

MEDICAL LAKE SCHOOL DISTRICT NO. 326

Health Education Core Idea: Wellness (W)

Revised 2/27/2017

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Dimensions of Health</i>	Recognize meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5
<i>Hygiene</i>	Recognize basic hygiene practices. H1.W2.Ka	Describe basic hygiene practices. H1.W2.1 Understand which elements of hygiene are essential to good health. H1.W2.Kb	Describe benefits of hygiene practices. H1.W2.2	Demonstrate effective hygiene practices. H7.W2.3	Describe personal hygiene needs associated with the onset of puberty. H1.W2.4	Explain how family, peers, media and culture influence decision-making related to hygiene practices. H1.W2.5
<i>Disease Prevention</i>	Understand germs can cause diseases. H1.W3.Ka Identify ways germs are transmitted. H1.W3.Kb Describe symptoms that occur when a person is sick. H1.W3.Kc	Describe ways to prevent the spread of germs. H1.W3.1a	Understand bacteria and viruses are types of germs. H1.W3.2a	Identify ways pathogens enter the body. H1.W3.3a	List ways to prevent debilitating or life-threatening diseases. H1.W3.4a Identify ways to keep the immune system strong. H1.W3.4b	Understand relationship between disease prevention and quality of life. H1.W3.5a

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Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Communication	Demonstrate healthy ways to express needs, wants and feelings. H4.W6.K	Identify verbal and nonverbal communication. H1W6.1	Demonstrate active listening skills to enhance communication. H4.W6.2a Identify skills for assertive communication. H4.W6.2b		Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4 Recognize steps to a decision-making model. H5.W6.4	Demonstrate appropriate interpersonal communication skills. H4.W6.5
Decision-Making	Identify situations when a health-related decision is needed. H5.W7.K	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. H5.W7.1	Identify healthy options for making a health-related decision. H5W7.2	Predict potential short-term outcomes of a health-related decision. H5.W7.3	Predict potential long-term outcomes of a health-related decision. H5.W7.4	Apply decision-making skills to make a health-enhancing choice. H5.W7.5
Goal-Setting		Identify people who can support achievement of a personal health goal. H6.W8.1			Create a personal health goal and track progress toward achieving it. H6.W8.4	Analyze progress toward achieving a personal health goal. H6.W8.5

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Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Dimensions of Health</i>				Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
<i>Disease Prevention</i>		Explain benefits and consequences of various health behaviors. H7.W2.7b	Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b	Analyze prevention, lifestyle factors and treatment of communicable and noncommunicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb
<i>Analyzing Influences</i>		Describe how peers, culture and family influence health decisions and behaviors. H2.W3.7	Describe how values, media and technology influence health decisions and behaviors. H2.W3.8	
<i>Access Valid Information</i>		Analyze validity and reliability of health and wellness information and products. H3.W4.7	Investigate local valid and reliable health and wellness information. H3.W4.8	
<i>Communication</i>		Use communication skills effectively with family, peers and others. H4.W5.7	Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8	Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others. H4.W5.HS
<i>Decision-Making</i>		Determine healthy alternatives for making a personal health decision. H5.W6.7	Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8	
<i>Goal-Setting</i>		Describe components of goal-setting to enhance health. H6.W7.7	Describe various short- and long-term goals that can be used to enhance health. H6.W7.8	Implement strategies to achieve a personal health goal. H6.W7.HS

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Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Injury Prevention</i>	<p>Identify fire, water and sun safety rules. H1.Sa1.Kc</p> <p>Explain potential dangers of weapons. H1.Sa1.Kd</p>	<p>Identify safety hazards in the school. H1.Sa1.1a</p> <p>Understand fire, water and sun safety rules. H1.Sa1.1c</p> <p>Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d</p>	<p>Describe emergency, fire and safety plans at home and at school. H1.Sa1.2c</p>	<p>Identify ways to prevent injuries at home, at school and in the community. H1.Sa1.3a</p> <p>Create emergency, fire and safety plans for the home. H1.Sa1.3b</p>	<p>Identify ways to prevent injuries in recreational activities. H1.Sa1.4</p> <p>Describe practices and behaviors that promote safety and reduce or prevent injuries. H7.Sa1.4</p>	<p>Identify dangerous or risky behaviors that might lead to injuries. H1.Sa1.5a</p> <p>Identify safety precautions for playing and working outdoors. H1.Sa1.5b</p> <p>Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c</p>
<i>First Aid</i>	<p>Understand differences between emergency and nonemergency situations. H1.Sa2.Ka</p> <p>Identify people to ask for help in an emergency situation at school. H1.Sa2.Kb</p> <p>Identify how to call 911 in emergency situations. H1.Sa2.Kc</p>	<p>Identify people to ask for help in emergency situations. H1.Sa2.1a</p> <p>Explain and demonstrate how to call 911. H1.Sa2.1b</p>	<p>Recognize local emergency alert system. H1.Sa2.2a</p> <p>Identify people who can help when someone is injured or suddenly ill. H1.Sa2.2b</p>	<p>Describe safety rules to follow in a disaster. H1.Sa2.3a</p> <p>Identify basic first aid steps. H1.Sa2.3b</p>	<p>Describe how to prepare for an emergency. H1.Sa2.4a</p> <p>Understand basic first aid for minor injuries. H1.Sa2.4b</p>	<p>Explain how to respond to emergency situations. H1.Sa2.5</p>

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Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Violence Prevention</i>	Understand definition of violence and abuse. H1.Sa3.K	Recognize different types of violence and abuse. H1.Sa3.1	Describe different types of violence and abuse. H1.Sa3.2a	Identify potentially violent situations. H1.Sa3.3a	Explain how potentially violent situations can be avoided. H1.Sa3.4a Explain importance of communicating. H1.Sa3.4b	Describe ways to prevent, reduce and avoid violent situations. H1.Sa3.5a Describe effective communication skills. H4.Sa3.5

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Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Injury Prevention</i>		Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7	Advocate for safety and injury prevention. H8.Sa1.8 Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8	Compare how family, peers, culture, media, technology and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
<i>First Aid</i>		Explain basic first aid skills. H1.Sa2.7 Demonstrate CPR. H7.Sa2.7		Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED Procedures. H7.Sa2.HSb
<i>Violence Prevention</i>		Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b	Analyze causes and effects of violence on individuals, families and communities. H1.Sa3.8a Explain how bystanders can help prevent, reduce and avoid violence. H1.Sa3.8b Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c	Demonstrate effective peer resistance, negotiation and collaboration skills to avoid potentially violent situations. H7.Sa3.HS Advocate for violence prevention. H8.Sa3.HS Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS

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Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Food Groups and Nutrients	<p>Recognize food groups. H1.N1.Ka</p> <p>Identify healthy and unhealthy foods. H1.N1.Kb</p> <p>Recognize importance of eating breakfast. H1.N1.Kc</p>	<p>Match foods to food groups. H1.N1.1a</p> <p>Distinguish between healthy and unhealthy foods. H1.N1.1b</p> <p>Understand importance of eating breakfast and lunch. H1.N1.1c</p>	<p>Understand how to create a balanced meal. H1.N1.2a</p> <p>Describe how each food group contributes to a healthy body. H1.N1.2b</p> <p>Understand importance of eating meals throughout the day. H1.N1.2c</p>	<p>Create a balanced meal. H1.N1.3a</p> <p>Define nutrient. H1.N1.3b</p> <p>List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.3c</p>	<p>Create a balanced daily food plan. H1.N1.4a</p> <p>Classify nutrients found in foods. H1.N1.4b</p> <p>Describe how each nutrient contributes to a healthy body. H1.N1.4c</p>	<p>Analyze a food journal to create a more balanced food plan. H5.N1.5</p>
Beverages	<p>Identify daily recommended water intake. H1.N2.Ka</p>	<p>Recognize importance of drinking water. H1.N2.1</p>	<p>Identify benefits of drinking recommended intake of water. H1.N2.2</p>	<p>Explain importance of choosing healthy beverages. H1.N2.3</p>	<p>Identify impact of high-sugar and high-caffeine drinks. H1.N2.4</p>	<p>Compare beverages to make a healthy choice. H5.N2.5</p>
Label Literacy				<p>Identify types of information on a Nutrition Facts label. H1.N3.3a</p> <p>Understand importance of reading a Nutrition Facts label. H1.N3.3b</p>	<p>Explain how to use information found a Nutrition Facts label. H1.N3.4</p> <p>Compare and contrast Nutrition Facts labels for nutrition information. H3.N3.4</p>	<p>Differentiate between healthy and unhealthy foods according to Nutrition Facts labels. H3.N3.5</p>

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Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Caloric Intake and Expenditure</i>		Understand food provides energy for the body. H1.N4.1	Identify healthy eating patterns that provide energy and help the body grow and develop. H1.N4.2	Distinguish between different energy sources: proteins, fats, carbohydrates. H1.N4.3a Understand the relationship between caloric intake and expenditure. H1.N4.3b	Describe why individuals have different caloric needs. H1.N4.4a Identify ways to balance caloric intake and expenditure. H1.N4.4b	Describe how the body's function and composition are affected by food consumption. H1.N4.5
<i>Disease Prevention</i>	Understand that food choices affect health. H1.N5.K	Understand that food choices can contribute to a healthy body. H1.N5.1	Understand that food choices can put individuals at risk for some health problems. H1.N5.2	Identify foods that are high in sodium and added sugars. H1.N5.3a Describe benefits of limiting consumption of sodium and added sugars. H1.N5.3b Describe benefits of consuming fruits, vegetables and whole grains. H1.N5.3c	Identify foods that are high in fat and low in fat. H1.N5.4a Describe benefits and consequences of consuming fats. H1.N5.4b Describe how vitamins and minerals contribute to disease prevention. H1.N5.4c	Analyze how healthy eating reduces health risks and promotes growth. H1.N5.5a Explain importance of eating in moderation to promote health. H1.N5.5b Describe how fiber contributes to disease prevention. H1.N5.5c

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Health Education Core Idea: Nutrition (N)

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<i>Nutritional Planning</i>				Identify how peers, media and technology influence food and beverage choices and eating behaviors. H2.N6.3	Develop a plan to achieve a healthy eating goal. H6.N6.4	<p>Analyze how community, peers, media, technology and culture influence decision-making related to food and beverage choices and eating behaviors. H2.N6.5</p> <p>Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. H4.N6.5</p> <p>Assess progress toward achieving a healthy eating goal. H7.N6.5</p>

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Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
Food Groups and Nutrients	Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a	Classify foods by food groups and nutrients. H1.N1.7a Summarize benefits of eating a variety of food from all food groups. H1.N1.7b Determine availability of valid and reliable nutrition information, products and services. H3.N1.7		Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS Evaluate resources for accessing valid and reliable information, products and services for healthy eating. H3.N1.HS
Beverages	Summarize importance of staying hydrated. H1.N2.6 Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6	Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7	Develop a message to persuade someone to make healthy beverage choices. H8.N2.8	
Label Literacy		Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7 Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7		Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS
Caloric Intake and Expenditure		Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a Investigate strategies for healthy weight management. H1.N4.7b		
Disease Prevention		Describe impact of nutritional choices in relation to disease prevention. H1.N5.7		Analyze and describe the relationship between nutritional choices, physical activity and chronic diseases. H1.N5.HS

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Topic	Grade 6	Grade 7	Grade 8	High School
<i>Nutritional Planning</i>		Assess barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.7b Describe how peers, culture and family influence nutritional choices. H2.N6.7		

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 4	Grade 5
<i>Anatomy and Physiology</i>	Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4	Understand functions of reproductive systems. H1.Se1.5
<i>Growth and Development</i>	Understand physical, social and emotional changes occur during puberty. H1.Se2.4a Recognize puberty and physical development can vary considerably. H1.Se2.4b	Identify ways to manage physical, social and emotional changes that occur during puberty. H7.Se2.5 Describe how puberty and physical development can vary considerably. H1.Se2.5
<i>Reproduction</i>	Understand reproductive organs allow living things to reproduce. H1.Se3.4	Recognize puberty prepares the body for reproduction. H1.Se3.5
<i>HIV Prevention</i>	Understand how communicable diseases are transmitted. H1.Se4.4	Define human immunodeficiency virus (HIV). H1.Se4.5a Identify methods of transmission and prevention of HIV. H1.Se4.5b

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Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Healthy Relationships	<p>Recognize characteristics of a friend. H1.Se6.Ka</p> <p>Recognize ways to express feelings. H1.Se6.Kb</p> <p>Recognize people have the right to refuse giving or receiving unwanted touch. H1.Se6.Kd</p>	<p>Describe characteristics of a friend. H1.Se6.1a</p> <p>Identify healthy ways to express feelings. H1.Se6.1b</p>	<p>Identify characteristics and benefits of healthy friendships. H1.Se6.2a</p> <p>Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a</p>	<p>List characteristics of healthy and unhealthy friendships. H1.Se6.3a</p> <p>Identify trusted adults to communicate with about relationships. H4.Se6.3a</p> <p>Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b</p>	<p>Demonstrate ways to show respect for all people. H4.Se5.4</p> <p>Describe characteristics of healthy friendships and other relationships. H1.Se6.4</p> <p>Explain importance of communicating with trusted adults about relationships. H2.Se6.4a</p> <p>Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4</p>	<p>Promote ways to show respect for all people. H8.Se5.5</p> <p>Differentiate between healthy and unhealthy relationships. H1.Se6.5a</p>

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Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Anatomy, Reproduction and Pregnancy</i>		Describe reproductive systems including body parts and functions. H1.Se1.7a	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a Identify physical, emotional and social effects of sexual activity. H1.Se1.8b	Describe behaviors that impact reproductive health. H1.Se1.HSc
<i>Puberty and Development</i>			Describe the physical, social, mental and emotional changes that occur during adolescence. H1.Se2.8	
<i>Prevention</i>	Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a	Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b Identify a decision-making model that can be used to make a health-related decision. H5.Se4.7 Describe factors that contribute to or protect against engaging in risk behaviors H2.Se4.7d	Summarize ways to prevent pregnancy and STDs. H1.Se4.8a Identify medically accurate resources about contraceptive methods, STDs/HIV and pregnancy. H3.Se4.8 Summarize signs, symptoms, potential impact and treatment of STDs. H1.Se4.8b Use a decision-making model to make a health-related decision. H5.Se4.8	Evaluate the effectiveness of abstinence, condoms and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS

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Topic	Grade 6	Grade 7	Grade 8	High School
<i>Prevention (Continued)</i>			<p>Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c</p> <p>Describe personal role in protecting one’s own sexual and reproductive health. H7.Se4.8</p>	
<i>Healthy Relationships</i>			<p>Explain how to build and maintain healthy family, peer and dating relationships. H1.Se5.8a</p> <p>Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b</p> <p>Analyze the impact of technology and social media on friendships and relationships. H2.SE8.8</p> <p>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8</p>	<p>Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb</p> <p>Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS</p>
<i>Washington State Laws</i>			<p>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS</p> <p>Explain consequences of sharing sexually explicit pictures or message. H1.Se6.8c</p>	<p>Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS</p> <p>Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb</p>

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Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Self-Esteem	Understand positive self-talk. H1.So1.K	Compare and contrast positive and negative self-talk. H1.So1.1	<p>Identify personal strengths and challenges. H1.So1.2a</p> <p>Recognize that practice develops confidence. H1.So1.2b</p>	<p>Define self-esteem. H1.So1.3a</p> <p>Identify characteristics of healthy self-esteem. H1.So1.3b</p> <p>Understand self-esteem can be enhanced by working through challenges. H1.So1.3c</p>	<p>Compare and contrast high and low self-esteem. H1.So1.4a</p> <p>Understand the connection between self-esteem and healthy decision-making. H1.So1.4b</p>	<p>Explain how high self-esteem is a sign of emotional well-being. H1.So1.5a</p> <p>Recognize how self-esteem is impacted by family and peers. H1.So1.5b</p>
Body Image			Understand body size, shape and appearance are partially determined by genetics. H1.So2.2	Identify positive and negative influences on body image. H2.So2.3	Understand influences of family, culture and media on body image. H2.So2.4	Describe influence of peers and social media on body image. H2.So2.5
Stress Management	Identify characteristics of stress. H1.So3.K	<p>Recognize positive and negative effects of stress. H1.So3.1</p> <p>Identify basic stress management techniques. H7.So3.1</p>	<p>Identify causes of stress. H1.So3.2a</p> <p>Describe stress management techniques. H1So3.2b</p>	<p>Explain how the body reacts to stress. H1.So3.3a</p> <p>Identify personal stressors. H1.So3.3b</p> <p>Identify strategies to manage personal stress. H7.So3.3</p>	<p>Explain emotional reactions to stress. H1.So3.4a</p> <p>Describe relationship between attitude and stress. H1.So3.4b</p> <p>Explain how stress management techniques positively impact health. H1.So3.4c</p>	<p>List ways to support others in stressful situations. H8.So3.5</p> <p>Compare healthy and unhealthy ways to manage stress. H7.So3.5</p>

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Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<i>Expressing Emotions</i>	Identify different kinds of emotions. H1.So4.Ka Identify appropriate ways to express and manage emotions. H1.So4.Kb	Describe appropriate ways to express emotions. H1.So4.1a Recognize importance of being sensitive to others' feelings. H1.So4.1b	Demonstrate appropriate ways to express emotions. H4.So4.2 Understand relationship between emotions and behaviors. H1.So4.2	Describe importance of being aware of one's own feelings. H1.So4.3a Identify characteristics of self-control. H1.So4.3b	Explain how expression of emotions may impact others. H4.So4.4a Understand how to express empathy. H4.So4.4b	Understand ways to manage difficult emotions. H1.So4.5a Identify resources for managing emotions. H1.So4.5b
<i>Harassment, Intimidation and Bullying</i>	Recognize bullying and teasing. H1.So5.K Recognize ways to respond appropriately to bullying and teasing. H4.So5.K	Distinguish between bullying and teasing. H1.So5.1a Discuss harmful effects of bullying and teasing. H1.So5.1b List ways to respond appropriately to bullying and teasing. H4.So5.1	Define bystanders and interveners related to bullying. H1.So5.2 Identify strategies to intervene safely when someone is being bullied or teased. H8.So5.2	Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3 Identify benefits of intervening and disadvantages of being a bystander. H8.So5.3 Recognize harassment and intimidation. H1.So5.3	Compare and contrast bullying, teasing, harassment and intimidation. H1. So5.4 Demonstrate how to respond appropriately to bullying, harassment and intimidation. H4.So5.4	Explain how bullying, intimidation and harassment affect individuals. H1.So5.5a Advocate for self and others to prevent bullying, harassment and intimidation. H8.So5.5

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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Self-Esteem</i>		<p>Explain how self-esteem influences personal health choices. H1.So1.7</p> <p>Describe personal choices that can positively impact self-esteem. H7.So1.7</p>		
<i>Body Image and Eating Disorders</i>		<p>Explain how peers and media influence body image. H2.So2.7</p>	<p>Identify signs, symptoms and consequences of eating disorders. H1.So2.8</p>	<p>Explain why people with eating disorders need support services. H3.So2.HS</p> <p>Identify supportive services for people with eating disorders. H1.So2.HS</p> <p>Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS</p>
<i>Stress Management</i>		<p>Compare healthy and unhealthy ways of dealing with stress. H7.So3.7</p>	<p>Analyze effects of eustress and distress. H1.So3.8</p> <p>Evaluate personal stress management techniques. H7.So3.8</p>	<p>Identify physical and psychological responses to stressors. H1.So3.HS</p>
<i>Expressing Emotions</i>			<p>Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8</p> <p>Compare and contrast the influence of family, culture and media on how emotions are expressed. H2.So4.8</p>	<p>Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS</p> <p>Summarize Strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS</p> <p>Demonstrate effective communication skills to express emotions. H4.So4.HS</p>

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Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Harassment, Intimidation and Bullying</i>	Describe different types of harassment, intimidation and bullying. H1.So5.6a Analyze harmful effects of harassment, intimidation and bullying. H1.So5.6b	Determine strategies for responding to harassment, intimidation and bullying. H5.So5.7 Explain how harassment, intimidation and bullying affect individuals, families and communities. H1.So5.7	Describe possible consequences of harassment, intimidation and bullying. H1.So5.8a Advocate for a bully-free school and community environment. H8.So5.8 Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c	
<i>Emotional, Mental and Behavioral Health</i>			Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8 Recognize signs that someone may be at risk of committing suicide. H1.So6.8b	Compare and contrast emotional and mental and behavioral illness, mental well-being and concurrent disorders. H1.So6.HSa Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 3	Grade 4	Grade 5
<i>Use and Abuse</i>	Identify how family, school and community influence decisions related to tobacco, alcohol and marijuana. H2.Su1.3	<p>Understand tobacco, alcohol and marijuana are all illegal for minors. H1.su1.4b</p> <p>Describe reasons people use tobacco, alcohol and other drugs. H1.Su1.4c</p> <p>Identify how peers, media and technology influence decisions related to tobacco, alcohol and marijuana. H2.Su1.4</p>	<p>Identify reliable sources of information about tobacco, alcohol and other drugs. H3.Su1.5</p> <p>Identify a variety of tobacco, alcohol and marijuana products. H1.Su1.5a</p> <p>Recognize that tobacco, alcohol and other drugs can be addictive. H1.Su1.5b</p> <p>Describe how family, school, community, peers, media and technology influence decisions related to use of tobacco, alcohol, marijuana and other drugs. H2.Su1.5</p>

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Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
<i>Use and Abuse</i>	<p>Explain differences between appropriate use, misuse and abuse of substances. H1.Su1.6a</p> <p>Describe how peers and family influence substance use and abuse. H2.Su1.6</p>	<p>Distinguish between substance use, misuse, abuse, dependency and addiction. H1.Su1.7</p> <p>Describe how peers and media influence substance use and abuse. H2.Su1.7</p>	<p>Analyze factors that influence substance use and abuse. H2.Su1.8</p> <p>Compare and contrast sources of information on substance use. H3.Su1.8</p> <p>Explain classifications of substances. H1.Su1.8</p>	<p>Analyze why individuals choose to use or not use substances. H1.Su1.HSa</p> <p>Differentiate classifications of substances. H1.Su1.HSb</p>
<i>Effects</i>	<p>Understand short- and long-term effects of substance abuse on physical and mental health. H1.Su2.6</p>	<p>Explain short- and long-term effects of substance abuse on dimensions of health. H1.Su2.7</p>	<p>Describe how substance abuse affects dimensions of health. H1.Su2.8</p>	<p>Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa</p>
<i>Prevention</i>	<p>Identify how to use refusal skills to avoid substance use. H1.Su3.6</p> <p>Identify scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.6</p> <p>Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6</p>	<p>Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a</p> <p>Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b</p>	<p>Apply refusal skills to avoid substance use. H7.Su3.8a</p> <p>Demonstrate behaviors and practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b</p> <p>Create a drug-free message for school. H8.Su3.8</p>	
<i>Treatment</i>	<p>Identify valid and reliable substance abuse services. H3.Su4.6</p>	<p>Describe situations that call for professional treatment for substance abuse. H3.Su4.7</p>	<p>Investigate local services for those affected by substance abuse. H3.Su4.8</p>	
<i>Legal Consequences</i>	<p>Identify legal and illegal substances. H1.Su5.6</p>	<p>Understand school policies related to substance possession and use. H1.Su5.7</p>	<p>Describe short- and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8</p>	<p>Compare and contrast school, local, state and federal laws related to substance possession and use. H1.Su5.HS</p>

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