



# HEALTH CURRICULUM

K-12

Spring 2013

**North Kingstown School Department  
K-12 Health Curriculum  
2013  
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## Acknowledgement

This curriculum was collaboratively designed by members of the Physical Education/Health Department, in accordance with the Rhode Island Department of Education Comprehensive Health Instructional Outcomes.

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## **North Kingstown Health Curriculum**

The Health Curriculum of the North Kingstown School Department is based on the Rhode Island Department of Education Health Frameworks. These frameworks are comprised of seven strands of health education topics and seven health education standards which are woven throughout the curriculum from grades kindergarten through twelve.

The K-5 classroom teachers are responsible for health education instruction which totals 40 minutes per week. Health instruction may be integrated into many areas of the curriculum. Nurse-teachers are available at each school and may be consulted for information and resources. Appropriate materials are available in each school for support of this curriculum. Supplemental materials from such agencies as the National Dairy Council, American Automobile Association, and others are made available to schools.

Middle School health education is the responsibility of the health educators assigned to the schools. Students take health for one trimester each year, grades six through eight.

Health Education in the high school is provided by physical education/health educators assigned to the school. Students take health for one half of a quarter each year, grades nine through twelve.

# North Kingstown School Department

## Health Curriculum

### Philosophy Statement

Healthful living for all students is the goal of this curriculum. Its purpose is to provide students with accurate information about their bodies, their environment as it relates to their health and factors which affect their emotional well-being. The prevention of disease and accidents, the improvement of human vitality, the enrichment of human life, and the knowledge of how to treat or seek treatment for health problems both physical and emotional, are all objectives of this curriculum.

We want students to take *responsibility* for their own health; to be able to *communicate* with others on health related issues for themselves and society; to *develop a body of knowledge* which will guide lifetime health choices; and to be able to respond to and help *solve problems* relating to their own health and the health of others with whom they come in contact.

# Health Education Standards

## Grade K- 12

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

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

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

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

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

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

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

## **Seven Content Areas of Rhode Island's Health Education Instructional Outcomes**

Personal Health and Fitness

Mental and Emotional Health

Injury Prevention

Nutrition

Sexuality and Family Life

Disease Prevention and Control

Substance Abuse and Prevention

## GRADES K - 4 HEALTH EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTION OUTCOMES

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

Grades K - 4	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Describe relationships among heredity, environment, physical activity, lifestyle and individual well being</p> <p>Identify indicators of health-related fitness during childhood</p> <p>Describe the basic structure and functions of the human body systems</p> <p>Describe how physical activity is influenced by physical, social, emotional and family environments</p> <p>Explain how simple injuries from physical activity can be prevented or treated</p>	<p>Identify characteristics of valid personal health information and health-promoting products and services</p> <p>Explain how media influences the selection of information about physical activity, personal hygiene, and other wellness information,</p> <p>Describe the relationship between personal health products and services and money.</p>	<p>Identify responsible personal health behaviors</p> <p>Identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition and other aspects of wellness.</p> <p>Compare physical activity behaviors that are safe to those that are risky or harmful</p>	<p>Explain the influence of culture upon personal health behaviors</p> <p>Explain how media influences thoughts, feelings and behaviors about personal health</p> <p>Describe ways technology can influence personal health</p>	<p>Identify healthy ways to express needs, wants, and feelings</p> <p>Communicate care, consideration, and respect of self and others during physical activity.</p> <p>Understand and apply non-violent strategies to resolve conflicts during physical activity</p>	<p>Apply a decision-making process to a personal health issue.</p> <p>Explain when it is appropriate to ask for assistance in making personal health decisions and setting personal health goals</p>	<p>Discuss accurate information and express opinions about personal health issues</p> <p>Identify community agencies that advocate for wellness, including physically active individuals, families and communities.</p> <p>Influence and support others in making choices about personal health choices, including positive physical activity.</p>
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## **GRADES 5 - 8 HEALTH EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTION OUTCOMES**

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### **STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Explain the relationship between positive health behaviors and the prevention of injury and premature death</p> <p>Describe the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Explain how health is influenced by the interaction of body systems</p> <p>Describe how family, peers and environment are interrelated with the health of adolescents, including physical activity, nutrition and hygiene practices</p> <p>Describe how physical activity reduces risks related to adolescent health problems</p>	<p>Analyze the validity of personal health information, products and services</p> <p>Utilize resources from home, school and community that provide valid personal health information</p> <p>Analyze how media influences the selection of personal health information, products and services</p> <p>Compare the costs and validity of personal health products and services</p> <p>Describe physical activity situations requiring professional services</p>	<p>Analyze personal health habits to determine health strengths and risks</p> <p>Distinguish between safe and risky or harmful behaviors</p> <p>Apply strategies to improve or maintain personal health</p> <p>Identify and demonstrate ways to avoid and reduce threatening situations that may occur during physical activity</p>	<p>Describe the influence of cultural and family beliefs on personal health behaviors and the use of personal health services.</p> <p>Analyze how positive and negative messages from media and other resources influence personal health behaviors</p> <p>Analyze the influence of technology on personal health.</p> <p>Analyze how information from peers influences and affects health choices about personal health</p>	<p>Use healthy ways to express needs, wants and feelings.</p>	<p>Predict how decisions regarding risk-taking behaviors have consequences for self and others</p> <p>Develop a plan that addresses personal strengths, needs and health risks</p>	<p>Influence and support others in making positive choices affecting environmental and personal health</p> <p>Work cooperatively when advocating for individual, family and school and environmental safety.</p>
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## GRADES 9 - 12 HEALTH EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTION OUTCOMES

**Overall Instructional Goal:** Students will understand that wellness is maintained throughout a healthy lifestyle which includes appropriate physical activity

Grades 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Analyze how behavior can impact health maintenance and disease prevention</p> <p>Describe the interrelationships of mental, emotional, social and physical health throughout your adulthood</p> <p>Describe how to delay onset and reduce risks of potential life-long health problems</p>	<p>Analyze situations requiring professional health services</p>	<p>Analyze the cost and availability of physical activity products and services for individuals</p> <p>Evaluate personal health behaviors to determine strategies for health enhancement and risk reduction</p> <p>Evaluate injury prevention and management strategies for personal, family, workplace and community</p>	<p>Evaluate the effect of media and other factors on personal, family, community health and environment</p>	<p>Apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health</p>	<p>Analyze the ability to use different strategies when making decisions related to lifestyle for young adults</p> <p>Compare and contrast a variety of plans that address personal strengths, needs and health risks</p> <p>Formulate an effective plan for optimal life-long health</p>	<p>Evaluate information and express opinions about lifestyle and wellness</p> <p>Design methods for accurately expressing information and ideas about wellness</p> <p>Influence and support others in making positive health choices</p>
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## GRADES K - 4 HEALTH EDUCATION STANDARDS for MENTAL AND EMOTIONAL HEALTH INSTRUCTION OUTCOMES

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

Grades K - 4	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Describe relationships between one's feelings and behaviors</p> <p>Identify indicators of mental and emotional health during childhood</p> <p>Describe the connection of emotional health with the function of body systems</p> <p>Describe the influence of family and friends on an individual's emotional health</p> <p>Identify common childhood problems related to poor mental &amp; emotional health</p> <p>Identify mental health problems that should be detected and treated early</p> <p>Explain how childhood illnesses related to poor mental or emotional health can be prevented or treated</p>	<p>To locate resources from home, school and community that provide help for those with unmanageable stress or other emotional problems</p> <p>Identify different kinds of health providers who can provide information and services about mental and emotional health</p>	<p>Identify responsible interpersonal behaviors</p> <p>Compare behaviors that are safe to those that are risky or harmful</p> <p>Compare behaviors that deal with stress well and those that deal with stress poorly.</p> <p>Apply strategies to improve or maintain behaviors which enhance mental &amp; emotional health</p> <p>Identify and apply ways to avoid and reduce situations threatening mental or emotional health.</p>	<p>Explain how media influences thought, feelings and health behaviors</p>	<p>Distinguish between verbal and non-verbal communication</p> <p>Demonstrate healthy ways to express needs, wants and feelings.</p> <p>Demonstrate ways to communicate care, consideration and respect of self and others</p> <p>Explain attentive listening skills needed to build and maintain healthy relationships</p> <p>Apply refusal skills needed to enhance health</p> <p>Differentiate between negative and positive responses to conflict situations</p>	<p>Apply a decision-making process to a mental health or emotional issue</p> <p>Recognize that everyone has personal strengths and needs</p>	<p>Discuss accurate information and express opinions about mental/emotional health</p> <p>Influence and support others in making positive health choices affecting their mental and emotional health</p>
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## GRADES 5 - 8 HEALTH EDUCATION STANDARDS for MENTAL AND EMOTIONAL HEALTH INSTRUCTION OUTCOMES

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

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Describe the interrelationship between mental, emotional and physical health in adolescence</p> <p>Explain how the interaction of body systems is affected by mental and emotional health</p> <p>Describe how family, peers and environment influence mental and emotional health, e.g. gender stereotypes and effect on romantic relationships, dating violence</p> <p>Analyze how environment and personal, mental and emotional health status are interrelated</p> <p>Describe ways to reduce risks for stress related illness</p>	<p>Analyze the validity of mental and emotional health information and services</p> <p>Analyze how media influences mental and emotional health, e.g. effect of media on gender stereotypes, violence, including bullying, dating violence, violence/sexual harassment</p> <p>Locate mental health services</p> <p>Describe mental and emotional health situations requiring professional health services, e.g. victims of dating abuse and bullying/harassment</p> <p>Explain roles played by different health providers in promoting mental and emotional health</p>	<p>Explain the importance of assuming responsibility for behaviors, e.g. maintaining healthy relationships.</p> <p>Distinguish between safe and risky or harmful behaviors, e.g. healthy relationships, types of violence, dating violence, bullying, cyber bullying including sexting, abuse of social networks and digital technology harassment</p> <p>Analyze how personal stress is managed to determine health strengths and risks</p> <p>Apply mental health promotion strategies to improve or maintain personal and family health</p> <p>Identify and demonstrate ways to avoid and reduce threatening situations</p>	<p>Describe the influence of cultural beliefs on mental and emotional health, e.g. gender roles and stereotypes, dating violence, bullying</p> <p>Analyze how positive and negative messages from media and other sources influence mental &amp; emotional health</p>	<p>Describe how the behavior of family and peers affects interpersonal communication and mental health</p> <p>Use effective verbal and non-verbal communication skills to enhance mental health, e.g. skills to maintain healthy relationships, friendships, family, dating</p> <p>Use communication skills needed to build and maintain healthy relationships, e.g. proper use of social networking, instant messaging, and other related topics</p>	<p>Apply a decision-making process to emotional health issues and problems individually and collaboratively</p> <p>Predict how decisions regarding emotional expression have consequences for self and others.</p> <p>Develop an emotional health plan that addresses personal strengths, needs and health risks</p>	<p>Discuss accurate information and express opinions about mental/emotional health</p> <p>Identify barriers to effective communication of ideas, feelings and opinions about mental health issues</p> <p>Influence and support others in making positive health choices affecting their mental and emotional health</p>
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**GRADES 9 - 12 HEALTH EDUCATION STANDARDS for MENTAL and EMOTIONAL HEALTH INSTRUCTION OUTCOMES**

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

GRADES 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Analyze how mental and emotional health can impact health maintenance and disease prevention</p> <p>Describe the interrelationships of mental, emotional, social, and physical health throughout young adulthood</p> <p>Analyze how the family, peers, community and environment are interrelated with mental and emotional health</p>	<p>Analyze resources from home, school and community that provide valid mental health information</p> <p>Access school and community resources and services for personal or family problems, and for treating alcohol</p> <p>Analyze situations requiring professional health services</p>	<p>Analyze the role of individual responsibility for healthy behaviors; maintaining healthy relationships</p> <p>Analyze the short-term and long-term consequences of risky and harmful behaviors</p>	<p>Evaluate the effect of media and other factors on personal, family and community expression of emotions, including sexual violence and dating violence</p> <p>Analyze how information from the community, peers and others influences behaviors in response to emotions</p>	<p>Apply skills for communicating effectively with the family, peers and others</p> <p>Analyze how interpersonal communication effects relationships</p>	<p>Analyze the ability to use different strategies when making decisions related to mental and emotional health needs</p> <p>Analyze mental health concerns that require individuals to work together</p> <p>Predict immediate and long-term impact of emotional expression on the individual, family and community</p>	<p>Discuss accurate information about mental and emotional health issues, including suicide prevention, types of violence, warning signs of dating violence/cycle of abuse; safety planning and express opinions about them</p> <p>Influence and support others in making positive health choices</p>	
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## **GRADES K - 4 HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES**

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

Grades K - 4	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### **STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Describe relationships between the causes and effects of injuries, including personal behaviors and injury prevention.</p> <p>Describe how physical, social, emotional and family environments influence personal safety</p> <p>Describe the effect of injuries on the body</p> <p>Identify common injuries of children and their prevention</p>	<p>Demonstrate the ability to locate resources from home, school and community that provide help for injured individuals</p> <p>Describe the relationship between injury prevention products and money</p> <p>Identify injuries requiring professional health services</p> <p>Identify different kinds of health providers who can provide information about injury prevention and can provide emergency services</p>	<p>Identify responsible injury prevention and treatment behaviors</p> <p>Identify need for personal safety and own injury prevention habits</p> <p>Compare behaviors that are safe to those that are risky or harmful.</p> <p>Compare behaviors that are safe to those that are risky or harmful.</p> <p>Develop injury prevention and management strategies for personal health</p>	<p>Explain how media influences thoughts, feelings and behaviors about injury prevention</p> <p>Describe ways technology can influence injury prevention.</p>	<p>Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>Differentiate between negative and positive responses to conflict situations</p>	<p>Apply a decision-making process to an injury prevention issue</p>	<p>Discuss accurate information and express opinions about injury prevention issues</p> <p>Influence and support others in making choices about avoiding risks with potential for injuries</p>
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## GRADES 5 - 8 HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Explain the relationship between positive health behaviors and the prevention of injury and premature death</p> <p>Analyze how environment and personal safety are interrelated</p> <p>Explain the effects of injuries on the body, and the significance of disabling injuries</p> <p>Describe ways to reduce risks related to injuries among adolescents</p> <p>Describe how appropriate treatment can prevent premature death and disability related to injuries</p>	<p>Analyze the validity of injury prevention and treatment information</p> <p>Locate injury prevention and treatment products and services</p> <p>Compare the costs and validity of injury prevention and treatment products</p> <p>Describe situations requiring professional health services</p> <p>Explain roles played by different health providers in promoting safety and preventing injuries</p>	<p>Explain the importance of assuming responsibility for behaviors</p> <p>Analyze personal risk taking behaviors which could lead to injury</p> <p>Distinguish between safe and risky or harmful behaviors</p> <p>Use injury prevention strategies to improve or maintain personal and family health.</p> <p>Develop injury prevention and management strategies for personal, family and community health</p>	<p>Describe the influence of cultural and family beliefs on injury prevention behaviors</p> <p>Analyze how positive and negative messages from media and other resources influence intentional and unintentional injury prevention</p> <p>Analyze the influence of technology on personal and family injury prevention behaviors</p>	<p>Use effective verbal and non-verbal communication skills to enhance prevention of injury</p> <p>Describe how the behaviors of family and peers affect interpersonal relationships</p> <p>Use communication skills needed to build and maintain healthy, violence-free relationships</p>	<p>Predict how decisions regarding risk-taking behaviors have consequences for self and others</p>	<p>Influence and support others in making positive choices affecting safety and preventing injury</p> <p>Work cooperatively when advocating for individual, family and school safety</p>
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## GRADES 9 - 12 HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTION OUTCOMES

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

Grades 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Analyze how behavior can impact personal safety</p> <p>Analyze the impact of risk-taking behaviors and the occurrence of injuries on the functioning of body systems, and the significance of disabling injuries</p> <p>Analyze how the family, peers, community and environment influence public health</p>	<p>Evaluate situations requiring professional health services</p>	<p>Analyze the role of individual responsibility for preventing injuries</p> <p>Evaluate personal risk-taking behaviors to determine strategies for health enhancement and risk reduction</p>	<p>Analyze how information from the community influences injury prevention behaviors</p> <p>Research a school or community safety issue resulting from the influence of culture, media, technology or other factors</p>	<p>Use effective communication skills with family, peers and others</p> <p>Analyze how interpersonal communications affects relationships</p> <p>Use ways to communicate care, consideration and respect of self and others</p> <p>Evaluate the effectiveness of communication methods accurately expressing safety and injury prevention issues</p>	<p>Analyze the ability to use different strategies when making decisions related to injury prevention</p> <p>Analyze safety concerns that require individuals to work together</p> <p>Predict immediate and long-term impact of risk-taking decisions on the individual, family and community</p> <p>Compare and contrast a variety of plans that address personal strengths, needs and risk of injury</p>	<p>Influence and support others in making choices about safety and injury prevention</p> <p>Discuss accurate information and express opinions about injury prevention and safety</p>
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# GRADES K - 4 HEALTH EDUCATION STANDARDS and NUTRITION INSTRUCTIONAL OUTCOMES

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

Grades K - 4	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Describe relationships between proper nutrition and individual well being on a daily basis and throughout the life span</p> <p>Identify indicators of good nutrition during childhood</p> <p>Describe how the body digests and uses food</p> <p>Identify common childhood problems related to poor nutrition</p> <p>Explain how childhood injuries and illnesses related to food storage and preparation can be prevented or treated</p>	<p>Identify characteristics of valid nutrition information and good nutrition promoting products and services</p> <p>Locate school and community nutrition helpers</p> <p>Identify situations requiring professional health services for nutrition</p> <p>Identify different kinds of health providers who can provide information and services about nutrition</p>	<p>Identify responsible nutrition behaviors</p> <p>Compare eating behaviors that are safe to those that are risky or harmful</p> <p>Demonstrate strategies to improve or maintain nutrition behaviors which enhance health.</p> <p>Develop injury prevention and management strategies for personal health</p>	<p>Explain how media influences selection of foods, information about nutrition, food and nutrition products and services.</p>	<p>Use healthy ways to express nutritional wants, needs and feelings</p>	<p>Explain when it is appropriate to ask for assistance in making a nutrition-related decision and setting healthy eating goals</p>	<p>Discuss accurate information and express opinions about nutrition issues</p> <p>Influence and support others in making positive nutritional choices</p>
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# GRADES 5 - 8 HEALTH EDUCATION STANDARDS and NUTRITION INSTRUCTIONAL OUTCOMES

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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## STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Explain the relationship between good nutrition, prevention of disease and personal wellness</p> <p>Describe the interrelationship between good nutrition and mental, emotional and physical health in adolescence.</p> <p>Describe how family, peers and environment influence nutritional status and nutrition behaviors</p> <p>Analyze how environment and personal nutritional status are interrelated</p> <p>Describe ways to reduce risks for eating disorders</p> <p>Describe how lifestyle, family history, and pathogens are related to the cause or prevention of disease and other health problems</p>	<p>Analyze the validity of nutrition information, food products and services.</p> <p>Access resources from home, school and community that provide valid nutrition information</p> <p>Locate nutrition related products and services</p> <p>Describe food and/or nutrition situations requiring professional health services</p> <p>Explain roles played by different health providers in promoting good nutrition</p>	<p>Analyze eating habits to determine health strengths and risks.</p> <p>Distinguish between safe and risky or harmful eating behaviors</p> <p>Demonstrate nutrition strategies to improve or maintain personal and family health</p>	<p>Analyze how positive and negative messages from media and other resources influence nutrition behaviors, such as the selection of food.</p>	<p>Demonstrate choosing healthy foods in a social context</p> <p>Communicate food preferences in a health-enhancing way</p>	<p>Apply a decision-making process to nutrition issues and problems individually and collaboratively</p> <p>Predict how decisions regarding nutrition behaviors have consequences for self and others</p>	<p>Discuss accurate nutrition information and express opinions about nutrition issues</p> <p>Influence and support others in making positive nutrition choices.</p>	
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## GRADES 9 - 12 HEALTH EDUCATION STANDARDS and NUTRITION EDUCATION INSTRUCTIONAL OUTCOMES

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

GRADES 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Analyze interrelationships of proper nutrition on mental, emotional, social and physical health</p> <p>analyze how family, peers, community and the environment influence availability and accessibility of nutritional foods to various population groups</p> <p>Describe how to delay the onset and reduce risks of potential life-long health problems relating to nutrient excesses and deficiencies</p> <p>Analyze how public health policies and government regulations relating to nutrition influence health promotion and disease prevention</p>	<p>Evaluate resource from home, school and community that provide valuable nutrition information for self and others</p> <p>Evaluate all factors that influence personal selection of food, food products, food and nutrition services</p> <p>Evaluate situations requiring professional health services</p>	<p>Evaluate the effect of responsible nutrition behaviors on self, others and community</p>	<p>Research a school or community nutritional issue resulting from the influence of culture, media, technology and other factors</p>		<p>Analyze different strategies when making decisions related to nutrition</p>	<p>Discuss accurate information and express opinions about nutrition</p> <p>Influence and support others in making positive nutrition choices</p>
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**GRADES K - 4 HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES**

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

Grades K - 4	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Describe the basic structure and functions of the body systems relating to reproduction</p> <p>Describe how physical, social, emotional, and family environments influence personal health</p> <p>Describe why it is good to have and express many kinds of feelings.</p> <p>Discriminate between people who care for you and people who may try to harm you</p>	<p>Locate resources from home, school and community that provide valid health information about growth and development</p> <p>Locate school and community health helpers</p>	<p>Use strategies to improve or maintain personal health</p> <p>Identify and use ways to avoid and/or reduce threatening situations, including ways to deal with someone who is trying to harm a child or pressure them into doing something he or she does not want to do</p>	<p>describe how the media and other forms of technology can influence a person's thoughts, feelings, and behaviors about families and friends</p>	<p>Use healthy ways to express needs, wants and feelings.</p>	<p>Explain how males and females have many different choices throughout their life span</p> <p>Apply a decision making process to issues regarding family, friends, and feelings</p> <p>Explain when it is appropriate to ask for assistance in making health related decisions</p>	<p>Discuss accurate information and express opinions about health issues relating to growth and development</p> <p>Influence and support others in making positive health choices.</p>	
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## GRADES 5 - 8 HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Explain how reproductive health is influenced by the interaction of body systems.</p> <p>Describe the interrelationships of mental, emotional, social and physical health which males and females experience during puberty and adolescence</p> <p>Describe how family, peers and environment influence the health of adolescents</p> <p>Describes ways to reduce risks related to sexual health</p> <p>Explain how appropriate health care can enhance health</p>	<p>Identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up, relationship and family issues; sexuality issues such as sexual activity, sexual orientation, etc.</p> <p>Describe situations requiring professional services</p>	<p>Explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health</p> <p>Analyze personal health habits to determine health strengths and risks</p> <p>Distinguish between safe and risky or harmful behaviors</p>	<p>Describe the influence of different cultural and religious beliefs in the US on health behaviors and practices.</p> <p>Analyze why individuals need to examine positive and negative messages received from media, culture and peers.</p> <p>Analyze the influence of media on sexual health behaviors</p> <p>Analyze the influence of technology on sexual health behaviors</p>	<p>Use effective verbal and non-verbal communication skills to enhance health.</p> <p>Communicate care, consideration and respect of self and others</p> <p>Use communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend</p>	<p>Apply different strategies when making decisions regarding puberty and sexual health</p> <p>Analyze how decisions relating to puberty and sexual health are influenced by individuals, family and/or community values.</p> <p>Predict how decisions regarding sexual behaviors have consequences for self and others</p> <p>Identify how people can help protect themselves against the possibility of rape</p>	<p>Discuss accurate information about sexual health issues</p> <p>To influence and support others in making positive personal health choices about family issues, relationships, sexuality and growing up.</p> <p>Identify barriers to effective communication of information, ideas, feelings and opinions about sexuality, family and relationship issues.</p>
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## GRADES 9 - 12 HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES

**Overall Instructional Goals:** Students will gain an understanding of those elements inherent in healthy sexual development and maturation. Students will gain an understanding of the importance of human sexuality and that healthy sexuality throughout one's life is dependent on respect and understanding of self, families, sexual growth and development, sexual identity and interpersonal relationships.

GRADES 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Analyze how behavior can impact reproductive health maintenance</p> <p>Describe the interrelationships of mental, emotional, social and physical health throughout young adulthood</p> <p>analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society</p> <p>Analyze how the family, peers, community and environment influence the health of individuals</p>	<p>Analyze appropriate resources from home, school, and community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and relationships</p> <p>Access school and community resources for self and others</p> <p>analyze situation requiring professional services for teens</p>	<p>Evaluate the effect of sexual behaviors on self, others and the community</p> <p>Analyze the short-term and long-term consequences of safe, risky and harmful behaviors</p> <p>Use strategies to improve or maintain sexual health</p> <p>Develop strategies for preventing injury to self and others</p>	<p>analyze how cultural diversity may enrich or challenge health behaviors</p> <p>Evaluate the effect of media, technology and other factors on sexuality, relationships and other aspects of personal and community health</p>	<p>Demonstrate skills for communicating effectively with the family, peer and others</p> <p>Analyze how interpersonal communication affects relationships</p> <p>Use strategies that solve interpersonal conflicts without harming self or others</p> <p>Use strategies that enhance relationships and avoid potentially harmful situations</p>	<p>Use multiple strategies when making decisions related to sexuality and family life issues</p> <p>Predict immediate and long term impact of health decisions about sexual health on the individual, family and community</p> <p>Describe how sexual decision making for adolescents and adults is influenced by changes in information, abilities, priorities and responsibility</p>	<p>Discuss accurate information and express opinions about human sexuality and family life issues</p> <p>Influence and support others in making positive health choices</p>
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**GRADES K - 4 HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES**

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

<p>Grades K - 4</p>	<p><b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life</p>	<p><b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services</p>	<p><b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks</p>	<p><b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health</p>	<p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health</p>	<p><b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health</p>	<p><b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health</p>
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Describe relationships between personal health behaviors and individual well-being.</p> <p>Identify indicators of physical health</p> <p>Describe the basic structure and functions of the body systems responsible for fighting illness.</p> <p>Explain how childhood illness can be prevented or treated</p>	<p>Locate resources from home, school and community (health providers &amp; other adults) that can provide valid information about disease control and prevention and the environment</p>	<p>Identify responsible disease prevention behaviors.</p>	<p>Describe ways technology can influence disease control including the environment.</p>	<p>Communicate care, consideration and respect of self and others.</p>	<p>Apply a decision-making process to a disease prevention and control issue.</p>	<p>Discuss accurate information and express opinions about the relationship of products, services and money and environmental health issues.</p>
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## GRADES 5 - 8 HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Describe relationships between personal health behaviors and individual well-being</p> <p>Describe the interrelationship of mental, emotional, social and physical health during adolescence</p> <p>Describes the basic structure and functions of the body systems responsible for fighting illness</p> <p>Describe how family, peers , the environment and personal health are interrelated</p> <p>Describe ways to reduce risks related to disease control and prevention during early adolescence.</p>	<p>Analyze the validity of disease control and prevention information, services and products</p> <p>Access resources from home, school and community that provide valid information about disease prevention and control</p> <p>Describe situations requiring professional health services</p>	<p>Distinguish between safe and risky or harmful behaviors</p> <p>Apply disease prevention strategies to improve or maintain personal and family health.</p>	<p>Describe the influence of cultural beliefs on health behaviors</p> <p>Analyze how positive and negative messages from media and other sources influence behaviors which facilitate the transmission of disease</p>	<p>Use effective verbal and non-verbal communication skills to prevent transmission of disease</p> <p>Communicate care, consideration and respect of self and others</p> <p>Apply refusal and negotiation skills needed to prevent disease transmission</p>	<p>Apply a decision-making process to disease prevention and control issues individually and collaboratively</p> <p>Predict how decisions regarding exposure to disease agents and lifestyle have consequences for self and others.</p> <p>Apply strategies and skills needed to attain personal health goals</p>	<p>Work cooperatively to advocate for preventing communicable and non-communicable disease in individuals, families and schools</p>
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## GRADES 9 - 12 HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES

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

Grades 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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### STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>Analyze how behavior can impact disease prevention</p> <p>Analyze how the family, peers, community and environment influence public health</p> <p>Describe how to delay onset and reduce risks of potential life-long health problems</p>	<p>Evaluate the validity of health information, products and services</p> <p>Evaluate resources from home, school and community that provide valid disease prevention and control information</p> <p>Analyze situations requiring professional health services</p>	<p>Analyze the role of individual responsibility for preventing disease</p> <p>Outline strategies for dealing with personal, family, community and environmental disease prevention and control</p>	<p>Analyze how cultural diversity enriches and challenges health behaviors related to disease control and prevention</p> <p>Evaluate the effect of media, peers and other factors on personal, family and community health</p> <p>Analyze how information from the community influences health</p>	<p>Effective verbal and non-verbal communication skills to prevent transmission of disease</p> <p>To communicate care, consideration and respect of self and others</p>	<p>Analyze disease prevention and control issues that require individuals to work together</p> <p>Predict immediate and long-term impact of behaviors leading to risks for communicable and non-communicable disease on the individual, family and community</p>	<p>Discuss accurate information about communicable and non-communicable disease prevention and control issues and express opinions about them</p> <p>Influence and support others in making positive health choices</p>
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**GRADES K - 4 HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES**

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

<p>Grades K - 4</p>	<p><b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life</p>	<p><b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services</p>	<p><b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks</p>	<p><b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health</p>	<p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health</p>	<p><b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health</p>	<p><b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health</p>
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

	<p>Describe the effects drug use has on the function of body systems</p> <p>Identify substance abuse problems that should be detected and treated early</p> <p>Explain the use of drugs to prevent and treat illness</p>	<p>Identify trusted adults and/or various health providers who can provide information and services about substance abuse/drugs</p>	<p>Identify responsible use of OTC and Rx drugs</p> <p>Compare behaviors that deal with stress well and those that deal with stress poorly</p> <p>Identifies how misuse/abuse of ATOD causes problems for the user, family and society</p>	<p>Explain how media influences thought, feelings and use of substances</p>	<p>Use strategies needed to enhance health</p>	<p>Apply a decision-making process to a substance use issue</p>	<p>Discuss accurate information and express opinions about substance use.</p> <p>Demonstrate the ability to influence and support others in making choices about avoiding drug use</p>
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**GRADES 5 - 8 HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES**

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

Grades 5 - 8	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

<p>Explain how the interaction of body systems is affected by substance abuse</p> <p>Describe the relationship among family, peers the environment and substance use behaviors</p> <p>Analyze how environment and substance use are interrelated</p> <p>Describe ways to reduce risks of substance use</p> <p>Describe how substance use is related to health problems</p>	<p>Locate substance abuse prevention services</p> <p>Analyze how media influences the selection and use of substances</p> <p>Describe situations requiring professional health services</p> <p>Explain roles played by different health providers in promoting health and substance abuse prevention</p>	<p>Explain the importance of assuming responsibility for behaviors</p> <p>Distinguish between safe and risky or harmful behaviors</p> <p>Demonstrate substance abuse prevention strategies to improve or maintain personal and family health</p> <p>Identify and demonstrate ways to avoid and reduce threatening situations involving substances</p>	<p>Describe the influence of cultural beliefs on use of substances</p> <p>Analyze how positive and negative messages from media and other sources influence substance use patterns</p>	<p>Use effective verbal and non verbal communication skills to enhance prevention of substance use</p> <p>Describe how the substance use/abuse behaviors of family and peers affects others, including interpersonal relationships</p> <p>Use communication skills needed to build and maintain healthy, substance-free relationships</p>	<p>Demonstrate the ability to apply a decision-making process to substance abuse prevention and problems individually and collaboratively</p> <p>Apply positive strategies and skills to attain personal health goal</p>	<p>Discuss accurate information and express opinions about substance abuse issues</p> <p>Influence and support others in making healthy choices about substance abuse</p>	
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**GRADES 9 - 12 HEALTH EDUCATION STANDARDS and SUBSTANCE USE and ABUSE PREVENTION INSTRUCTIONAL OUTCOMES**

**Overall Instructional Goals:** Students will understand the factors involved in chemical substance use and prevention of substance abuse.

GRADES 9 - 12	<b>Standard 1:</b> Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life	<b>Standard 2:</b> Students will demonstrate the ability to access valid health information and health promoting product and services	<b>Standard 3:</b> Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks	<b>Standard 4:</b> Students will analyze the influence of culture, media, technology and other factors on health	<b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health	<b>Standard 6:</b> Students will demonstrate the ability to use goal setting and decision making skills to enhance health	<b>Standard 7:</b> Students will demonstrate the ability to advocate for personal, family, community, and environmental health
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**STUDENTS WILL DEMONSTRATE THE ABILITY TO:**

	<p>Analyze how substance use can impact health maintenance and disease prevention</p> <p>Analyze the impact of substance abuse on the functioning of body systems</p> <p>Examine how the family, peers, community and environment influence substance use behaviors of individuals</p>	<p>Analyze resources from home, school and community that provide valid substance abuse information</p> <p>Analyze situations requiring professional health services</p>	<p>Analyze the role of individual responsibility for health behaviors</p> <p>Evaluate personal substance use to determine strategies for enhancing health and reducing risk</p> <p>Analyze short-term and long-term consequences of risky and harmful behaviors</p>	<p>Analyze how cultural diversity enriches and challenges substance use behaviors</p> <p>Evaluate the effect of media and other factors on personal, family and community substance use practices</p> <p>Analyze how community and peer norms influence substance use behaviors</p>	<p>Use skills for communicating effectively with the family, peers and others</p> <p>Apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations involving substance use</p>	<p>Analyze the ability to use multiple strategies when making decisions related to substance use</p> <p>Predict immediate and long-term impact of substance use decisions on the individual, family and community</p> <p>Describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities</p> <p>Compare and contrast a variety of substance free strategies that address personal strengths, needs and risks</p>	<p>Discuss accurate information and express opinions about substance use and abuse</p> <p>Influence and support others in making positive health choices</p>
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## Scope and Sequence for Grades 6 - 12

6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Personal Health and Fitness Mental/Emotional Health Substance Abuse and Prevention Disease Prevention and Control Sexuality and Family Life	Personal Health and Fitness Mental/Emotional Health Substance Abuse and Prevention Disease Prevention and Control Sexuality and Family Life Nutrition	Mental/Emotional Health Substance Abuse and Prevention Disease Prevention and Control Sexuality and Family Life Nutrition

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Personal Health and Fitness Substance Abuse and Prevention	Sexuality and Family Life Disease Prevention and Control	Personal Health and Fitness Nutrition Injury Prevention	Personal Health and Fitness Mental/Emotional Health Injury Prevention

Focus areas listed are all components of the RI Health Education frameworks. There is much overlap among the standards and between grades. This list is not presented as comprehensive. Additional topics may be introduced based on students' experiences, interests, or current need. A topic indicated in one grade, may be discussed in either previous or subsequent grades as well.

# Assessment

## ***Assessment of Student Learning***

There are two types of assessment that are vital when measuring student success: *formative and summative*.

### ***Formative Assessment***

Formative Assessment is used every day in the health classroom to determine student learning and progress. It can be in the form of self assessment, peer assessment and teacher assessment of student work

#### Formative assessment includes:

- Questioning
- Discussions
- Learning activities
- Self and Peer Critiques
- Conferences with students
- Student reflections and self-assessments

### ***Summative Assessment***

Summative assessment occurs after the lesson/unit has been taught. They are an accountability measure given periodically to check in with student understanding.

#### Summative assessment includes:

- Written self-assessments
- Quizzes or Tests
- Reflections and self-evaluations
- Rubrics

## Glossary of Terms as they are used in Health Education

**abstinence** refusing to participate in unsafe activities

**action plan** a series of steps for reaching your goal

**addiction** physical or psychological need for a drug

**adolescence** time of life between childhood & adulthood

**AIDS** acquired immunodeficiency syndrome

**alcohol** a drug found in beer, wine, & whiskey

**alcoholism** an illness caused by a physical & mental need for alcohol

**allergen** the substances that cause an allergic reaction

**allergy** an extreme sensitivity to a substance

**alveoli** air sacs in the lungs where gases are exchanged

**Alzheimer's disease** illness that attacks the brain & affects thinking, memory, & behavior

**anabolic steroids** substance that causes muscle tissue to develop at an abnormal high rate

**angioplasty** surgical procedure to clear a blockage of an artery; a balloon is used

**anorexia** eating disorder

**antibodies** proteins that attach to antigens, keeping them from harming the body

**antigens** substances that send your immune system into action when it's invaded

**antihistamines** medication that relieves the symptoms of allergic reactions

**arteriosclerosis** hardening of the arteries

**arthritis** a disease of the joints

**assertive** having determination to stand up for yourself in a firm positive way

**asthma** a chronic respiratory disease that causes air passages to become blocked

**atherosclerosis** condition in which fatty substances build up on the inner lining of arteries

**bacteria** causes diseases, such as strep throat, that can be treated with antibiotics

**benign** not cancerous

**blood alcohol concentration** % of alcohol in the blood

**body system** group of organs working together to carry out a related task

**brain** information center of the nervous system

**bronchi** two tubes that branch from the trachea, one to each lung

**bronchodilator** medication that relaxes the muscles around the bronchial air passages

**calories** units of heat that measure the energy available in foods

**cancer** second leading cause of death in the United States

**carbohydrates** starches & sugars that provides the body with most of its energy

**carbon monoxide** a colorless, odorless, poisonous gas produced when tobacco burns

**carcinogen** substance in the environment that can cause cancer

**cell** building block of life

**central nervous system** system that consists of the brain and spinal cord

**chemotherapy** the use of chemicals to destroy cancer cells

**cholesterol** wax like substance used by the body to build cells

**chromosome** threadlike structures that carry the codes for inherited traits

**chronic** present continuously or on and off over a long time

**Chlamydia** STD that may affect the reproductive organs, urethra, & anus

**cirrhosis** scarring and destruction of the liver

**colon** a storage tube for solid wastes; large intestine

**communicable disease** disease passed from person to person

**consequences** the effects or results of actions

**contagious period** length of time when a particular disease can spread from person to person

**criteria** standards on which to base your decisions

**cumulative risks** related risks that increase in effect with each added risk

**decision making** the process of making a choice or finding a solution

**Depressant** a drug that slows down the body's function; i.e.. Alcohol

**diabetes** a disease that prevents the body from converting food into energy

**diaphragm** dome-shaped muscle that draws air in & pushes air out

**diet** all the things you regularly eat & drink

**digestion** process by which the body breaks down food

**digestive system** series of organs that work together to break down food

**disease** a condition that interferes with the proper functioning of the body or mind

**drug** nonfood substance taken into the body that can change its function

**egg** female reproductive cell

**embryo** name for the organism from fertilization to about the 8th week

**emotions** feelings such as love, joy, & fear

**emphysema** lung disease which can be caused by smoking

**endocrine system** system the consists of the glands that regulate body functions

**environment** your surroundings

**excretion** process by which the body gets rid of waste materials

**excretory system** system that removes wastes from the body

**fatal** deathly

**fats** source of energy for the body as well as insulation

**fertilization** male sperm cell unites with a female egg cell

**fetus** name for the developing child from the 9th week until the time of birth

**fiber** helps move food and wastes through your system

**food groups** dairy/meat, egg, nuts/vegetables/fruits/breads, cereal, pasta

**fungi** causes diseases, such as athlete's foot & ringworm

**gene** basic units of heredity

**genital herpes** STD that produces blisters in the genital areas

**germ** the microorganisms that cause disease

**gland** group of cells or organ that produces chemical substances

**glucose** sugar formed when the body breaks down carbohydrates

**gonorrhea** STD that affects the genital mucous membrane & other body parts

**grief** sorrow caused by the loss of something precious

**gynecologist** doctor that specializes in the female reproductive system

**habit** a pattern of behavior repeated frequently

**Hallucinogen** a drug that distorts moods, thought, and senses; i.e.. LSD

**hazard** potential source of danger

**health** combination of physical, mental/emotional, & social well-being

**heart attack** blood supply to the heart slows or stops & the heart muscles are damaged

**hepatitis** disease characterized by yellowing of the skin & the whites of the eyes

**heredity** passing on of traits from parents

**histamines** chemicals in the body that cause the symptoms of an allergic reaction

**HIV** human immunodeficiency virus; cause AIDS

**hormones** chemical substances which help regulate the way the body functions

**hygiene** cleanliness

**hypertension** high blood pressure

**immune system** combination of body defenses that fight off germs & disease

**immunity** your body's ability to resist the germs that cause a particular disease

**infancy** first year of a baby's life

**infection** when germs get inside the body, multiply, & damage body cells

**influenza** communicable disease characterized by chills, fatigue, headache, etc.

**inhalant** substances whose fumes are breathed in to produce a good sensation

**insulin** hormone that regulates the level of sugar in the blood

**kidney** pair of organs the filter water & waste materials from the blood

**life-altering** capable of changing a person's day-to-day existence

**life-threatening** may cause death

**liver** gland that produces bile that helps digest fats

**long-term goal** a goal you plan to reach over a length of time

**lymphatic system** a secondary circulatory system that fights germs & maintains fluid balance

**lymphocytes** special white blood cells in the lymph

**mainstream smoke** smoke that the smoker exhales

**malignant** cancerous

**medicine** a drug used to treat an illness or relieve pain

**menstruation** the flow of the uterine lining material from the body

**minerals** substances that strengthen the muscles, bones, & teeth

**mononucleosis** disease that is most common in teens; "the kissing disease"

**mortality** death

**narcotic** a drug that relieves pain

**neuron** the cells that make up the nervous system

**nicotine** addictive drug found in tobacco

**Non-communicable disease** disease that cannot be spread from one person to another

**nutrient density** amount of nutrients in a food relative to the number of calories

**nutrients** substances in foods that provide nourishment to the body

**nutrition** process of taking food and using it for growth & good health

**organ** body parts made up of different tissues joined together

**osteoarthritis** arthritis in elderly people causing the breakdown of cartilage in the joints

**ovaries** two female reproductive glands that release the egg

**pancreas** produces pancreatic juices that break down PRO, CHO, & FATS

**passive smoker** nonsmokers who breathe secondhand smoke

**peripheral nervous system** system that is made up of all the other nerves outside the CNS

**physiological dependence** addiction in which the body itself feels a direct need for drug

**pituitary gland** called the master gland

**pollen** a powdery substance released by certain plants

**precaution** an action taken to avoid danger

**preschooler** a child between the ages 3 and 5

**prevention** keep from happening

**promiscuity** indiscriminate in sexual relations

**proteins** nutrients used to repair body cells & tissues

**protozoa** causes disease, such as malaria

**psychological dependence** addiction in which the mind tells that body it needs more of a drug

**puberty** time when you develop certain physical characteristics adults

**radiation therapy** treatment for cancer that uses X-rays & other forms of radioactivity

**refusal skills** ways to say no effectively

**reproduction** process by which living organisms produce new individuals of their kind

**reproductive system** organs and structures that make possible the production of offspring

**respiratory system** set of organs that supply the body with O<sub>2</sub> & rid the body of CO<sub>2</sub>

**responsibility** ability to make choices & to accept the results of those choices

**rheumatoid arthritis** arthritis characterized by pain, inflammation, swelling, & stiffness of joints

**risk behavior** action or choice that may cause injury or harm to you or others

**risk factors** potentially dangerous factors involved in making a decision

**saliva** digestive juice produced by the salivary glands

**saturated fats** found in meats & dairy products

**secondhand smoke** air that has been contaminated by tobacco smoke

**self-assessment** examination & evaluation your own pattern of behaviors

**self-esteem** your confidence in yourself

**self-management** ability to take care of your health & control your actions

**semen** mixture of sperm and fluids

**short-term goal** a goal that you can reach right away

**side stream smoke** smoke coming from the burning tip of the cigarette

**small intestine** tube where most of the digestive process takes place

**sperm** male reproductive cell

**spinal cord** a long bundle of neurons that relays messages to and from the brain

**STD** sexually transmitted disease

**Stimulant** a drug that speeds up the body's function; i.e.. Cocaine

**stomach** muscular organ that churns and mixes the food

**stroke** part of the brain is damaged because the blood supply is cut off

**subjective** comes from a person's own views & beliefs

**syphilis** STD that can affect many body parts; very dangerous disease

**tar** a thick, dark liquid that forms when tobacco burns

**tissue** groups of similar cells that do a particular job

**toddler** a child between the ages 1 and 3

**tolerance** when the body becomes used to a drug

**trachea** tube in throat that takes air to & from lungs

**tuberculosis** bacteria-caused disease that affects the lungs

**tumor** a group of abnormal cells that forms a mass

**unsaturated fats** liquid fats that come mainly from plant

**uterus** pear-shaped organ in which a developing child is nourished

**vaccine** injection of dead or weakened germs so the body can produce antibodies

**virus** causes a range of diseases that can be prevented with vaccination

**vitamins** substances help regulate the body's function

**wellness** state of well-being involving behaviors that have a positive result

**withdrawal** unpleasant symptoms that occur when someone stops using a drug

