seeking help and support. b. Demonstrate effective listening skills.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set realistic short and long-term goals for stress management, using a goal setting model and developing plans to achieve them.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Analyze how individuals, families and community values influence decisions and problem solving strategies.

Nutrition and Physical Activity (NPA)

Grades 5-6

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate safety strategies for personal health (e.g., food safety, including sanitation and prevention of food borne illness). b. Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the relationship between healthy behaviors and personal health (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person’s ability to be physically active). b. Describe positive health habits for the adolescent, (e.g., balanced nutritional intake is necessary to promote healthy growth and development).
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how information from peers, family, and others influences food and physical activity choices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify resources that provide valid health information and services (e.g., food labels, MyPyramid, U.S. Dietary Guidelines).
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Analyze how personal preferences, restrictions, and barriers influence decisions related to healthy eating, adequate sleep, and physical activity.

Personal Health and Wellness (PHW)

Grades 5-6

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Describe ways to manage health when affected by disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, and correctly interpreting instructions for taking medicine). b. Develop strategies for daily health care practices (e.g., caring for skin, hair, teeth, hygiene).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the relationship between healthy behaviors and personal health (e.g., practicing good personal hygiene, acknowledging the importance of immunizations, cooperating in regular health screenings). b. Analyze the physical, emotional, mental, and social importance of keeping the body clean through daily health care practices. c. Describing how the physical environment impacts personal health (e.g., exposure to pollutants, toxins, noise). d. Describe when it is important to seek health care and the benefits of early detection and treatment of disease.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze advertising techniques used to influence choices on health care products. b. Demonstrate the use of positive media strategies, including marketing to promote personal health practices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify sources of support for a variety of health issues in the school and community. b. Identify resources from school and community that provide valid health information and services for individuals, families, and communities.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective ways to express needs, wants and feelings about personal health issues.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set a personal health and wellness goal, developing a plan, and making progress toward achieving it.

Violence and Injury Prevention (VIP)

Grades 5-6

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate injury prevention and safety strategies for personal health (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations). b. Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, and abdominal thrusts). c. Demonstrate ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim). d. Apply school rules and procedures to hypothetical school crisis situations.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Describe the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration that helps prevent violence). b. Describe how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat. c. Describe the relationship between healthy behaviors and personal health (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons). d. Describe safety issues related to using the Internet, including cyber-bullying. e. Describe bullying, hazing and harassing behaviors. f. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Violence and Injury Prevention (VIP) - Continued

Grades 5-6

Stem	This is evident when students.....
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Differentiate between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence. b. Analyze how information from peers influence the escalation or de-escalation of violence. c. Demonstrate the use of positive media strategies, including marketing to promote healthy choices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Identify resources in the school or community that provide valid information and services about safety and injury prevention.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence. b. Demonstrate effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence. c. Demonstrate non-violent strategies to resolve conflicts.

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 7-8

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Develop strategies for healthy practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Describe the benefits of abstaining from the use of alcohol, tobacco, and other drugs (e.g., financial, legal, addiction, emotional health). b. Analyze the effects that risky behaviors have on personal health (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors). c. Differentiate between proper use and abuse of over-the-counter and other drugs.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyzing how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Demonstrate the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, Internet) regarding alcohol, tobacco, and other drug use.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).</p>

Family, Social and Sexual Health (FSSH)

Grades 7-8

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Develop strategies that promote positive health for adolescents (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. b. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). c. Explain the process of human reproduction, including conception, prenatal development and birth. d. Identify the social, emotional, and physical benefits of healthy behaviors (e.g., setting personal limits/boundaries, abstaining from sex). e. Analyze the effects that risky behaviors have on personal health. f. Identify symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS. g. Identify effective methods to prevent HIV, sexually transmitted infections, and pregnancy.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services. b. Analyzing influences on sexual behavior (e.g., family, peers, religion, media, culture, internal factors). c. Analyzing the effect of technology on personal and family relationships.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Analyze school and community health services available for support and information for a variety of health issues. b. Analyze the validity of health information, products, and services from a variety of sources including the Internet. c. Demonstrate the ability to locate appropriate health products and services.</p>

Family, Social and Sexual Health (FSSH) - Continued

Grades 7-8

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues. c. Demonstrate ways to influence and support others in making positive health choices.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Set a goal to improve sexual health (e.g., sexual abstinence, setting personal boundaries and limits).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Describe how their decisions impact the health of themselves and others.

Mental and Emotional Health (MEH)

Grades 7-8

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Develop healthy stress management techniques for reducing, avoiding or coping with stress. b. Differentiate between situations that require care and concern among friends or require getting the support and help of caring adults (e.g., getting help vs. tattling).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify strategies that promote emotional and mental health (e.g., connectiveness, communication). b. Describe characteristics and conditions associated with positive self-esteem/image. c. Describe the warning signs, behaviors, risk factors, and protective factors for depression and suicide.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Describe how school, family and peers influence the health choices and behaviors of individuals.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Analyze school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide. b. Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate ways to respond appropriately to feelings expressed by others. b. Demonstrate ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomics). c. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Demonstrate individual and collaborative decision-making processes to resolve problems.

Nutrition and Physical Activity (NPA)**Grades 7-8**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>c. Develop strategies for healthy practices to maintain or improve health (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine).</p> <p>d. Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Explain the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease.</p> <p>b. Analyze the effects that risky behaviors have on personal health (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Analyze the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Describe how their decisions impact the health of themselves and others (e.g., poor food handling practices, short-term consequences of unhealthy food choices).</p>

Personal Health and Wellness (PHW)**Grades 7-8**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Develop strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems. b. Explain the relationship between positive health behaviors and the prevention of disease (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity). c. Explain how appropriate health care can prevent premature death and disability (e.g., health screenings, self-examinations, immunizations). d. Differentiate between communicable, chronic and degenerative disease processes.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services. b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Analyze the validity of health information products, and services from a variety of sources including the Internet. b. Demonstrate the ability to locate health products and services related to personal health issues and concerns.</p>
<p>HE5: Interpersonal Communication Students will demonstrate the use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate the ability to advocate for health, promoting opportunities for self and others, including assertive consumerism.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Develop a plan to attain personal health goals by addressing results of a personal health assessment (e.g., personal strengths, values, beliefs, needs and health risks).</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate individual and collaborative decision-making processes to resolve health problems.</p>

Violence and Injury Prevention (VIP)

Grades 7-8

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Develop injury prevention and response strategies for personal safety (e.g., avoiding or escaping potentially dangerous situations). b. Demonstrate basic first aid (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding). c. Demonstrate strategies to avoid or prevent fighting, bullying and other forms of violence.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Identify the benefits of healthy behaviors and the relationship to the prevention of injury and premature death. b. Describe safety rules for sports, recreational activities, including the use of helmets and proper use of equipment. c. Differentiate between hazing, harassment, bullying and respectful interactions and relationships. d. Describe the consequences of bullying, cyber-bullying, hazing, harassment and violence (e.g., legal, social, emotional). e. Describe the characteristics of healthy and harmful relationships. f. Describe benefits of using non-violence to solve interpersonal conflict.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how messages from the media influence safety and violence-related behavior. b. Describe how school, family, and peers influence the choices of individuals related to safety and violence.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Analyze appropriate school, community, and Internet resources to access when dealing with problems or situations related to violence and safety.

Violence and Injury Prevention (VIP) - Continued

Grades 7-8

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to use mediation and negotiation skills to resolve conflict. b. Demonstrate effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations. c. Demonstrate how to report situations that could lead to injury or violence. d. Demonstrate the ability to advocate for a positive, respectful, and violence-free school environment.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Apply individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 9-12

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction. b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health. c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy). d. Analyze how public health policies and laws influence health promotion, injury and disease prevention (e.g., DUI laws, alcohol and tobacco-free environments, media, funding, taxation).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs. b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.</p>

Alcohol, Tobacco, and Other Drugs (ATOD) - Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs. b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.</p>

Family, Social and Sexual Health (FSSH)

Grades 9-12

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures). b. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.</p>	<ul style="list-style-type: none"> a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle. b. Describe the benefits of abstaining/postponing sexual activity and setting sexual limits. c. Differentiate between respectful and disrespectful relationships. d. Discuss the effects of stereotyping and ways to counteract negative effects. e. Analyze how behavior can impact health maintenance and disease prevention (e.g., sexually transmitted infections, pregnancy). f. Describe the process of human reproduction including conception, prenatal development and birth. g. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors. b. Describe how community and social norms influence health choices.

Family, Social and Sexual Health (FSSH) - Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues. b. Provide evidence to support the validity of health information, products, and services. c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, “I” messages, assertive, active listening, body language). b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages). c. Demonstrate the ability to advocate for health promoting opportunities for self and others.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Implement a goal setting plan and evaluating the progress in attaining personal health goals. b. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors consistent with personal and family values. b. Analyze the immediate and long-term impact of health decisions on the individual, family and community. c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)**Grades 9-12**

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation. b. Designing, implement and evaluate a plan of healthy stress management.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress). b. Describe signs, symptoms of depression, suicide, and mental health issues (e.g., obsessive-compulsive disorder, autism).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze internal and external factors that influence a positive self-image.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues. b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language). b. Develop strategies to support others and ask for help around issues of depression and suicide.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others. b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.</p>

Nutrition and Physical Activity (NPA)

Grades 9-12

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to use information on food labels to choose nutrient-dense foods, avoid or limit low-nutrient foods, and avoid foods that result in adverse conditions. b. Analyze their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Analyze how eating and exercise behavior can impact health maintenance and disease prevention (e.g., nutritional practices and levels of physical activity can affect long-term risks for certain diseases). b. Evaluate the short and long-term effects of daily physical activity and healthy eating (e.g., athletic and academic performance, body weight, stress relief). c. Analyze how public health policies and laws influence health promotion and disease prevention (e.g., food additives and preservatives affect food choices). d. Distinguish between unhealthy and healthy ways to manage weight. e. Analyze the impact of technology on health (e.g., use of pedometers and heart monitors for enhancing physical activity; television, video games, and computers hindering physical activity).
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze internal and external factors on eating and exercise behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of nutrition and exercise issues. b. Provide evidence to support the validity of nutrition and physical activity information, products, and services.

Nutrition and Physical Activity (NPA) - Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective verbal and nonverbal communications skills to enhance healthy eating and physical activity. b. Demonstrate the ability to advocate for healthy eating and physical activity.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Assess one’s nutritional intake, physical activity levels, and health status. b. Develop a goal setting plan to achieve a state of well-being; reflecting on barriers and supports; identifying strategies to overcome barriers and enhance supports; and evaluating progress in attaining goals for healthy eating and physical activity.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Demonstrate a decision-making process that result in healthy food choices and daily physical activity. b. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)

Grades 9-12

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>a. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors.</p> <p>b. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases).</p> <p>c. Analyze how the environment affects personal health (e.g., UV light, lead, asbestos, pesticides, unclean air and water).</p> <p>d. Analyze how public health policies and laws influence health promotion and disease prevention.</p> <p>e. Analyze personal health needs in regards to reproduction, contraception and abortion.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer) community factors on personal health behavior.</p> <p>b. Evaluate how community and social norms influence health choices.</p>

Personal Health and Wellness (PHW) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues. b. Provide evidence to support the validity of health information, products, and services. c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information. d. Evaluate factors that influence a personal selection of health products and services.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to advocate for health promoting opportunities for self and others (e.g., assisting in the development of public health policies and laws, becoming actively engaged in issues that affect health).
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals. b. Identify barriers and supports to achieve goals and strategies. c. Identify strategies to overcome barriers and enhance supports.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Demonstrate a logical progression through a decision-making process that result in health enhancing behaviors. b. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.

Violence and Injury Prevention (VIP)

Grades 9-12

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> a. Demonstrate accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions. b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies. c. Recognize and avoid situations and persons that can increase risk of assault, acquaintance or date rape. d. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> a. Explain ways to reduce risks associated with transportation safety (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding). b. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence). c. Describe the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksite settings, and in the home. d. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze internal and external influences on behaviors that could lead to injuries or violence.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Demonstrate the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

Violence and Injury Prevention (VIP) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury. b. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts. c. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation. d. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> a. Analyze a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety. b. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Apply a decision-making process that results in reducing risks of injury or violence. b. Analyze positive and negative consequences of decisions related to safety and violence. c. Analyze safety concerns that require collaborative decision making.

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades PreK-2

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Demonstrate strategies to stay safe around medicines, drugs, and unknown substances, including how to avoid exposure to second-hand smoke.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Identify healthy behaviors and choices (e.g., rules for safe use of medicines at home and school). f. Explain that tobacco comes in a variety of forms and contains harmful chemicals including nicotine that is harmful to health and addictive. g. Identify habits that affect health (e.g., impact of tobacco on their health, both using tobacco and being exposed to second-hand smoke). h. Identify household products that are harmful if touched, ingested or inhaled.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>c. Identify trusted individuals in the home, school, and community who can provide help and/or accurate information about medicines, tobacco, alcohol or other unknown substances.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>c. Use effective verbal and nonverbal communication skills to express needs, wants, and feelings (e.g., asking for help, saying no). d. Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.</p>

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 3-4

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>e. Describe strategies to avoid exposure to second-hand smoke. f. Identify rules for safe use of medicines at home and school.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Describe the short and long-term effects of using tobacco and alcohol and being exposed to tobacco smoke. d. Describe the benefits of not using alcohol and tobacco and the problems associated with their use, including addiction.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>c. Analyze how advertising and marketing attempts to influence initiation of alcohol, tobacco, and drug behaviors. d. Explain how family and peers can influence choices about using alcohol and other drugs.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>c. Demonstrate appropriate communication skills (e.g., verbal and nonverbal ways to refuse alcohol and tobacco). d. Demonstrate the ability to influence and support others in making positive health choices.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Evaluate decisions and the impact on their health (e.g., how decisions to use tobacco or alcohol can impact relationships with family and friends).</p>

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 5-6

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Demonstrate ways to avoid or change situations involving alcohol or drugs that threaten safety.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Identify effects of alcohol, tobacco, and other drugs, including inhalants, on the body and the effects and consequences of use (e.g., impact of impaired judgment on personal safety, effects on athletic performance, weight management, stress). d. Describe the relationship between health behaviors and personal health (e.g., health benefits of remaining alcohol, tobacco, and drug free).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Differentiate between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on health choices related to alcohol, tobacco, and other drugs, including inhalants and other poisons.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>a. Identify and locating school and community resources to assist with problems related to alcohol and other drug use.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate verbal and nonverbal communication skills to refuse tobacco, alcohol, inhalant and other drug use.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Set realistic short and/or long-term goals to be alcohol, tobacco, and drug free.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Analyze the positive and negative choices one can make about using alcohol, tobacco, and other drugs.</p>

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 7-8

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Develop strategies for healthy practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>d. Describe the benefits of abstaining from the use of alcohol, tobacco, and other drugs (e.g., financial, legal, addiction, emotional health). e. Analyze the effects that risky behaviors have on personal health (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors). f. Differentiating between proper use and abuse of over-the-counter and other drugs.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Analyze how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Demonstrate the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, Internet) regarding alcohol, tobacco, and other drug use.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).</p>

Alcohol, Tobacco, and Other Drugs (ATOD)

Grades 9-12

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction. f. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health. g. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy). h. Analyze how public health policies and laws influence health promotion, injury and disease prevention (e.g., DUI laws, alcohol and tobacco-free environments, media, funding, taxation).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>c. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs. d. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.</p>

Alcohol, Tobacco, and Other Drugs (ATOD) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>c. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs. d. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.</p>

Family, Social and Sexual Health (FSSH)

Grades PreK-2

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Describe ways to be responsible in school and at home, as a family member, classmate or friend. d. Demonstrate healthy ways to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, death).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> d. Identify the roles and responsibilities of family members. e. Identify the stages of the life cycle from infancy to old age. f. Identify ways to show respect for diversity (e.g., individual differences, diverse family structures).
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Identify trusted individuals in the home, school, and community, who can provide help with health issues.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> a. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings (e.g., making friends; giving and accepting compliments or statements of appreciation). b. Demonstrate ways to communicate care, consideration, and respect of self and others.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> c. Explain when assistance is needed in making health-related decisions (e.g., tattling vs. getting help). d. Identify people who can help make decisions and solve problems.

Family, Social and Sexual Health (FSSH)

Grades 3-4

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Describe how to be a responsible friend and family member. d. Demonstrate ways to show care consideration, and respect for self and others.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> e. Explain the benefits of positive friendships and family relationships. f. Identify ways family and friend help meet physical, emotional, and social health. g. Identify basic male and female reproductive body parts and their functions. h. Describe physical and emotional changes that occur during puberty.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze how friends, older students, family member and others influence behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> a. Describe how to seek adult advice and help about personal health issues.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> b. Identify communication skills to build and maintain healthy relationships.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Apply the decision-making process to health issues and problems with friends or others.

Family, Social and Sexual Health (FSSH)**Grades 5-6**

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>c. Identify positive ways to handle the changes and feelings associated with puberty, friends and family relationships. d. Demonstrate ways to build and maintain positive relationships, friendships, and a sense of belonging.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Describe the characteristics of safe, healthy, and respectful relationships. f. Describe body changes that occur during puberty. g. Describe the effects of change on family roles and responsibilities. h. Explain the short and long-term consequences of HIV, common STDs and pregnancy.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Analyze how information from peers, families, and media influences health (e.g., body image, sexual identity, personal health practices).</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Identify resources that provide valid health information and services for individuals, families, and communities.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>c. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including setting and respecting limits and boundaries. d. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Analyze how individuals, families, and community values influence health-related decisions.</p>

Family, Social and Sexual Health (FSSH)

Grades 7-8

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Develop strategies that promote positive health for adolescents (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>h. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. i. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). j. Explain the process of human reproduction, including conception, prenatal development and birth. k. Identify the social, emotional, and physical benefits of healthy behaviors (e.g., setting personal limits/boundaries, abstaining from sex). l. Analyze the effects that risky behaviors have on personal health. m. Identify symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS. n. Identify effective methods to prevent HIV, sexually transmitted infections, and pregnancy.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>d. Analyze how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services. e. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal factors). f. Analyze the effect of technology on personal and family relationships.</p>

Family, Social and Sexual Health (FSSH) – Continued

Grades 7-8

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> d. Analyze school and community health services available for support and information for a variety of health issues. e. Analyze the validity of health information, products, and services from a variety of sources including the Internet. f. Demonstrate the ability to locate appropriate health products and services.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> d. Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. e. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues. f. Demonstrate ways to influence and support others in making positive health choices.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> b. Set a goal to improve sexual health (e.g., sexual abstinence, setting personal boundaries and limits).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Describe how their decisions impact the health of themselves and others.

Family, Social and Sexual Health (FSSH)

Grades 9-12

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures). d. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts relative to nutrition and physical activity.</p>	<ul style="list-style-type: none"> h. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle. i. Describe the benefits of abstaining/postponing sexual activity and setting sexual limits. j. Differentiate between respectful and disrespectful relationships. k. Discuss the effects of stereotyping and ways to counteract negative effects. l. Analyze how behavior can impact health maintenance and disease prevention (e.g., sexually transmitted infections, pregnancy). m. Describe the process of human reproduction including conception, prenatal development and birth. n. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> c. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors. d. Describe how community and social norms influence health choices.

Family, Social and Sexual Health (FSSH) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> d. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues. e. Provide evidence to support the validity of health information, products, and services. f. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> d. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, “I” messages, assertive, active listening, body language). e. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, “I” messages). f. Demonstrate the ability to advocate for health promoting opportunities for self and others.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> c. Implement a goal-setting plan and evaluating the progress in attaining personal health goals. d. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> d. Demonstrate a logical progression through a decision-making process that result in health-enhancing behaviors consistent with personal and family values. e. Analyze the immediate and long-term impact of health decisions on the individual, family and community. f. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

Grades PreK-2

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Apply effective ways to handle emotions (e.g., fear, anger, happiness, sadness, frustration). d. Demonstrate ways to show respect for feelings, rights, and property of others.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> c. Describe what respect is and why it is important. d. Describe a variety of feelings and the importance of expressing them in appropriate ways.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Identify trusted individuals in the home, school, and community who can provide help with troublesome feelings and solving problems.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> c. Use effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings. d. Demonstrate ways to communicate care, consideration, and respect for self and others (e.g., making friends, giving and receiving compliments).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> c. Explain when assistance is needed in making health-related decisions. d. Predict outcomes of positive health decisions.

Mental and Emotional Health (MEH)

Grades 3-4

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Identify positive strategies to reduce stress and manage strong feelings. d. Demonstrate ways to show care, consideration and respect for self and others, including how to help others and acceptance of differences.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> f. Identify indicators or characteristics of mental and emotional health during childhood. g. Identify stressors and the affects on how the body works. h. Identify personal strengths and assets. i. Describe the characteristics of positive role models. j. Describe the effects of teasing and bullying on others.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze ways that peers and family influence feelings, behavior and well-being.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Identify individuals who can provide support and help solve problems.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by.</p>	<ul style="list-style-type: none"> d. Use appropriate communication skills to express emotions and appreciation for self and others. e. Demonstrate the ability to use listening skills to support others and understand their feelings. f. Apply mediation and conflict resolution skills.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Demonstrate the ability to apply the decision-making process to health issues and problems.

Mental and Emotional Health (MEH)

Grades 5-6

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Identify positive ways to handle emotions, including strong feelings. d. Demonstrate ways to avoid or change situations that threaten health and safety (e.g., stress, harassment, situations that could lead to trouble or violence).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> e. Describe the characteristics of a safe, healthy and respectful school and community. f. Describe how mood changes and strong feelings affect thoughts and behaviors and how to manage. g. Describe teasing, bullying and harassing behaviors. h. Describe common stressors and the health effects of stress.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> d. Analyze the importance of accessing help from an adult when it is needed. e. Identify sources of support in the school and community who can help make decisions and solve problems for oneself or one’s friends, including situations when someone is in danger of hurting self or others. f. Identify resources from school and community that provide valid mental health information and services for individuals, families, and communities.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> c. Demonstrate effective ways to express needs, wants, and feelings to build, promote and support positive health and relationships, including seeking help and support. d. Demonstrate effective listening skills.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> b. Set realistic short and long-term goals for stress management, using a goal setting model and developing plans to achieve them.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> a. Analyze how individuals, families and community values influence decisions and problem solving strategies.

Mental and Emotional Health (MEH)

Grades 7-8

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Develop healthy stress management techniques for reducing, avoiding or coping with stress. d. Differentiate between situations that require care and concern among friends or require getting the support and help of caring adults (e.g., getting help vs. tattling).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> d. Identify strategies that promote emotional and mental health (e.g., connectiveness, communication). e. Describe characteristics and conditions associated with positive self-esteem/image. f. Describe the warning signs, behaviors, risk factors, and protective factors for depression and suicide.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Describe how school, family and peers influence the health choices and behaviors of individuals.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> c. Analyze school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide. d. Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> d. Demonstrate ways to respond appropriately to feelings expressed by others. e. Demonstrate ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomics). f. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Demonstrate individual and collaborative decision-making processes to resolve problems.

Mental and Emotional Health (MEH)

Grades 9-12

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation. d. Design, implement and evaluate a plan of healthy stress management.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> c. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress). d. Describe signs, symptoms of depression, suicide, and mental health issues (e.g., obsessive-compulsive disorder, autism).
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze internal and external factors that influence a positive self-image.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> c. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues. d. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> c. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language). d. Develop strategies to support others and ask for help around issues of depression and suicide.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> c. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others. d. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

Nutrition and Physical Activity (NPA)

Grades PreK-2

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>d. Select a variety of foods that can be eaten for healthy snacks. e. Create a list of foods that should be limited. f. Identify a variety of physical activities that are personally enjoyable.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Identify habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest). f. Explain the importance of eating a variety of nutrient-rich foods. g. Identify a variety of nutritious food choices. h. Identify a variety of ways to be physically active and raise heart rate.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Explain how culture, media, peers, family and other factors influence eating behaviors and physical activity.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate appropriate communication skills when asking adults/caretakers to offer healthy foods and time for physical activity.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Set a short-term personal health goal for healthy eating and physical activity.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Explain when assistance is needed in making health-related decisions (e.g., family members and other adults help students make healthy food choices).</p>

Nutrition and Physical Activity (NPA)**Grades 3-4**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> e. Choose a variety of healthy foods in appropriate portions. f. Identify protective behaviors and strategies to avoid unhealthy situations (e.g., preparing and storing food in a safe and sanitary way). g. Compare behaviors that are safe to those that are risky or harmful (e.g., the use of protective equipment for physical activity and sports). h. Identify strategies for engaging in physical activity each day a minimum of 40 minutes.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> e. Identify and classify foods, including recommended amounts to eat according to MyPyramid. f. Identify major nutrients supplied by food groups necessary for growth and maintenance. g. Describe strategies to improve or maintain personal health (e.g., choosing a variety of ways to be physically active). h. Explain the importance of a safe environment and the use of protective equipment for physical activity and sports.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> a. Analyze how family, school and media influence eating habits and physical activity choices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Use the nutrition information on food labels to compare products.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> b. Demonstrate how to ask for nutritious foods.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> b. Identify factors and resources to assist in achieving a personal health goal (e.g., being active before, during and after the school day).
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Demonstrate the ability to apply the decision-making process to health issues (e.g., using information on food labels to make decisions about food, creating balanced meals using the MyPyramid).

Nutrition and Physical Activity (NPA)**Grades 5-6**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>c. Demonstrate safety strategies for personal health (e.g., food safety, including sanitation and prevention of food borne illness).</p> <p>d. Develop strategies to balance healthy food, snacks, and water intake along with daily physical activity.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Describe the relationship between healthy behaviors and personal health (e.g., calorie intake and the level of physical activity affect body weight, healthy eating enhances a person's ability to be physically active).</p> <p>d. Describe positive health habits for the adolescent (e.g., balanced nutritional intake is necessary to promote healthy growth and development).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Analyze how information from peers, family, and others influences food and physical activity choices.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Identify resources that provide valid health information and services (e.g., food labels, MyPyramid, U.S. Dietary Guidelines).</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate effective ways to promote and support positive health (e.g., supporting others to choose healthy foods and be physically active).</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Set realistic short and/or long-term goals for healthy eating and exercise and developing plans to achieve them.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Analyze how personal preferences, restrictions, and barriers influence decision related to healthy eating, adequate sleep, and physical activity.</p>

Nutrition and Physical Activity (NPA)**Grades 7-8**

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>g. Develop strategies for healthy practices to maintain or improve health (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine).</p> <p>h. Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Explain the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease.</p> <p>d. Analyze the effects that risky behaviors have on personal health (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>b. Analyze how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Analyze the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Makes a personal plan for improving one's nutrition and incorporating physical activity into daily routines.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>b. Describe how their decisions impact the health of themselves and others (e.g., poor food handling practices, short-term consequences of unhealthy food choices).</p>

Nutrition and Physical Activity (NPA)

Grades 9-12

This concept area focuses on essential content students need to know about nutrition and physical activity.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> c. Demonstrate the ability to use information on food labels to choose nutrient-dense foods, avoid or limit low-nutrient foods, and avoid foods that result in adverse conditions. d. Analyze their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> f. Analyze how eating and exercise behavior can impact health maintenance and disease prevention (e.g., nutritional practices and levels of physical activity can affect long-term risks for certain diseases). g. Evaluate the short and long-term effects of daily physical activity and healthy eating (e.g., athletic or academic performance, body weight, stress relief). h. Analyze how public health policies and laws influence health promotion and disease prevention (e.g., food additives and preservatives affect food choices). i. Distinguish between unhealthy and healthy ways to manage weight. j. Analyze the impact of technology on health (e.g., use of pedometers and heart monitors for enhancing physical activity; television, video games, and computers hindering physical activity).
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze internal and external factors on eating and exercise behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> c. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of nutrition and exercise issues. d. Provide evidence to support the validity of nutrition and physical activity information, products, and services.

Nutrition and Physical Activity (NPA) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> c. Demonstrate effective verbal and nonverbal communications skills to enhance healthy eating and physical activity. d. Demonstrate the ability to advocate for healthy eating and physical activity.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> c. Assess one’s nutritional intake, physical activity levels, and health status. d. Develop a goal setting plan to achieve a state of well-being; reflecting on barriers and supports; identifying strategies to overcome barriers and enhance supports; and evaluating progress in attaining goals for healthy eating and physical activity.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> c. Demonstrate a decision-making process that results in healthy food choices and daily physical activity. d. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)

Grades PreK-2

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Demonstrate the skills to promote health and reduce the spread of germs (e.g., proper hand washing, proper tooth brushing techniques).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Identify basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nails). d. Recognize the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing).</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>b. Identify community health service providers (e.g., dentists, nurses, physicians, paramedics, who can provide help with personal health issues).</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Use effective communication skills to encourage others to make positive choices for personal health and wellness.</p>

Personal Health and Wellness (PHW)

Grades 3-4

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Describe strategies to improve or maintain personal health and well-being (e.g., daily hygiene practices, sun protection, dental health, sleep).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>c. Explain how childhood illness can be prevented and treated, including common health problems that should be detected and treated early. d. Describe the basic structure, functions and care of the human body systems (e.g., how they are interrelated, how they fight disease).</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>c. Identify characteristics of valid health information and health-promoting products and services. d. Demonstrate ways to locate school and community resources that provide health services to individuals and families (e.g., HMOs, clinics, substance abuse treatment centers).</p>

Personal Health and Wellness (PHW)**Grades 5-6**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>c. Describe ways to manage health when affected by disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, and correctly interpreting instructions for taking medicine).</p> <p>d. Develop strategies for daily health care practices (e.g., caring for skin, hair, teeth, hygiene).</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Describe the relationship between healthy behaviors and personal health (e.g., practicing good personal hygiene, acknowledging the importance of immunizations, cooperating in regular health screenings).</p> <p>f. Analyze the physical, emotional, mental, and social importance of keeping the body clean through daily health care practices.</p> <p>g. Describe how the physical environment impacts personal health (e.g., exposure to pollutants, toxins, noise).</p> <p>h. Describe when it is important to seek health care and the benefits of early detection and treatment of disease.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>c. Analyze advertising techniques used to influence choices on health care products.</p> <p>d. Demonstrate the use of positive media strategies, including marketing to promote personal health practices.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>c. Identify sources of support for a variety of health issues in the school and community.</p> <p>d. Identify resources from school and community that provide valid health information and services for individuals, families, and communities.</p>
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate effective ways to express needs, wants and feelings about personal health issues.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>a. Set a personal health and wellness goal, developing a plan, and making progress toward achieving it.</p>

Personal Health and Wellness (PHW)**Grades 7-8**

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Develop strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>e. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems. f. Explain the relationship between positive health behaviors and the prevention of disease (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity). g. Explain how appropriate health care can prevent premature death and disability (e.g., health screenings, self-examinations, immunizations). h. Differentiate between communicable, chronic and degenerative disease processes.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>c. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services. d. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>c. Analyze the validity of health information products, and services from a variety of sources including the Internet. d. Demonstrate the ability to locate health products and services related to personal health issues and concerns.</p>
<p>HE5: Interpersonal Communication Students will demonstrate the use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate the ability to advocate for health-promoting opportunities for self and others, including assertive consumerism.</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>b. Develop a plan to attain personal health goals by addressing results of a personal health assessment (e.g., personal strengths, values, beliefs, needs and health risks).</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>a. Demonstrate individual and collaborative decision-making processes to resolve health problems.</p>

Personal Health and Wellness (PHW)

Grades 9-12

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>b. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.</p>
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<p>f. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors.</p> <p>g. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases).</p> <p>h. Analyze how the environment affects personal health (e.g., UV light, lead, asbestos, pesticides, unclean air and water).</p> <p>i. Analyze how public health policies and laws influence health promotion and disease prevention.</p> <p>j. Analyze personal health needs in regards to reproduction, contraception and abortion.</p>
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<p>c. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer community) factors on personal health behavior.</p> <p>d. Evaluate how community and social norms influence health choices.</p>
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<p>e. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.</p> <p>f. Provide evidence to support the validity of health information, products, and services.</p> <p>g. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.</p> <p>h. Evaluate factors that influence a personal selection of health products and services.</p>

Personal Health and Wellness (PHW) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<p>b. Demonstrate the ability to advocate for health promoting opportunities for self and others (e.g., assisting in the development of public health policies and laws, becoming actively engaged in issues that affect health).</p>
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<p>d. Implement a goal-setting plan and evaluate the progress in attaining personal health goals. e. Identify barriers and supports to achieve goals and strategies. f. Identify strategies to overcome barriers and enhance supports.</p>
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<p>c. Demonstrate a logical progression through a decision-making process that results in health-enhancing behaviors. d. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.</p>

Violence and Injury Prevention (VIP)

Grades PreK-2

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> f. Demonstrate safety skills for a variety of situations, including safe pedestrian behaviors, fire or other emergency, use of safety/protective gear in recreation, precautions around water and dangerous objects/weapons. g. Demonstrate the ability to apply rules and actions to use in a situation when weapons or dangerous objects may be present. h. Describe dangerous and risky situations that need to be reported to an adult. i. Apply strategies to avoid or get away from situations that threaten personal safety. j. Demonstrate basic first aid and how to call 911 to get help in emergencies.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> h. Differentiate between safe and risky behaviors. i. Identify safety practices for home and school (e.g., rules for pedestrian and traffic safety, fire, weather, water, recreation safety). j. Identify safety hazards that may exist in home/school (e.g., medicines, household products, unknown substances) and potentially dangerous objects/weapons (e.g., matches, broken glass, knives, guns). k. Identify safe behaviors around strangers (e.g., not getting in cars or taking treats from strangers). l. Distinguish between appropriate and inappropriate touch. m. Describe routines to follow in emergency situations (e.g., fire, lockdown drills, calling 911). n. Explain the difference between tattling and reporting bullying or aggression.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Identify trusted individuals in the home, school, and community who can provide help with safety issues.

Violence and Injury Prevention (VIP) – Continued

Grades PreK-2

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none">d. Demonstrate verbal and nonverbal ways to ask trusted adults for help, including how to report unsafe, scary, or hurtful situations in the home, school or community.e. Demonstrate ways to refuse or report inappropriate touch.f. Demonstrate what to say and do when witnessing bullying or other potentially violent situations.

Violence and Injury Prevention (VIP)

Grades 3-4

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> h. Identify protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., seat belts, protective equipment, adverse weather conditions, and rules). i. Apply strategies to stay safe around traffic, water, fire, weapons or other safety hazards. j. Apply strategies to stay safe when home alone or using the Internet. k. Demonstrate strategies to get away and get help in situations involving inappropriate touch or personal safety. l. Explain what to do if you or someone else is being teased or bullied. m. Demonstrate how to call 911 or other emergency numbers and provide appropriate information. n. Demonstrate basic first aid procedures.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> d. Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle and other sport activities, riding in vehicles, handling weapons, fire, appropriate/inappropriate touch). e. Describe characteristics of safe and unsafe places, including being home alone and using the Internet. f. Explain the difference between bullying and teasing.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze how advertising and media influences the initiation of risky behaviors.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> c. Identify safe people and places to go if feeling unsafe or threatened (e.g., police, fire department, school counselor). d. Identify characteristics of valid health information and services that promote health and safety.

Violence and Injury Prevention (VIP) – Continued

Grades 3-4

Stem	This is evident when students....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> e. Use appropriate communication (e.g., refusal skills, asking for help, “I” messages) and listening skills to enhance health and safety for self and others. f. Demonstrate basic conflict resolution techniques. g. Use effective communication skills to confront bullying and teasing. h. Express intentions to stop bullying as a bystander, perpetrator, or victim.

Violence and Injury Prevention (VIP)

Grades 5-6

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> e. Demonstrate injury prevention and safety strategies for personal health (e.g., proper use of safety gear, safety practices around motorized vehicles, fire safety, home alone, weather/climate-related conditions, potentially violent situations). f. Demonstrate basic first responder first aid (e.g., calling for assistance, controlling bleeding, and abdominal thrusts). g. Demonstrate ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying as a bystander, perpetrator, or victim). h. Apply school rules and procedures to hypothetical school crisis situations.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> g. Describe the characteristics of a safe, healthy, and respectful school and community, including pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence. h. Describe how the environment impacts personal health and safety, including hazards related to weather/climate, sun, ice, water, heat. i. Describe the relationship between healthy behaviors and personal health (e.g., ways to reduce risk of injuries from fire, sports, pedestrian and traffic safety, weapons). j. Describe safety issues related to using the Internet, including cyber-bullying. k. Describe bullying, hazing and harassing behaviors. l. Explain the role of bystanders in escalating, preventing or stopping bullying, fighting, and violence.

Violence and Injury Prevention (VIP) – Continued

Grades 5-6

Stem	This is evident when students....
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> d. Differentiate between positive and negative internal (e.g., curiosity, fears) and external (e.g., peers, media, cultural) influences that affect violence. e. Analyze how information from peers influences the escalation or de-escalation of violence. f. Demonstrate the use of positive media strategies, including marketing to promote healthy choices.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Identify resources in the school or community that provide valid information and services about safety and injury prevention.
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> d. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened, unsafe, or to report suspected plans for school violence. e. Demonstrate effective refusal and negotiation skills in dealing with situations involving bullying, harassment, hazing, or other forms of violence. f. Demonstrate non-violent strategies to resolve conflicts.

Violence and Injury Prevention (VIP)

Grades 7-8

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> d. Develop injury prevention and response strategies for personal safety (e.g., avoiding or escaping potentially dangerous situations). e. Demonstrate basic first aid (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding). f. Demonstrate strategies to avoid or prevent fighting, bullying and other forms of violence.
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> g. Identify the benefits of healthy behaviors and the relationship to the prevention of injury and premature death. h. Describe safety rules for sports, recreational activities, including the use of helmets and proper use of equipment. i. Differentiate between hazing, harassment, bullying and respectful interactions and relationships. j. Describe the consequences of bullying, cyber-bullying, hazing, harassment and violence (e.g., legal, social, emotional). k. Describe the characteristics of healthy and harmful relationships. l. Describe benefits of using non-violence to solve interpersonal conflict.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> c. Analyze how messages from the media influence safety and violence-related behavior. d. Describe how school, family, and peers influence the choices of individuals related to safety and violence.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Analyze appropriate school, community, and Internet resources to access when dealing with problems or situations related to violence and safety.

Violence and Injury Prevention (VIP) – Continued

Grades 7-8

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> e. Demonstrate the ability to use mediation and negotiation skills to resolve conflict. f. Demonstrate effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations. g. Demonstrate how to report situations that could lead to injury or violence. h. Demonstrate the ability to advocate for a positive, respectful, and violence-free school environment.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> b. Apply individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.

Violence and Injury Prevention (VIP)

Grades 9-12

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seat belts; personal safety; and violence prevention, including bullying, hazing, and harassment.

Stem	This is evident when students.....
<p>HE1: Self Management Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<ul style="list-style-type: none"> e. Demonstrate accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions. f. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies. g. Recognize and avoiding situations and persons that can increase risk of assault, acquaintance or date rape. h. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).
<p>HE2: Core Concepts Students will show an understanding of health promotion and disease prevention concepts.</p>	<ul style="list-style-type: none"> e. Explain ways to reduce risks associated with transportation safety (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding). f. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence). g. Describe the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksite settings, and in the home. h. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.
<p>HE3: Analyzing Influences Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.</p>	<ul style="list-style-type: none"> b. Analyze internal and external influences on behaviors that could lead to injuries or violence.
<p>HE4: Accessing Information Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.</p>	<ul style="list-style-type: none"> b. Demonstrate the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

Violence and Injury Prevention (VIP) – Continued

Grades 9-12

Stem	This is evident when students.....
<p>HE5: Interpersonal Communication Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.</p>	<ul style="list-style-type: none"> e. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury. f. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts. g. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation. h. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.
<p>HE6: Goal Setting Students will demonstrate the ability to set personal goals to enhance health.</p>	<ul style="list-style-type: none"> c. Analyze a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety. d. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.
<p>HE7: Decision Making Students demonstrate the ability to make decisions that lead to better health.</p>	<ul style="list-style-type: none"> d. Apply a decision-making process that results in reducing risks of injury or violence. e. Analyze positive and negative consequences of decisions related to safety and violence. f. Analyze safety concerns that require collaborative decision making.

Health Content

This section describes in more detail the specific health knowledge to be integrated with the concepts and skills identified in the seven GEs for elementary, middle and high school. Health content areas are grouped according to the *Vermont Health Education Guidelines for Curriculum and Assessment*.

Health Content Areas:

- Alcohol, Tobacco, and Other Drugs
- Disease, Violence, and Injury Prevention
- Nutrition and Physical Activity
- Personal Health; family, social, mental, and sexual
- Community, Environmental, and Consumer Health

ELEMENTARY SCHOOL (PREK – 4)

Alcohol, Tobacco, and Other Drugs—Elementary

Purposes of medicines and using them safely

Physical effects of alcohol and tobacco and other drugs

Products that contain tobacco, alcohol and other drugs, including mind-altering substances

Health problems and risks resulting from improper use of medicines and/or use of alcohol, tobacco, and other drugs

Benefits of not using alcohol, tobacco, and other drugs

Influences to use alcohol, tobacco, and other drugs **Disease,**

Violence, and Injury Prevention—Elementary

Ways to prevent the spread of germs

Symptoms of illness and injury

How childhood injury and illness can be prevented and treated

Safety practices for traffic, bicycle, fire, water, and personal safety

Importance of periodic health and dental checkups and screens and immunizations

Differences between communicable and non-communicable diseases

Differences between appropriate and inappropriate touch

The right to personal privacy

Rules for interactions with strangers and with people they know

Safety practices for unsafe or abusive situations

Actions that promote safety

Disease, Violence, and Injury Prevention—Elementary (Continued)

Importance of using safety equipment and products (e.g., seatbelts, helmets, sunscreen, insect repellents)

How the body fights disease and infections

Nutrition and Physical Activity—Elementary

Importance of eating a variety of foods

Reasons for eating a balanced diet

Major nutrients supplied by foods necessary for growth and maintenance

Benefits of physical activity

Importance of safe environment and protective equipment for physical activity and sports

Identify and classify foods according to the Food Guide Pyramid

Identify the appropriate number of servings and serving size needed

Importance of cleanliness when preparing serving and eating food

Using basic information found on food labels

Identify the importance of warm up, stretching and cool down exercises

Decreasing fat intake

Eating nutritious snacks

Personal Health; Family, Social, Mental, and Sexual—Elementary

Appropriate health care practices (e.g., hand washing, rest, water consumption, physical activity, cleanliness, health care)

How to build and maintain relationships

The importance of balance in ones' life (e.g., sleep, school, recreation, relaxation)

Diversity of family structures

Changes in family structures

Positive role models

Body changes that occur during childhood and puberty

Characteristics of a trusting relationship

Ways family and friends help meet physical, emotional, and social health needs

Strategies that promote emotional and social growth (e.g., strengths and assets)

Diversity of individuals; growth rate, sizes, shapes, colors, and genders

Body parts and body systems and how they work together

Community, Environmental, and Consumer Health—Elementary

Safety and environmental hazards that exist in the home and school/community

Strategies for school and community efforts to promote and protect health (e.g., recycling, picking up trash, fund-raising)

Health helpers and their role in school and community

Safe use of health care products and services

MIDDLE SCHOOL (Grades 5-8)

Alcohol, Tobacco, and Other Drugs—Middle School

Effects of alcohol, tobacco and other drug use/abuse on the individual, family and society

Use and misuse of prescription and non-prescription drugs

Short term and long term effects (physical, social, emotional) of alcohol, tobacco, and other drug use/abuse

Relationship of alcohol, tobacco, and other drug use to injury, illness, violence, sexual behavior and other risk behaviors

Signs and behaviors of alcohol, tobacco and other drug use, including the progression from non-use through addiction

Internal and external influences that may have a positive or negative impact on the use or non-use of alcohol, tobacco, and other drugs

Disease, Violence, and Injury Prevention—Middle School

Importance of medical screenings, check ups, immunizations, to disease prevention and health promotion

Symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g., sexually transmitted diseases, mononucleosis, blood-borne pathogens)

Importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques

Lifestyle, pathogens, family history and other risk factors and their relationship to the cause or prevention of disease, injuries, unwanted pregnancy and other health issues

How bullying, hazing and harassment affects others and strategies to deal with this issue

Injuries as the leading cause of death and disability for adolescents that are preventable

The right of respect and personal privacy for self and others

Differences between hazing, harassment, bullying and respectful interactions

Signs of child abuse, emotional, physical, and sexual

Nutrition and Physical Activity—Middle School

Function of food guide pyramid and the relationship to health

Food nutrition labels

Importance of consuming more water, fruits, vegetables, grains and calcium-rich foods, moderate saturated fats

Personal Health; Family, Social, Mental, and Sexual—Middle School

Components of wellness; (social, mental, physical) and the continuum of illness and wellness

Factors effecting intellectual, physical, social, and emotional health

Factors that contribute to a positive self image

Risk taking during adolescents

Diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death)

Characteristics of healthy relationships

Characteristics of positive peer and adult role models

Differentiating among infatuation, love, and sexual desire

How fads can affect health, (e.g., body piercing, tattooing, hair dyes)

Benefits of abstaining from/ delaying sexual intercourse and setting sexual limits

Body changes that occur during adolescence and early adulthood

Effective methods to prevent HIV, STD, and pregnancy

Importance of trust and relationships

Signs of behaviors, and symptoms of depression, suicide, and mental illness

Good health habits and how they impact the body system

The physiological response of the human body to external and internal factors (e.g., stress, exercise, food, drugs, and allergens)

How human body systems fight infection and disease

The process of human reproduction, including conception, pre-natal development and birth

Community, Environmental, and Consumer Health—Middle School

How individual behavior affects the health of the environment within local and global communities

Characteristics of a safe and healthy school and community

Health promotion efforts at school/community

HIGH SCHOOL

Alcohol, Tobacco, and Other Drugs—High School

Risks associated with improper use of over the counter and prescription drugs

Interactions between alcohol, other drugs, and medicines

Short and long term effects of alcohol, tobacco, and other drug use on health and the human body (e.g., inhibitions, judgment, muscle coordination and reaction time).

Signs and behaviors of alcohol, tobacco and other drug use, including the progression from non-use through addiction.

Relationship between alcohol, tobacco, and other drug use and injuries, illness, violence, sexual activity, driving behavior and other risk behaviors.

Influences that impact decisions to use or not use substances

Social, financial, and legal consequences associated with illegal drug use.

Disease, Violence, and Injury Prevention—High School

Health promoting behaviors that reduce the risk of communicable and non-communicable disease

Early symptoms of disease and their importance of early diagnosis and appropriate treatment. (e.g., cancer, cardiovascular disease, eating disorders, HIV/AIDS, STDs)

How lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues

Leading causes of death and disability for teens and developing strategies for reducing and preventing those injuries

The cycle of abuse and the importance of intervention to break the cycle

Nutrition and Physical Activity—High School

How nutritional, physical activity, lifestyle and cultural food choices affect health

Importance of establishing and maintaining healthy eating practices that include variety and balance according to the Dietary Guidelines

Appropriate practices to maintain, lose, or gain weight based on individual needs and scientific research.

Societal pressures that influences body image, unhealthy eating habits, and associated eating disorders

Causes and symptoms of food-borne illnesses

Components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance

Barriers to fitness and identifying ways to integrate physical activity into their lives

Personal Health; Family, Social, Mental, and Sexual—High School

Physical, emotional, mental and social health indicators at various stages of the life cycle, including those that occur with aging

Interrelationships among mental, physical, social, and emotional health

Factors that contribute to a positive self-image

Ways to reduce risks associated with adolescent behaviors and health issues

Characteristics of positive role models

Personal Health; Family, Social, Mental, and Sexual—High School (Continued)

Characteristics of healthy sexuality and healthy relationships

Life-altering changes that can result from early pregnancy and/or STDs / HIV

Differences between consent, pressured sex, and forced sex

Effective methods of HIV, STD, and pregnancy prevention, including abstinence and contraception

Diversity of family relationships and how to cope with changes that can occur (e.g., birth, adoption, marriage, divorce, death)

Signs, behaviors, and symptoms of depression, suicide and mental illness

How risk factors, genetics, and lifestyle choices can impact the health of the human body

Process of human reproduction, including conception, pre-natal development and birth

Community, Environmental, and consumer Health—High School

Interrelationship of the health of a community and the global environment

Threats to community health, (e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths)