



RHODE ISLAND DEPARTMENT OF EDUCATION

COMPREHENSIVE HEALTH INSTRUCTIONAL OUTCOMES

Rhode Island Department of Elementary and Secondary Education

Peter McWalters, Commissioner
255 Westminister Street
Providence, Rhode Island 02903

PLEASE NOTE: THIS IS THE NEW APPENDIX “C” OF THE
RHODE ISLAND HEALTH EDUCATION FRAMEWORK HEALTH
LITERACY FOR ALL STUDENTS. IT REPLACES THE CURRENT
APPENDIX “C”.

REVISED 2003

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RHODE ISLAND DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
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Rhode Island Comprehensive Health Education Outcomes

TABLE OF CONTENTS

Introduction

• Forward	1
• Acknowledgements	2
• Overview	3
• Role of Health Education	4
• Health Education Curriculum Development	5
• How to Read and Use the Outcomes	10

Comprehensive Health Instructional Outcomes

• Personal Health	12
• Mental and Emotional Health	19
• Injury Prevention	24
• Nutrition	29
• Sexuality and Family Life	34
• Disease Prevention and Control	40
• Substance Use and Abuse Prevention	50

Foreword

In 1995, the Health Education Framework and Assessment Task Force, as part of the Healthy Schools! Healthy Kids! Initiative, began work on the development of a health education framework including health education content standards for Rhode Island. In July, 1996, the Rhode Island Health Education Framework, *Health Literacy for All Students* was endorsed by the Board of Regents of Elementary and Secondary Education. In the course of the Task Force's deliberations, it became evident that the state's *Health Education Instructional Outcomes* needed to be aligned with these new standards, particularly in light of the state's move to standards-driven, instruction and performance-based assessment. In addition, the health information in the original *Outcomes* needed updating to reflect current health knowledge. Several *ad hoc* committees had been convened by the Department of Education to update the *Outcomes* periodically, but a concerted effort to review and update all of the content areas had to be undertaken. With the advent of the Health Education Framework, it became clear that now was the time to update the outcomes and align them with the new standards for health education.

A committee of teachers, a representative from higher education, consultants and Department of Education, Department of Health and Department of Mental Health, Retardation and Hospitals staff, many of whom had also served on the Framework Task Force, began meeting in February of 1997. Working with a consultant, Andrea Ferreira, this Outcomes Revision Committee carried out the task of reviewing the original *Outcomes*, updating the health information in each content area, removing redundancies, categorizing content for grade categories and developing a format in which to present the aligned outcomes and standards. The Committee met regularly from February through December to ensure accuracy, alignment with the standards, appropriateness of content, user-friendliness and compliance with state rules and regulations of these revised outcomes.

Peter McWalters
Commissioner of Education
Rhode Island Department of Education

April, 1988
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August, 2003

Acknowledgments

The Rhode Island Department of Education wishes to thank all the members of the Outcomes Revision Committee for accepting the challenge of revising and aligning the *Outcomes* with the health education standards. The task was difficult, but mutual respect and good humor prevailed.

Health Education Instructional Outcomes Revision Committee:

Kenneth M. Ascoli, *Bristol-Warren Regional Schools: Department Head, K-12 Physical Education and Health*

Marcia Campbell, *Department of Education: Health Education Specialist*

Tracy Caravella, PhD, *Rhode Island College, Assistant Professor, Health Education*

Cynthia Y. Corbridge, *Department of Education: Health Education Assessment Specialist*

Carol Cummings, PhD, *Health Education Consultant*

Andrea V. Ferreira, MPH, CHES, *Health Education Consultant*

Donald P. Galamaga, *Department of Mental Health, Retardation and Hospitals: Executive Director*

Linda Nightingale Greenwood, *Department of Education: Manager, Comprehensive School Health Programs*

Jackie Harrington, *Department of Education: HIV/AIDS Specialist*

Wanda Lukas, *Mt. Hope High School: Teacher, Health and Physical Education*

Anne Maack, *North Kingstown High School: Teacher, Health Education*

George McDonough, *Department of Education: Coordinator, Safe and Drug-Free Schools*

Catherine Moffitt, *Hope Valley Elementary School: Teacher, Health and Physical Education*

Rosemary Reilly-Chammat, *Department of Health: Program Manager*

Kathy Santosuosso, *Isaac Paine School: Teacher, Health and Physical Education*

Rene Sullivan, *Jamestown School Department: School Nurse-Teacher*

Andrea Vastis, *Department of Health: Public Health Promotion Specialist*

Janet Watkinson, *Newport School Department: School Nurse-Teacher*

Heidi Willner, *Johnston High School: Teacher, Health Education*

Special recognition and enormous appreciation go to Andrea Ferreira, our consultant. Her unfailing professionalism, intelligence, patience and diligence (not to mention her ability to take the views of a dozen people and produce such fine work) have resulted in a product of which we can all be proud.

Thank you also to the *Healthy Schools! Healthy Kids!* (HS!HK!) Initiative, funded by a Cooperative Agreement (U87/CCU109023-06) with the Centers for Disease Control and Prevention (CDC) through 2002. Through this initiative health education enjoys continued support as one of seven interdependent components of a comprehensive school health program. The HS!HK! Initiative has served as a resource for and reinforcement of standards-based teaching and learning, guided by a health education framework similar to those crafted in other core areas: English Language Arts, Mathematics and Science.

Overview

This document is designed to complement the Rhode Island Health Education Framework, *Health Literacy for All Students*. It partners with the Framework to provide curriculum committees in local districts a resource to help them develop, evaluate, revise and improve existing Kindergarten (K) – 12 health education curricula.

The Framework clearly articulates the role of health education in school reform, the relationship of health education to each of the components of a comprehensive school health program as well as health literacy, and the Rhode Island *Common Core of Learning*. For a thorough understanding of the aforementioned, the reader is encouraged to read pages 1 - 8 of the Rhode Island Health Education Framework: *Health Literacy for ALL Students*.

In the Framework, Rhode Island's Health Education Standards (pages 9-20) clearly present high expectations for all students. They describe what all students should know and be able to do in health education. Performance descriptions are provided for each of the seven standards. The performance descriptions illustrate what achieving each standard looks like at four stages during a student's schooling, K, grade 4; grades 5 – 8, grades 9 – 10 and grades 11 and 12. There are strong connections between and among the standards and performance descriptions. None is an isolate. The performance descriptions formed the roots of the revised outcomes.

Rhode Island's *Rules and Regulations for School Health Programs (RI16-21-SCHO)* as amended in January 1996¹ (found in the Appendix A of the Framework), promulgate a "comprehensive, planned and sequential arrangement of learning opportunities" for students. The *Rules and Regulations* outline specific "health instructional outcomes" which include no fewer than the following topics: AIDS; alcohol, tobacco and other substance abuse; child abuse; community health; consumer health; cardiopulmonary resuscitation; environmental health; sexuality and family life; human growth and development; mental health; nutrition; prevention and control of disease; physical fitness; safety and injury prevention; and suicide prevention. To date, these outcomes have been presented by content area clusters in the Rhode Island Department of Education document *Comprehensive Health Instructional Outcomes*, published in April, 1988 and revised in July, 1992. The outcomes that follow this introduction were aligned with the seven health education standards by attaching content specific topics to the performance descriptions for each standard.

¹ General Laws of Rhode Island, Chapters 16-21 and 35-4 and section 23-1-18(4)

The Role of Health Education

Health education is part of an essential strategy to affect positively the health and education of children. When children are healthy, they can learn; when they are educated, they can stay healthy. Clearly, because education and health go hand-in-hand, an investment in educating our children about becoming and staying healthy leads to positive outcomes. Our children become better learners, and improve the quality of their lives and of the society in which they live. Ultimately, they will work and contribute to society as productive citizens.

However, research indicates that young people today are less healthy than those of recent generations. The Health Education Framework lists some of the statistics (pages 4-5) which call for a concerted response from all those who care for children and youth. For example, nearly half of young people aged 12 - 21 are not vigorously active on a regular basis.² The prognosis? Increased cardiovascular disease, cancer, and many other chronic conditions. More youth carry weapons than ever before. The result? Intentional and unintentional injury, which is now the leading cause of death among 15 to 24 year olds. The Centers for Disease Control and Prevention (CDC) has identified six categories of risk behaviors in today's students: 1) Behaviors that result in unintentional and intentional injuries; 2) Tobacco use; 3) Alcohol and other drug use; 4) Sexual behaviors that result in HIV infection, other STDs, and unintended pregnancy; 5) Dietary patterns that contribute to disease; and 6) Insufficient physical activity. These risk behaviors are preventable!

A comprehensive approach is required to assist students to become motivated to improve and maintain their health, prevent disease and injury and reduce risk. Health education is part of that comprehensive approach. Research tells us that while health knowledge can change with health instruction, a minimum of 40-50 hours of health education is needed in order to impact behaviors. Health education is about *prevention*. A planned and sequential K-12 health education curriculum addresses all dimensions of health in a way that results in students who possess the knowledge and skills to live a healthy life.

² CDC, *Physical Activity and Health: A Report of the Surgeon General*. 1997. www.cdc.gov/nccdphp/phyactiv.htm.

Health Education Curriculum Development

This document is primarily designed for use by those involved in K-12 comprehensive health education curriculum development at the district and grade level. It is meant to serve as a guideline and resource for those in a school district charged with developing sequential teaching, learning and assessment opportunities for students K – 12.

According to the Rhode Island Health Education Framework, curriculum development

“is more than simply arranging knowledge into manageable chunks. A good curriculum is more than a syllabus; it addresses multiple objectives simultaneously and envisions experiences for student that will provoke their curiosity, spark their imaginations and deepen their understanding [through] inquiry-based, resource-rich teaching and learning.”³

Effective curricula are marked by opportunities for active participation of students in the learning process including student-centered activities such as dialogue, role play, group projects and discussion. Students come to know something not by just acquiring information, but by interpreting and relating it to previously acquired knowledge. The use of a variety of approaches for teaching and learning, such as cooperative learning, mastery learning, peer coaching and other strategies, interfaces with diverse student learning styles.

Four phases have been identified as guideposts for curriculum development and improvement (RI Educational Leadership Academy and the RI Association for Supervision and Curriculum Development, 1988). They are *planning*, *development*, *implementation*, and *evaluation*. Each of these phases is presented below, accompanied by a series of questions curriculum developers can ask themselves as they seek to develop or revise their district health education curriculum so that it is aligned with the health education standards and revised outcomes. The questions provide flexibility in approaching the development process as well as a “checklist” for the work at hand. Once the work is underway, curriculum committees may find there are still other questions they need to answer such as “Are we following our plan?” “Is this working?” “Have we planned to review our work periodically?”.

³Rhode Island Health Education Framework, *Health Literacy for All Students*. Rhode Island Department of Education, 1996, p. 22.

Phase I: *Planning*

This, the initial phase of the curriculum development and improvement process, involves (1) establishing a planning process and structure, (2) developing philosophy and goals, and (3) assessing current curricula and the configuration of health education in the district or school. Curriculum developers may want to ask themselves the following questions:

- Who should be at the table to work on this curriculum? Is there K-12 representation here?
- What provision has been made to involve the community in the process?
- What is currently being taught?
- Who is teaching what and when?
- How much time is available for teaching?
- What is the current scope and sequence of health education?
- What are common themes across grades K - 12?
- How is the curriculum currently organized? by theme? by topic? by skills?
- How are current health issues addressed?
- Where are the gaps?
- Where are the linkages with other subject areas?
- To what resources do we have access, including books, data, experts, etc.?
- What are students interested in learning?
- How does the curriculum at each grade level prepare students to meet the standards assessed in the Rhode Island State Health Performance Assessment administered at grades 5 and 9?

Phase II: *Development*

This, the second phase of the process, involves (1) developing scope and sequence, and (2) selecting teaching, learning and assessment strategies. Questions to consider include the following:

- How should the curriculum be organized: by standards? by risk behaviors? by content or concepts? by skills? by theme?
- How does this curriculum reflect the health education standards and outcomes?
- How is the document teacher friendly?
- To what extent are various methods of student assessment provided?
- How comprehensive is the curriculum?
- What teaching and learning strategies does the curriculum employ?
- How does this curriculum address the needs of diverse learners?
- What resources are available to assist in developing this curriculum?
- Does the curriculum include suggested materials and resources for teachers?
- How does this curriculum reflect community needs? values? mores?

Phase III: *Implementation.*

Implementation represents the process of transforming curriculum plans into actual teaching and learning. Curriculum developers may want to consider:

- What is the plan for implementation?
- What kind of professional development is needed?
- What kind of ongoing peer support is needed during implementation.
- What resources are needed for implementation?
- What community assets are available?
- What kind of administrative support is needed to implement the curriculum most effectively?
- What kind of support materials need to be developed to aid in implementation (e.g. form letters to parents)?
- What is the plan for introducing the curriculum to the community?

Phase III: *Evaluation*

Evaluation involves developing a mechanism to track the progress of implementing the curriculum and its intended goals. It answers the questions, “Does the curriculum provide a K-12 scope and sequence? Does it provide for a variety of teaching and learning styles? Does it align with Rhode Island’s health education framework and assessments? Does it meet the needs of our students and teachers?” In other words, how does this curriculum work? Evaluation involves developing a method and tools to measure whether or not the goals established through the curriculum process and the curriculum itself have been reached. Evaluation also allows the curriculum committee to review the implementation plan to see what worked and what needs to be improved. It provides a process for determining curriculum effectiveness and a mechanism for feedback in order to revise the curriculum in the future.

In creating an evaluation plan for a standards-based curriculum, curriculum developers must decide in the planning phase what they want to know about the curriculum, such as, but not limited to:

- What are the indicators that your curriculum has been effectively implemented?
- Has it been implemented according to agreed upon specifications?
- How closely is the curriculum aligned with the standards?
- How do the teachers of health education use the curriculum?
- What impact has it had on student knowledge, attitudes, and skills?
- Are our students meeting or exceeding the performance standards set by the Board of Regents?
- How will the curriculum be reviewed and revised?

The evaluation process also addresses the mechanisms for evaluating student performance:

- What kinds of classroom scoring guides are used for each of the seven standards?
- What are the multiple modes of assessment employed?
- What are the rubrics used to assess the quality of student work?
- What provision is used to measure student achievement?

Evaluation is a crucial, often forgotten step in curriculum development. The discussion here is not a guide for developing an appropriate evaluation plan, but is intended to provoke thought and further discussion on evaluation at the local level.

How to Read and Use the Outcomes

The Revised Outcomes are grouped by four grade categories: Kindergarten through Grade 4, Grades 5 through 8, Grades 9 - 10 and Grades 11 - 12. The Outcomes are arranged in table form with each column headed by one of the seven health education standards. The amount of content and skills vary from standard to standard. The standards and outcomes are not independent of one another. None is meant to be considered in isolation. They are complementary. Even a cursory review across a table will show the interrelationships. Curriculum developers need to be aware of those interrelationships as well as the opportunities for interdisciplinary approaches.

A notation is made throughout the document of “**Required Topics**”. These are listings of the minimum content required by law. Where “**Required Topics**” are not listed separately, the content of the outcome itself establishes the minimum content.

In many cases, these health education outcomes overlap with other health content areas and/or can be linked with other subject areas, such as Science, Mathematics, English Language Arts, Social Studies and Family Life and Consumer Science. This is also indicated at the bottom of each table.

A general instructional goal for the content area at that grade level is presented at the top of the page. In most cases all the outcomes for the entire grade grouping (e.g. K - 4) are on one or two pages. Refer to the diagram on the following page to become familiar with the features and layout.

The Seven Content Areas

Each of the seven content areas presented in this document encompasses the wide variety of topics inherent to the goal of improving and maintaining health, and preventing disease and injury.

A rationale precedes the health education instructional outcomes for each of these seven content areas.

Seven Content Areas of RI's Health Education Instructional Outcomes

1. Personal Health (including Physical Activity and Wellness)
2. Mental and Emotional Health
3. Injury Prevention
4. Nutrition
5. Sexuality and Family Life
6. Disease Prevention and Control
7. Substance Use and Abuse Prevention (including alcohol, tobacco and other drugs, or ATOD)

Features of the Table: Health Education Instructional Outcomes Aligned with the Standards

HEALTH
HEALTH EDUCATION STANDARDS and PERSONAL HEALTH PERFORMANCE DESCRIPTIONS

GRADES K - 4

Explains the knowledge, attitudes and/or behaviors targeted for teaching and learning

The RI Standards for Health Education are listed at the top of each column.

Identifies grade grouping for this set of outcomes.

The specific outcomes are listed in language describing what students should know and be able to do.

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	Standard 1: <i>Understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Analyze the influence of culture, media, technology & other factors on health.</i>
	<p>STUDENTS WILL:</p> <ol style="list-style-type: none"> Describe relationships among heredity, environment, physical activity, lifestyle and individual well being. (REQUIRED TOPICS: characteristics of a fit and an unfit individual; health practices and levels of wellness; effects of age, gender, and health status on physical activity levels) Identify indicators of health-related fitness during childhood. (REQUIRED TOPICS: benefits of physical activity; activities which contribute to fitness; changes in the body during physical activity; health-related fitness and performance-related fitness; various forms of physical activity;) <i>Overlaps: CON, COM,</i> Describe the basic structure and functions of the human body systems. (REQUIRED TOPICS: major role of each body part; interrelationships of body systems; muscular, skeletal and respiratory systems; the effect of these systems on the size, shape and movement of the body; posture and postural defects, their identification and treatment; oral health and hygiene, including prevention of tooth decay; the senses and how one learns through them; uniqueness of each person's pattern and rate of growth; acceptance of one's own unique body; accepting physically challenged individuals) Describe how physical activity is influenced by physical, social, emotional and family environments. (REQUIRED TOPICS: promoting the health of muscles and bones; family activities; physical, social and emotional benefits of physical activity and exercise; barriers to physical activity and wellness; short and long-term effects of lifestyle choices on wellness) <i>Overlaps: SFL</i> Explain how simple injuries from physical activity can be prevented or treated (REQUIRED TOPICS: use of protective gear, including mouth guards, pads and helmets; warm up and cool down activities; care of simple injuries) <i>Overlaps: INJ</i> 	<p>STUDENTS WILL:</p> <ol style="list-style-type: none"> Identify characteristics of valid personal health information and health-promoting products and services. (REQUIRED TOPICS: sources of information regarding physical activity; hygiene-related products) <i>Overlap: COM, CON, NUT</i> Demonstrate the ability to locate resources from home, school and community that provide valid information about personal health, including physical activity. <i>Overlap: COM, CON, NUT</i> Explain how media influences the selection of information about physical activity, personal hygiene, and other wellness information. (REQUIRED TOPICS: advertising and personal hygiene products; the value of "special" physical fitness equipment and services vs. no-cost activities; use of role models and personal health choices.) <i>Overlap: NUT</i> Demonstrate the ability to locate school and community health helpers in the area of physical activity, personal hygiene and overall wellness. <i>Overlap: NUT, MH</i> Describe the relationship between personal health products and services and money. (REQUIRED TOPICS: how to select and purchase basic safety equipment (e.g. helmets); avoiding "quackery" products) <i>Overlap: COM, CON</i> 	<p>STUDENTS WILL:</p> <ol style="list-style-type: none"> Identify responsible personal health behaviors. (REQUIRED TOPICS: use of protective gear; seat belt use; responsible physical activity including safe and controlled movements; potential risks; safe use of physical activity equipment; care of the body; good posture; need for sleep; managing stress; effects of substances on personal health and performance in physical activity) <i>Overlap: NUT, MH, INJ, SAP</i> Identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition and other aspects of wellness. <i>Overlap: SAP, NUT, MH</i> Compare physical activity behaviors that are safe to those that are risky or harmful. <i>Overlap: INJ</i> Demonstrate strategies for preventing injuries during physical activity. (REQUIRED TOPICS: significant overlap with Injury Prevention) 	<p>STUDENTS WILL:</p> <ol style="list-style-type: none"> Demonstrate awareness of the influence of culture upon personal health behaviors. (REQUIRED TOPICS: physical activity habits; hygiene practices; food choices; use of substances) Explain how media influences thoughts, feelings and behaviors about personal health. (REQUIRED TOPICS: physical activity habits; self-esteem; media role models) Describe ways technology can influence personal health. (REQUIRED TOPICS: state-of-the-art improvements in physical activity equipment - e.g. computerized exercise equipment) Explain how information from school and family influences personal health.

"Required Topics" specify the minimum required content. Where topics are not listed, the outcome becomes the required content.

Overlap refers to specific health content areas which share related outcomes.

NUT = nutrition
PSL = personal health
INJ = injury prevention
DCP = disease control and prevention
MH = mental & emotional health
SFL = sexuality & family life
SAP = substance abuse prevention

Footnote indicates general areas of overlap with other health content areas and links with other specific content areas.

**EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES K-4**

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

<p>1.1. describe relationships among heredity, environment, physical activity, lifestyle and individual well being. (REQUIRED TOPICS: characteristics of a fit and an unfit individual; health practices and levels of wellness; effects of age, gender, and health status on physical activity levels; the environment and how it influences personal health.)</p> <p>1.2. identify indicators of health-related fitness during childhood. (REQUIRED TOPICS: benefits of physical activity; activities which contribute to fitness; changes in the body during physical activity; health-related fitness and performance-related fitness; various forms of physical activity;)</p> <p>1.3. describe the basic structure and functions of the human body systems. (REQUIRED TOPICS: major role of each body part; interrelationships of body systems; muscular, skeletal and respiratory systems; the effect of these systems on the size, shape and movement of the body; posture and postural defects, their identification and treatment; oral health and hygiene, including prevention of tooth decay; the senses and how one learns through them; uniqueness of each person's pattern and rate of growth; acceptance of one's own unique body; accepting physically challenged individuals) CONTINUED</p>	<p>2.1. identify characteristics of valid personal health information and health-promoting products and services. (REQUIRED TOPICS: sources of information regarding physical activity; hygiene-related products) <i>Overlap: NUT</i></p> <p>2.2. locate resources from home, school and community that provide valid information about personal health, including physical activity. <i>Overlap: NUT</i></p> <p>2.3. explain how media influences the selection of information about physical activity, personal hygiene, and other wellness information,. (REQUIRED TOPICS: advertising and personal hygiene products; the value of "special" physical fitness equipment and services vs. no-cost activities; use of role models and personal health choices.) <i>Overlap: NUT</i></p> <p>2.4. locate school and community health helpers in the area of physical activity, personal hygiene and overall wellness. <i>Overlaps: NUT, MH</i></p> <p>2.5. describe the relationship between personal health products and services and money. (REQUIRED TOPICS: how to select and purchase basic safety equipment (e.g. helmets) avoiding "quackery" products)</p>	<p>3.1. identify responsible personal health behaviors. (REQUIRED TOPICS: use of protective gear; seat belt use; responsible physical activity including safe and controlled movements; potential risks; safe use of physical activity equipment; care of the body; good posture; need for sleep; managing stress; effects of substances on personal health and performance in physical activity) <i>Overlaps: NUT, MH, INJ, SAP</i></p> <p>3.2. identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition and other aspects of wellness. <i>Overlaps: SAP, NUT, MH</i></p> <p>3.3 compare physical activity behaviors that are safe to those that are risky or harmful. <i>Overlap: INJ</i></p>	<p>4.1. explain the influence of culture upon personal health behaviors. (REQUIRED TOPICS: physical activity habits; hygiene practices; food choices; use of substances)</p> <p>4.2. explain how media influences thoughts, feelings and behaviors about personal health. (REQUIRED TOPICS: physical activity habits; self-esteem; media role models)</p> <p>4.3. describe ways technology can influence personal health. (REQUIRED TOPICS: state-of-the-art improvements in physical activity equipment - e.g. computerized exercise equipment)</p> <p>4.4. explain how information from school and family influences personal health.</p>	<p>5.1 identify healthy ways to express needs, wants, and feelings. (REQUIRED TOPICS: appropriate behaviors for participating with others in physical activity; cooperation and sharing; conflict and communication in relationships with family members, friends) <i>Overlap: MH</i></p> <p>5.2. communicate care, consideration, and respect of self and others during physical activity.</p> <p>5.3. understand and apply non-violent strategies to resolve conflicts during physical activity. <i>Overlap: INJ</i></p>	<p>6.1. apply a decision-making process to a personal health issue. (REQUIRED TOPICS: identifying appropriate physical activities and selecting one for personal implementation)</p> <p>6.2. explain when it is appropriate to ask for assistance in making personal health decisions and setting personal health goals. (REQUIRED TOPICS: selecting appropriate physical activities)</p> <p>6.3. predict outcomes of specific decisions about personal health.</p> <p>6.4 goal and track progress toward its achievement.</p>	<p>7.1. discuss accurate information and express opinions about personal health issues.</p> <p>7.2. describe a variety of methods that convey accurate information and ideas about personal health, including physical activity.</p> <p>7.3. identify community agencies that advocate for wellness, including physically active individuals, families and communities.</p> <p>7.4. influence and support others in making choices about personal health choices, including positive physical activity. (REQUIRED TOPICS: peer support for physical activity, care of the body and other wellness behaviors.)</p> <p>7.5. work cooperatively when advocating for personal wellness.</p>
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**EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES K-4 (Continued)**

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

	<p>1.4. describe how physical activity is influenced by physical, social, emotional and family environments. (REQUIRED TOPICS: promoting the health of muscles and bones; family activities; physical, social and emotional benefits of physical activity and exercise; barriers to physical activity and wellness; short and long-term effects of lifestyle choices on wellness) <i>Overlap: SFL</i></p> <p>1.5. explain how simple injuries from physical activity can be prevented or treated (REQUIRED TOPICS: use of protective gear, including mouth guards, pads and helmets; warm up and cool down activities; care of simple injuries) <i>Overlap: INJ</i></p>						
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**EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 5-8**

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

<p>1.1. explain the relationship between positive health behaviors and the prevention of injury and premature death. (REQUIRED TOPICS: concepts of physical activity, exercise, and performance-related fitness and health-related fitness; exercise and rest; aerobic exercise; positive contributions of physical activity to health; relationship of physical activity to reduction of risk for chronic disease; measures to reduce risk of heart disease; other benefits of various forms of physical activity (energy level, capacity to manage stress, self-esteem); various forms of physical activity; principles of training and conditioning for specific physical activities; physical activity and weight management;)</p> <p>1.2. describe the interrelationship of mental, emotional, social and physical health during adolescence. (REQUIRED TOPIC: social and emotional benefits of physical activity and overall personal wellness)</p> <p>1.3. explain how health is influenced by the interaction of body systems. (REQUIRED TOPICS: circulatory system - anatomy and physiology; factors affecting health of the circulatory system (e.g. substances, heredity, diet, etc.); what to do when heart stops beating; respiratory system - anatomy and physiology; examples of respiratory diseases and their effects; process for resuscitation; ways to protect the respiratory system; changes in body systems as fitness improves; digestive system - anatomy and physiology; factors affecting health of the digestive system)</p> <p>CONTINUED</p>	<p>2.1. analyze the validity of personal health information, products and services. (REQUIRED TOPICS: sources of information about nutrition and physical activity)</p> <p>2.2. utilize resources from home, school and community that provide valid personal health information. (REQUIRED TOPICS: sources of products and services.)</p> <p>2.3. analyze how media influences the selection of personal health information, products and services. (REQUIRED TOPICS: use of roles models; celebrities in advertising and other advertising strategies)</p> <p>2.4. compare the costs and validity of personal health products and services. (REQUIRED TOPIC: quackery)</p> <p>2.5. describe physical activity situations requiring professional services (REQUIRED TOPICS: dealing with injuries; athletic training; health practices harmful to self or others)</p>	<p>3.1. explain the importance of assuming responsibility for physical activity, hygiene, and care of the body.</p> <p>3.2. analyze personal health habits to determine health strengths and risks. (REQUIRED TOPICS: level of physical activity; errors in personal movement patterns (e.g. posture); knowing when to revise activity level)</p> <p>3.3. distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: analyzing potential risks related to physical activity and the environment)</p> <p>3.4. apply strategies to improve or maintain personal health. (REQUIRED TOPIC: identifying opportunities for regular participation in physical activity; activities which promote high levels of CV fitness)</p> <p>CONTINUED</p>	<p>4.1. describe the influence of cultural and family beliefs on personal health behaviors and the use of personal health services. (REQUIRED TOPICS: physical activity practices; use of physical activity services; expressions of culture through various forms of physical activity - e.g. dance, food selection and other practices)</p> <p>4.2. analyze how positive and negative messages from media and other resources influence personal health behaviors (REQUIRED TOPICS: role models using safety equipment or engaged in physical activity; addressing violence in sports)</p> <p>4.3. analyze the influence of technology on personal health. (REQUIRED TOPICS: advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices.)</p> <p>CONTINUED</p>	<p>5.1. use healthy ways to express needs, wants and feelings.</p>	<p>6.1. predict how decisions regarding risk-taking behaviors have consequences for self and others. (REQUIRED TOPICS: cause and effect; risks and consequences)</p> <p>6.2. apply strategies and skills needed to attain personal health goals.</p> <p>6.3. develop a plan that addresses personal strengths, needs and health risks. (REQUIRED TOPICS: selecting appropriate physical activity levels; avoiding excessive physical activity to lose weight; decisions about eating patterns, care for body; integrating mental and emotional health into all areas of health.)</p>	<p>7.1. influence and support others in making positive choices affecting environmental and personal health, (including physical activity).</p> <p>7.2. work cooperatively when advocating for individual, family and school and environmental safety. (REQUIRED TOPIC: compliance and non-compliance with game rules and fair play)</p>
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**EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 5-8 (Continued)**

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

	<p>e.g. chemical substances, diseases and disorders; oral health and the impact on personal appearance, speech, nutritional status and social relationships; oral disorders, e.g. gingivitis, tooth decay; prevention strategies; vision and hearing - anatomy and physiology; assessing eye/vision and ear/hearing health; correcting vision & hearing; protecting vision and hearing)</p> <p>1.4. describe how family, peers and environment are interrelated with the health of adolescents, including physical activity, nutrition and hygiene practices (REQUIRED TOPICS: family history; current statistics regarding physical activity among adolescents; food choices; availability of resources for engaging in healthy behaviors) how improvements in the environment improve personal health; how improvements in the environment enhance personal and community health)</p> <p>1.5. describe how physical activity reduces risks related to adolescent health problems. (REQUIRED TOPICS: sleep requirements; fatigue - prevention and treatment; sedentary lifestyle; nutrition and athletic performance - myths and facts)</p>		<p>3.5. identify and demonstrate ways to avoid and reduce threatening situations that may occur during physical activity. (REQUIRED TOPICS: sportsmanship; de-escalating conflict) <i>Overlap: MH</i></p>	<p>(REQUIRED TOPICS: "disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use of autos, use of paper, etc.)</p> <p>4.4. analyze how information from peers influences and affects health choices about personal health. (REQUIRED TOPICS: peer pressure to engage in risky behaviors; level of physical activity among peers)</p>			
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**HEALTH EDUCATION STANDARDS and PERSONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 9-10**

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

Grades 9-10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how behavior can impact health maintenance and disease prevention. (REQUIRED TOPICS: health as a balance; interpretation of data relating to prevalence of physical activity among youth; relationship of gender, age, socioeconomic status, and other demographics to lifestyle; frequency, duration and intensity and their relationship to conditioning; dietary and nutritional supplements and fitness)</p> <p>1.2. explain the interrelationships of mental, emotional, social and physical health throughout young adulthood. (REQUIRED TOPICS: benefits from physical activity; how rest improves fitness; facts and fallacies regarding exercise and diet; tailoring exercise to individual needs)</p> <p>1.3. explain how to delay onset and reduce risks of potential life-long health problems relating to lifestyle. (REQUIRED TOPICS: preparation for engaging in physical activity to avoid injury and maximize benefits; caring for minor ailments associated with physical activity)</p> <p>1.4. analyze how the family, peers, community and environment influence the lifestyle and quality of life of individuals. (REQUIRED TOPICS: activity level, food choices, littering, recycling)</p>	<p>2.1. analyze the cost and availability of physical activity products and services for individuals.</p> <p>2.2. analyze situations relating to personal health requiring professional health services (REQUIRED TOPICS: reporting injuries; mental and emotional health needs relating to health practices such as eating disorders.)</p> <p>2.3. explain requirements for entering and pursuing specific careers related to physical activity, health care and related fields: (REQUIRED TOPICS: health educator; physical educator; worksite health promotion specialist; coach; dance instructor; massage therapist; occupational health; pharmacist; aerobics instructor; exercise physiologist; sports medicine)</p>	<p>3.1. analyze the role of individual responsibility for enhancing health. (REQUIRED TOPICS: choices and consequences; tailoring physical activity to individual needs; establishing criteria for selection of fitness equipment)</p> <p>3.2. evaluate personal health behaviors to determine strategies for health enhancement and risk reduction (REQUIRED TOPICS: appraising personal health behaviors; use of safety equipment in recreational, sport or leisure activities; selecting activities and exercise according to potential fitness benefits)</p>	<p>4.1. evaluate the effect of media and other factors on personal, family, community health and environmental. (REQUIRED TOPICS: impact of age, gender, race, ethnicity, socioeconomic status and culture on type and level of physical activity; use of dietary supplements and fitness; conditions which produce environmental pollution</p> <p>4.2 evaluate media influences on the selection of information and products impacting the environment. (REQUIRED TOPICS: worksite health issues. e.g. safety, exposure to environmental toxins, etc.; ozone depletion; global warming; technology which reduces pollution; preserves various species; improved agricultural practices)</p>	<p>5.1. apply effective skills for communicating effectively with the family, peers and others about personal, family, community and environmental health.</p>	<p>6.1. analyze the ability to use different strategies when making decisions related to lifestyle for young adults (REQUIRED TOPICS: selection and use of fitness equipment, clubs and programs; fad diets; risk reduction as a combination of factors)</p> <p>6.2. analyze lifestyle concerns that require individuals to work together. (REQUIRED TOPICS: reducing risks for CV disease, CA, and other disease and disability in a community or population group.)</p> <p>6.3. predict immediate and long-term impact of lifestyle decisions on the individual, family and community and environment. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life; benefits of engaging in healthy lifestyle – social, emotional, physical, economic.)</p> <p>6.4. compare and contrast a variety of plans that address personal strengths, needs and risks related to lifestyle change, health behaviors and the environment. (REQUIRED TOPICS: setting personal goals; self-contracts; commitment to personal goals; calculating risks; pros and cons of individual vs. group activities to enhance wellness.)</p>	<p>7.1. evaluate information and express opinions about lifestyle and wellness.</p> <p>7.2. design methods for accurately expressing information and ideas about wellness.</p> <p>7.3. influence and support others in making choices about positive health behaviors.</p> <p>7.4. work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; supporting positive changes in communities which enhance wellness; identifying community resources; how to work with community groups and governmental agencies.)</p>

**HEALTH EDUCATION STANDARDS and PERSONAL HEALTH EDUCATION INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

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

Grades 11-12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
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STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>1.1. analyze the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: impact of lifestyle on life span, quality of life; models for understanding and planning behavior change; Stages of Change Model – pre-contemplation, contemplation, preparation, action, maintenance, relapse and re-entry.)</p> <p>1.2. analyze how the family, peers, community and environment influence public health. (REQUIRED TOPICS: magnitude of physical activity among various age groups; risk reduction; prevention)</p> <p>1.3. analyze how public health policies and government regulations influence health promotion. (REQUIRED TOPICS: health education and health promotion; regulations, laws and policies regarding physical activity in schools)</p> <p>1.4. analyze how the public influences the development of public health policy and government regulations promoting wellness.</p>		<p>3.1. evaluate the effect of responsible behaviors on self, others and the community. (REQUIRED TOPICS: personal physical activity levels; short and long-term effects of personal health choices.)</p>	<p>4.1. research a school or community issue relating to health promotion and wellness, resulting from the influence of culture, media, technology or other factors.</p> <p>4.2. develop alternative solutions to a researched wellness issue.</p>	<p>5.1. evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues. (REQUIRED TOPICS: pro-social, communication and cooperation skills; dealing with diversity; resolving conflict.) <i>Overlap: INJ</i></p>	<p>6.1. design, implement and evaluate a plan for attaining a personal health goal.</p>	<p>7.1. discuss accurate information and express opinions about wellness.</p> <p>7.2. adapt health promotion and wellness messages and techniques to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive choices regarding their personal health behaviors.</p> <p>7.4. work cooperatively when advocating for wellness, including creating and maintaining a positive family, school and community environment.</p> <p>7.5. evaluate community health services and systems addressing wellness and make recommendations for improving those systems and services.</p>
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**HEALTH EDUCATION STANDARDS for MENTAL and EMOTIONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES K-4**

Overall Instructional Goal Grades K-4: 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.

STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>1.1 describe relationships between one's feelings and behaviors. (REQUIRED TOPICS: basic, complex and mixed emotions; situations provoking various feelings; self-concept; impact of success/failure on self worth)</p> <p>1.2. identify indicators of mental & emotional health during childhood. (REQUIRED TOPICS: personal qualities/strengths; desirable traits; uniqueness of individuals)</p> <p>1.3.describe the connection of emotional health with the function of body systems. (REQUIRED TOPICS: stress; circulatory system; respiratory system; energy levels, etc.)</p> <p>1.4. describe the influence of family and friends on an individual's emotional health. (REQUIRED TOPICS: family structure; how people are similar & different; role of parents/guardians; ways to make friends; sharing; satisfaction through family & friends; mixed feelings and social pressures) <i>Overlap: SFL</i></p> <p>1.5. identify common childhood problems related to poor mental & emotional health (REQUIRED TOPICS: self concept; caring & sharing; appropriate expression of feelings)</p> <p>1.6. identify mental health problems that should be detected and treated early. (REQUIRED TOPICS: dealing with feelings; signals of emotional problems; emotional or other abuse) <i>Overlaps: INJ, SFL, PSL</i></p> <p>1.7. explain how childhood illnesses related to poor mental or emotional health can be prevented or treated. (REQUIRED TOPICS: self concept; stress/eustress & distress; role of family & friends) <i>Overlap: SFL</i></p>	<p>2.1 to locate resources from home, school and community that provide help for those with unmanageable stress or other emotional problems. (REQUIRED TOPICS: when and how to seek help from others)</p> <p>2.2. identify different kinds of health providers who can provide information and services about mental & emotional health. (REQUIRED TOPICS: e.g. physicians, nurses, FNPs, PAs, counselors, police) <i>Overlap: DCP</i></p>	<p>3.1. identify responsible interpersonal behaviors (REQUIRED TOPICS: sharing; respecting others' rights, differences; promoting cooperation.</p> <p>3.2. identify personal emotional and mental health needs.</p> <p>3.3. compare behaviors that are safe to those that are risky or harmful. (REQUIRED TOPICS: expressing emotions appropriately; recognizing and reporting abuse; negative self-directed emotions and their effect on objective, responsible actions)</p> <p>3.4. compare behaviors that deal with stress well and those that deal with stress poorly. (REQUIRED TOPICS: identification of stressful situations; asking for help)</p> <p>3.5. apply strategies to improve or maintain behaviors which enhance mental & emotional health. (REQUIRED TOPICS: exercise; communication with others; healthy ways of dealing with stress) <i>Overlaps: PSL, SFL</i></p> <p>3.6. identify and apply ways to avoid and reduce situations threatening mental or emotional health. (REQUIRED TOPICS: abuse; relationships with others; managing stress) <i>Overlaps: PSL, SAP</i></p> <p>3.7. recognize stressful situations and identify appropriate ways to manage them.</p>	<p>4.1. explain the influence of family and culture on the range of emotional experience and expression.</p> <p>4.2.explain how media influences thought, feelings and health behaviors. (REQUIRED TOPICS: poor communication; aggression and violence)</p>	<p>5.1. distinguish between verbal and non-verbal communication. (REQUIRED TOPICS: recognize facial and behavioral cues; empathy, compassion and tolerance)</p> <p>5.2. describes characteristics needed to be a responsible friend and family member. <i>Overlap: SFL</i></p> <p>5.3. demonstrate healthy ways to express needs, wants and feelings. (REQUIRED TOPICS: names of various emotions and situations which elicit them; how feelings affect ability to make rational choices and other behavior; impact of behaviors on others' feelings)</p> <p>5.4. demonstrate ways to communicate care, consideration and respect of self and others. (REQUIRED TOPICS: rules for working cooperatively; listening skills; sharing; avoiding drug use)</p> <p>5.5. explain attentive listening skills needed to build and maintain healthy relationships. (REQUIRED TOPICS: making friends; influence of peers) <i>Overlap: SFL</i></p> <p>5.6. apply refusal skills needed to enhance health. (REQUIRED TOPICS: impact of situations on emotions; avoiding drugs)</p> <p>5.7. differentiate between negative and positive responses to conflict situations (REQUIRED TOPICS: managing stress; making and keeping friends)</p>	<p>6.1. apply a decision-making process to a mental health or emotional issue. (REQUIRED TOPICS: e.g. identifying/defining problem; alternative solution, predicting consequences, choosing course of action, evaluating outcome.)</p> <p>6.2. predict outcomes of specific decisions.</p> <p>6.3. recognize that everyone has personal strengths and needs. (REQUIRED TOPICS: coping with changing emotions; dealing with anger-eliciting situations)</p>	<p>7.1. discuss accurate information and express opinions about mental/emotional health.</p> <p>7.2. describe a variety of methods that convey accurate information and ideas about mental and emotional health.</p> <p>7.3. identify community agencies that advocate for mental health promotion.</p> <p>7.4. influence and support others in making positive health choices affecting their mental and emotional health..</p> <p>7.5. work cooperatively when advocating for mental and emotional health..</p>
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MHTable4.doc 7/31/2003 **"REQUIRED TOPICS"** indicates that the content listed is the minimum amount required under state regulations.

Overlap: The content area of MENTAL & EMOTIONAL HEALTH lends itself to considerable overlap with the health content areas, namely: personal health (PSL), substance abuse prevention (SAP) and sexuality and family life (SFL). Linkages with Social Studies, Science, English Language Arts, and Family Life & Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS for MENTAL and EMOTIONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 5 - 8**

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 the complex emotional states of adolescence, including knowing when to seek help.

Grades 5 - 8	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. describe the interrelationship between mental, emotional and physical health in adolescence. (REQUIRED TOPICS: self-image; personal qualities and characteristics; how to assess self; personal development over time; capacity and potential for personal growth & change; emotional changes of adolescence; complex emotional states)</p> <p>1.2. explain how the interaction of body systems is affected by mental and emotional health (REQUIRED TOPICS: eustress and distress; anxiety; body's adaptations to stressors).</p> <p>1.3. describe how family, peers and environment influence mental and emotional health (REQUIRED TOPICS: peer pressure; family and social expectations)</p> <p>1.4. analyze how environment and personal, mental and emotional health status are interrelated (REQUIRED TOPICS: personal stress-inducing situations; how decisions are affected by mental and emotional health)</p> <p>1.5. describe ways to reduce risks for stress related illness. (REQUIRED TOPICS: emotional needs of adolescents; influence of needs on behaviors). <i>Overlap: PSL</i></p>	<p>2.1. analyze the validity of mental and emotional health information and services. (REQUIRED TOPICS: sources of information)</p> <p>2.2. Utilize resources from home, school and community that provide valid mental and emotional health information.</p> <p>2.3. analyze how media influences mental and emotional health. (REQUIRED TOPIC: advertising and self-perception)</p> <p>2.4. locate mental health services (REQUIRED TOPIC: sources of mental health support and services.)</p> <p>2.5. describe mental and emotional health situations requiring professional health services (REQUIRED TOPICS: stress; substance use; depression and other mental and emotional distress as treatable conditions)</p> <p>2.6. explain roles played by different health providers in promoting mental and emotional health. (REQUIRED TOPICS: role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health)</p>	<p>3.1. explain the importance of assuming responsibility for behaviors. (REQUIRED TOPICS: influence of feelings, self concept on behaviors)</p> <p>3.2. analyze how personal stress is managed to determine health strengths and risks. (REQUIRED TOPICS: positive, negative stress; universality of stress; ways to deal with stress) <i>Overlap: PSL</i></p> <p>3.3. distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: identifying personal strengths; assuming responsibility for behavior choices)</p> <p>3.4. apply mental health promotion strategies to improve or maintain personal and family health. (REQUIRED TOPICS: avoiding risky situations; roles and responsibilities of adolescence; maturity)</p> <p>3.6. identify and demonstrate ways to avoid and reduce threatening situations. (REQUIRED TOPICS: refusal skills; setting limits; assertive communication) <i>Overlaps: INJ, SFL</i></p> <p>3.7. develop and apply appropriate ways of managing conflict and specific stressful situations. <i>Overlaps: INJ, SFL</i></p>	<p>4.1. describe the influence of cultural beliefs on mental and emotional health. (REQUIRED TOPICS: self-concept; range of emotional experience and expression; relationships influenced by culture; inherited characteristics) <i>Overlaps: SFL, PSL</i></p> <p>4.2. analyze how positive and negative messages from media and other sources influence mental & emotional health. (REQUIRED TOPICS: media portrayal of violence and aggression; influence of psycho-social & environmental factors on substance use)</p> <p>4.3. analyze how information from peers influences self-concept, choices regarding taking risks and relationships with others. <i>Overlaps: PSL, SFL</i></p>	<p>5.1. use effective verbal and non-verbal communication skills to enhance mental health. (REQUIRED TOPICS: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills)</p> <p>5.2. describe how the behavior of family and peers affects interpersonal communication and mental health. (REQUIRED TOPICS: influence of self-perception on interactions with others; abuse; neglect; spreading rumors; results of alcohol abuse on family, others; effect on choices)</p> <p>5.3. use healthy ways to express needs, wants and feelings.</p> <p>5.4. communicate care, consideration and respect of self and others.</p> <p>5.5. use communication skills needed to build and maintain healthy relationships. (REQUIRED TOPICS: rules for working cooperatively; appropriately levels of sharing in various relationships; qualities of a good friend)</p> <p>5.6. apply refusal and negotiation skills needed to enhance mental and emotional health and prevent substance use. <i>Overlaps: SFL, INJ, 5.</i></p> <p>7. analyze the possible causes of conflict among youth in schools and communities.</p>	<p>6.1. apply a decision-making process to emotional health issues and problems individually and collaboratively. (REQUIRED TOPICS: ways to promote mental and emotional health, e.g. exercise, communication)</p> <p>6.2. analyze how the expression of emotions is influenced by individuals, family or community values.</p> <p>6.3. predict how decisions regarding emotional expression have consequences for self and others. (REQUIRED TOPICS: predicting outcomes of emotionally charged situations; dealing with conflict; anger management; assertiveness vs. aggressiveness)</p> <p>6.4. apply effective communication strategies to attain personal mental and emotional health goal. <i>Overlap: PSL</i></p> <p>6.5. develop an emotional health plan that addresses personal strengths, needs and health risks. (REQUIRED TOPICS: dealing with conflict; identifying/avoiding risks; asking for help) <i>Overlaps: INJ, PSL)</i></p>	<p>7.1. discuss accurate information and express opinions about mental and emotional health issues.</p> <p>7.2. analyze various communication methods needed to express mental and emotional health information and ideas accurately.</p> <p>7.3. identify barriers to effective communication of ideas, feelings and opinions about mental health issues.</p> <p>7.4. influence and support others in making positive choices about their emotional and mental health.</p> <p>7.5. work cooperatively when advocating for healthy individuals, family and schools.</p>

**HEALTH EDUCATION STANDARDS for MENTAL and EMOTIONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 9 - 10**

Overall Instructional Goals Grades 9 - 12: 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 - 10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how mental and emotional health can impact health maintenance and disease prevention. (REQUIRED TOPICS: effect on judgement; anxiety and depression and susceptibility to disease;) <i>Overlaps: PSL, DCP, SFL, INJ</i></p> <p>1.2. describe the interrelationships of mental, emotional, social and physical throughout young adulthood. (REQUIRED TOPICS: self-image-personal, social, ideal; personal qualities and characteristics; personal development over time; capacity and potential for personal growth and change; heredity and environment; fallacies regarding suicide; signs signaling suicide; eating disorders)</p> <p>1.3. analyze the impact of emotional expression on the functioning of body systems. (REQUIRED TOPICS: anxiety; eustress; effect on performance, concentration, etc.; depression as a common emotional response to distress; positive mental/emotional states and physical health)</p> <p>1.4. analyze how the family, peers, community and environment are interrelated with mental and emotional health. (REQUIRED TOPICS: peer pressure; violence in society) <i>Overlap: INJ</i></p>	<p>2.1. analyze resources from home, school and community that provide valid mental health information (REQUIRED TOPICS: different types of available assistance; elements and rationale of support systems)</p> <p>2.2. access school and community resources and services for personal or family problems, and for treating alcohol.</p> <p>2.3. analyze situations requiring professional health services (REQUIRED TOPICS: seeking help in reaction to signs of suicide.)</p>	<p>3.1. analyze the role of individual responsibility for healthy behaviors. (REQUIRED TOPICS: choices and consequences; effects of emotions on behavior, judgment, and reason)</p> <p>3.2. evaluate personal stress management habits to determine strategies for enhancing health and reducing risk. (REQUIRED TOPICS: sharing and facing a crisis with others and its effect on anxiety.)</p> <p>3.3. analyze the short-term and long-term consequences of risky and harmful behaviors (REQUIRED TOPICS: personal feelings and attitudes about suicide; dealing with depression and/or anxiety).</p> <p>3.4. outline strategies for dealing with mental and emotional health emergencies and crises, including suicide. <i>(Overlaps: INJ, PSL)</i></p> <p>5. research and evaluate strategies to manage stress in individuals.</p>	<p>4.1. analyze how cultural diversity enriches and challenges appropriate emotional expression. (REQUIRED TOPICS: cultural experiences, attitudes and practices)</p> <p>3.2. evaluate the effect of media and other factors on personal, family and community expression of emotions</p> <p>3.3. analyze how information from the community, peers and others influences behaviors in response to emotions. (REQUIRED TOPICS: dealing with conflict; complex emotions)</p>	<p>5.1. apply skills for communicating effectively with the family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; "befriending" skills to prevent suicide)</p> <p>5.2. analyze how interpersonal communication effects relationships. (REQUIRED TOPIC: conflict resolution)</p> <p>5.3. use healthy ways to express needs, wants and feelings.</p> <p>5.4. communicate care, consideration and respect of self and others.</p> <p>5.5. apply strategies for solving interpersonal conflicts without harming self or others. <i>Overlaps: SFL, INJ</i></p> <p>5.6. apply refusal, negotiation; limit setting and collaboration skills needed to avoid potentially harmful situations. <i>Overlap: INJ</i></p> <p>5.7. analyze the possible causes of conflict in schools, families and communities. <i>Overlaps: INJ, COM</i></p> <p>5.8. apply healthy strategies used to prevent conflict.</p>	<p>6.1. analyze the ability to use different strategies when making decisions related to mental and emotional health needs. (REQUIRED TOPICS: substance use; coping with stress; relationships; seeking help)</p> <p>6.2. analyze mental health concerns that require individuals to work together. (REQUIRED TOPICS: suicide prevention; eating disorders; depression) <i>Overlap: NUT</i></p> <p>6.3. predict immediate and long-term impact of emotional expression on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.</p> <p>6.4. describe how personal health goals are influenced by changes in information, abilities, priorities, and responsibilities.</p> <p>6.5. compare and contrast a variety of mental health strategies that address personal strengths, needs and risks. (REQUIRED TOPICS: setting personal goals; self-contracts)</p>	<p>7.1. discuss accurate information about mental and emotional health issues, including suicide prevention and express opinions about them. (REQUIRED TOPICS: effects of violence, self destructive behaviors, misdirected emotions on individual, family and society)</p> <p>7.2. design methods for accurately expressing information and ideas about mental health promotion and suicide prevention.</p> <p>7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about mental health issues.</p> <p>7.4. influence and support others in making positive health choices. (REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; managing stress; changing unhealthy behaviors) <i>Overlaps: PSL, NUT, DCP</i></p> <p>7.5. work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; laws addressing violent behaviors.)</p>

**HEALTH EDUCATION STANDARDS and MENTAL and EMOTIONAL HEALTH INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

Overall Instructional Goals Grades 9 - 12: 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 11- 12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: heredity and environment; depression & mental illness; maturation; key tasks in each stage of human growth and development) <i>Overlaps: SFL, PSL</i></p> <p>1.2. analyze how the family, peers, community and environment influence mental and emotional health. (REQUIRED TOPICS: victimization and abuse;) <i>Overlaps: SFL, ENV, SAP</i></p> <p>1.3. describe how to delay onset and reduce risks of potential life-long health problems relating to poor mental and emotional health. (REQUIRED TOPICS: alcoholism, drug dependency and treatment, depression in young adults; appropriate identification and expression of emotions)</p>	<p>2.1. evaluate resources from home, school and community that provide valid information about mental health and mental illness treatment for self and others.</p> <p>2.2. evaluate situations requiring professional health services. (REQUIRED TOPICS: eating disorders, substance use, drug dependency, suicidal tendencies; depression and other mental illness; emotional, sexual, physical abuse;) <i>Overlaps: PSL, FL</i></p> <p>2.3. evaluate opportunities for career choices in the field of mental health.</p> <p>2.4. analyze the educational requirements, demands, rewards and benefits of a career in the field of mental health.</p>	<p>3.1. evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS: avoiding ATOD; setting personal goals)</p> <p>3.2. design a plan with recommended strategies to address a mental health issue in the local community which presents a threat to individual, family or community health. (REQUIRED TOPICS: violence; impact of individual behaviors on family and society; suicide among youth) <i>Overlaps: PSL, SFL</i></p> <p>3.3. research and evaluate strategies to manage stress by individual and groups within the family, at school, at work, or in other social situations.</p>	<p>4.1. research a school or community mental health issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: violence and aggression on TV; gangs) <i>Overlaps: SFL, ENV, INJ</i></p> <p>4.2. develop and implement a solution to a researched mental issue.</p>	<p>5.1. apply strategies to a selected situation that facilitate effective communication among individuals or groups. (REQUIRED TOPICS: suicide prevention "befriending skills"; negotiation; conflict resolution)</p>	<p>6.1. evaluate different strategies when making decisions related to managing stress, and dealing with conflict. (REQUIRED TOPICS: analysis of personal goals; self-contracts for personal growth).</p> <p>6.2. design, evaluate and implement a plan for attaining a personal mental health goal.</p> <p>6.3. analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum, lifelong health. (REQUIRED TOPICS: communication skills; various decision-making models)</p>	<p>7.1. discuss accurate information and express opinions about mental health issues.</p> <p>7.2. adapt messages and techniques about mental and emotional health, including suicide prevention, to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive choices regarding their mental and emotional health.</p> <p>7.4. work cooperatively when advocating for mental and emotional health promotion.</p> <p>7.5. evaluate community health services and systems in place relating to mental health, suicide prevention and make recommendations for improving those systems and services.</p>

HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES GRADES K - 4

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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. describe relationships between the causes and effects of injuries, including personal behaviors and injury prevention. (REQUIRED TOPICS: concept of prevention; need for basic safety rules in the home, at school and at play; pedestrian and traffic safety; bus safety; use of protective gear; auto safety, including use of car seats and safety belts; railroad safety)</p> <p>1.2. describe how physical, social, emotional and family environments influence personal safety. (REQUIRED TOPICS: importance of listening to parents, safety personnel; paying attention to surroundings; potentially hazardous situations at home, school & play; safe vs. dangerous places to play; avoiding settings with risk for assault; access to tools, poisons, drugs, weapons; risk taking; school and home fire safety; water safety; playground equipment use and maintenance.) <i>Overlap: PSL</i></p> <p>1.3. describe the effect of injuries on the body. (REQUIRED TOPICS: “accidents” implies not under our control vs. injuries as predictable and preventable; burns; poisoning; falls; unintentional weapon injury; sports injuries; water/boating injuries; biking; injuries related to occupation)</p> <p>1.4. identify common injuries of children and their prevention. (REQUIRED TOPICS: pedestrian safety; auto safety, bicycle safety; residential safety; fire safety; water/boating safety; firearms; fighting; identifying situations that threaten safety and may result in neglect or abuse) <i>Overlap: SFL</i></p>	<p>2.1. demonstrate the ability to locate resources from home, school and community that provide help for injured individuals (REQUIRED TOPICS: who should provide care; responding to an emergency; using 911)</p> <p>2.2. describe the relationship between injury prevention products and money. (REQUIRED TOPICS: first aid products; home first aid kits; products promoting safety-- child-proof caps, air bags in autos; crumpling glass; shatter-proof windshields; smoke detectors; fire extinguishers; importance of maintenance of bicycles, skateboards, motorcycles, etc.)</p> <p>2.3. identify injuries requiring professional health services. (REQUIRED TOPICS: getting an adult to help when injury occurs; simple vs. serious injury care; using 911; reporting an injury; reporting abuse)</p> <p>2.4. identify different kinds of health providers who can provide information about injury prevention and can provide emergency services. (REQUIRED TOPICS: trusted adults; health helpers; other community helpers - e.g. police, firefighters, EMTs) <i>Overlap: DCP</i></p>	<p>3.1. identify responsible injury prevention and treatment behaviors (REQUIRED TOPICS: use of protective gear; seat belt use; avoiding dangerous objects such as needles, weapons, fire; treatment for cuts, scrapes, bruises, burns, falls; “no-go-tell” strategies; disaster preparedness) <i>Overlap: SFL</i></p> <p>3.2. identify need for personal safety and own injury prevention habits. (REQUIRED TOPICS: use of protective sports and play gear, seat belt use; use of medicines) <i>Overlap: SAP</i></p> <p>3.3. compare behaviors that are safe to those that are risky or harmful. (REQUIRED TOPICS: avoiding dangerous objects -- guns, knives, needles, injured animals; abiding by safety rules)</p> <p>3.4. use strategies for preventing injuries. (REQUIRED TOPICS: use of bike helmets, seatbelts, avoiding dangerous items, places; abiding by safety rules e.g. bus)</p> <p>3.5. develop injury prevention and management strategies for personal health. (REQUIRED TOPICS: reducing or eliminating the potential for injury in the home, school and play environment; fire safety; locking up dangerous substances and items in the home; infant/child issues)</p>	<p>4.1. explain how media influences thoughts, feelings and behaviors about injury prevention. (REQUIRED TOPICS: safety equipment use; violence as a means to resolve conflict and/or express feelings)</p> <p>4.2. describe ways technology can influence injury prevention. (REQUIRED TOPICS: state-of-the-art improvements in safety equipment - e.g. auto safety belts)</p> <p>4.3. explain how information from peers, school and family influences injury prevention behaviors.</p>	<p>5.1. demonstrate healthy ways to express needs, wants, and feelings. (REQUIRED TOPICS: conflict and communication in relationships with family members, friends) <i>Overlap: MH</i></p> <p>5.2. differentiate between negative and positive responses to conflict situations. (REQUIRED TOPICS: what is conflict; verbal and physical fighting; use of weapons to resolve conflict)</p> <p>5.3. understand and demonstrate non-violent strategies to resolve conflicts.</p>	<p>6.1. apply a decision-making process to an injury prevention issue. (REQUIRED TOPICS: decision-making models. e.g. identifying/defining problem; alternative solution, predicting consequences, choosing course of action, evaluating outcome.)</p> <p>6.2. explain when it is appropriate to ask for assistance in preventing or treating injuries, including abuse or assault.</p> <p>6.3. predict outcomes of specific decisions.</p>	<p>6.1. discuss accurate information and express opinions about injury prevention issues.</p> <p>6.2. describe a variety of methods that convey accurate information and ideas about preventing and treating injuries.</p> <p>6.3. identify community agencies that advocate for prevention of injuries.</p> <p>6.4. influence and support others in making choices about avoiding risks with potential for injuries. (REQUIRED TOPICS: peer support for prevention of injuries)</p> <p>6.5. work cooperatively when advocating for injury prevention.</p>

HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES GRADES 5 - 8

Overall Instructional Goals Grades 5 - 8: 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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. explain the relationship between positive health behaviors and the prevention of injury and premature death. (REQUIRED TOPICS: concept of intentional and unintentional injuries; magnitude of the injury problem among various age groups; predictability of injuries)</p> <p>1.2. analyze how environment and personal safety are interrelated. (REQUIRED TOPICS: weather, electrocution, fire, poison, firearms and other weapons)</p> <p>1.3. explain the effects of injuries on the body, and the significance of disabling injuries (REQUIRED TOPICS: various injuries - breaks, strains, sprains; head and spinal cord injury; weight-lifting injuries)</p> <p>1.4. describe ways to reduce risks related to injuries among adolescents. (REQUIRED TOPICS: use of safety equipment; signs & symptoms of child abuse) <i>Overlaps: MH, SFL</i></p> <p>1.5. describe how appropriate treatment can prevent premature death and disability related to injuries. (REQUIRED TOPICS: when to seek medical care; basic first aid; treating seizures, hypothermia, heat stroke, heat exhaustion; Heimlich maneuver; basic CPR) <i>Overlaps: PSL, DCP, SFL</i></p>	<p>2.1. analyze the validity of injury prevention and treatment information. (REQUIRED TOPICS: sources of information)</p> <p>2.2. locate injury prevention and treatment products and services (REQUIRED TOPICS: sources of products and services)</p> <p>2.3. compare the costs and validity of injury prevention and treatment products. (REQUIRED TOPICS: quackery; consumerism)</p> <p>2.4. describe situations requiring professional health services (REQUIRED TOPICS: reporting child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison.)</p> <p>2.5. explain roles played by different health providers in promoting safety and preventing injuries. (REQUIRED TOPICS: role of public safety officers/police, fire; EMT/rescue workers, etc.)</p>	<p>3.1. explain the importance of assuming responsibility for behaviors. (REQUIRED TOPICS: safety laws and rules for home, play areas, school; impact of injury on the family, the individual and society)</p> <p>3.2. analyze personal risk taking behaviors which could lead to injury. (REQUIRED TOPICS: recreational, leisure, home, occupational)</p> <p>3.3. distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: identifying personal lifestyle and environmental risks; recreational risks; eliminating hazards;)</p> <p>3.4. use injury prevention strategies to improve or maintain personal and family health. (REQUIRED TOPICS: use of safety equipment - helmets, pads, reflective gear, railroad safety; influence of alcohol, drugs on behavior, reason & judgment) <i>Overlaps: MH, SA, PSL</i></p> <p>3.5. develop injury prevention and management strategies for personal, family and community health. (REQUIRED TOPIC: home safety programs; motor-vehicle safety; emergency preparedness; confronting a life-threatening situation; role of legislation, regulation and enforcement; environmental change - e.g. pool fencing, sidewalks; product modification; education)</p>	<p>4.1. describe the influence of cultural and family beliefs on injury prevention behaviors. (REQUIRED TOPICS: family and community injury prevention practices.)</p> <p>4.2. analyze how positive and negative messages from media and other resources influence intentional and unintentional injury prevention (REQUIRED TOPICS: role models using safety equipment TV & movie violence)</p> <p>4.3. analyze the influence of technology on personal and family injury prevention behaviors (REQUIRED TOPICS: advances in the quality of safety equipment and devices; the Internet as a source of safety information)</p> <p>4.4. analyze how information from peers influences and affects health choices about preventing injuries.</p>	<p><i>Note: these descriptors mirror those under Standard 5 for Mental and Emotional Health because of the essential connection between communication and the prevention of violence.</i></p> <p>5.1. use effective verbal and non-verbal communication skills to enhance prevention of injury. (REQUIRED TOPICS: listening skills; assertiveness; “I” statements; how problem-solving required communication skills).</p> <p>5.2. describe how the behaviors of family and peers affect interpersonal relationships. (REQUIRED TOPICS: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices.)</p> <p>5.3. express needs, wants and feelings in a healthy way.</p> <p>5.4. communicate care, consideration and respect of self and others.</p> <p>5.5. use communication skills needed to build and maintain healthy, violence-free relationships. (REQUIRED TOPICS: rules for working cooperatively; appropriately levels of sharing in various relationships; qualities of a good friend.)</p> <p>5.6. use refusal and negotiation skills needed to prevent injury <i>Overlaps: SFL, MH</i></p>	<p>6.1. predict how decisions regarding risk-taking behaviors have consequences for self and others. (REQUIRED TOPICS: cause and effect/risks and consequences; effect of injuries on self, family and others)</p>	<p>7.1. influence and support others in making positive choices affecting safety and preventing injury.</p> <p>7.2. work cooperatively when advocating for individual, family and school safety.</p>

HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES GRADES 9 - 10

Overall Instructional Goals Grades 9 - 10: Students will understand that injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways.

Grades 9 - 10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how behavior can impact personal safety. (REQUIRED TOPICS: magnitude of the injury problem among various age groups; predictability of injuries; interpretation of data relating to incidence and prevalence of various injuries)</p> <p>1.2. analyze the impact of risk-taking behaviors and the occurrence of injuries on the functioning of body systems, and the significance of disabling injuries (REQUIRED TOPICS: physical, mental, emotional, social implications of injury; various injuries - e.g. breaks, strains, sprains; burns; falls; motor-vehicle related risks; head and spinal cord injury)</p> <p>1.3. analyze how the family, peers, community and environment influence the health of individuals. (REQUIRED TOPICS: the consequences of participating in high-risk behaviors)</p>	<p>2.1. access school and community health services for self and others.</p> <p>2.2. analyze situations requiring professional health services (REQUIRED TOPICS: reporting child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison.)</p> <p>2.3. explain requirements for entering and pursuing specific health careers related to safety: (REQUIRED TOPICS: public safety officer, EMT, nurse, physician, educator, policy maker)</p>	<p>3.1. analyze the role of individual responsibility for preventing injuries. (REQUIRED TOPICS: choices and consequences; affects of drugs/alcohol on behavior, reason and judgment)</p> <p>3.2. evaluate personal risk-taking behaviors to determine strategies for health enhancement and risk reduction (REQUIRED TOPICS: use of safety equipment in recreational, sport or leisure activities; avoiding dangerous situations; occupational injuries, e.g. falls, lifting, repetitive movement; sharp objects, occupational choice; avoiding abusive relationships.)</p> <p>3.3. develop injury prevention and management strategies for personal, family and community health.</p> <p>3.4. identify and demonstrate ways to avoid and reduce threatening situations.</p>	<p>4.1. analyze how information from the community influences injury prevention behaviors. (REQUIRED TOPICS: local, state and federal rules, regulations and law regarding safety and prevention of injury.)</p>	<p>5.1. use effective communication skills with family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; “befriending” skills) <i>Overlaps: SFL, MH</i></p> <p>5.2. analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: conflict resolution) <i>Overlaps: SFL, MH</i></p> <p>5.3. use healthy ways to express needs, wants and feelings, without using violence.</p> <p>5.4. use ways to communicate care, consideration and respect of self and others. (REQUIRED TOPICS: knowledge of and respectful for the diversity of others)</p> <p>5.5. apply strategies for solving interpersonal conflicts without harming self or others. <i>Overlaps: SFL, MH</i></p> <p>5.6. apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations. <i>Overlap: MH</i></p> <p>5.7. analyze the possible causes of conflict in schools, families and communities leading to injury.</p> <p>5.8. use healthy strategies to prevent intentional injury</p>	<p>6.1. analyze the ability to use different strategies when making decisions related to injury prevention. (REQUIRED TOPICS: identifying personal, family and community safety plans)</p> <p>6.2. analyze safety concerns that require individuals to work together. (REQUIRED TOPICS: community safety efforts; occupational risks) <i>Overlap: NUT</i></p> <p>6.3. predict immediate and long-term impact of risk-taking decisions on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.</p> <p>6.4. compare and contrast a variety of plans that address personal strengths, needs and risks for injury. (REQUIRED TOPICS: setting personal goals; self-contracts; calculating risks; avoiding assault)</p>	<p>7.1. discuss accurate information and express opinions about safety and prevention of injuries.</p> <p>7.2. design methods for accurately expressing information and ideas about safety and injury prevention.</p> <p>7.3. influence and support others in making choices about safety and injury prevention. (REQUIRED TOPICS: avoiding injury; seeking professional help/treatment; avoiding violence) <i>Overlaps: PSL, NUT, DCP)</i></p> <p>7.4. work cooperatively when advocating for safe, healthy communities. (REQUIRED TOPICS: laws to address safety; identifying community resources.)</p>

**HEALTH EDUCATION STANDARDS and INJURY PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

Overall Instructional Goals Grades 11 -12: Students will understand that injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways.

Grades 11- 12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Analyze the influence of culture, media, technology & other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting & decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community & environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how the family peers, community and environment influence public health. (REQUIRED TOPICS: regulations and laws regarding public safety; magnitude of the injury problem among various age groups; predictability of injuries; interpretation of data relating to incidence and prevalence of various injuries) <i>Overlap: SFL</i></p> <p>1.2. analyze how public health policies and government regulations influence individual and community health and safety.</p> <p>1.3. analyze how the public influences the development of public health policy and government regulations regarding safety and injury prevention.</p>	<p>2.1. evaluate situations requiring professional health services, (REQUIRED TOPICS: reporting child abuse; when to call for medical help; traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison) <i>Overlaps: PSL, SFL</i></p> <p>2.2. evaluate opportunities for career choices in the field of injury prevention and safety.</p> <p>2.3. analyze the educational requirements, demands, rewards and benefits of a career in the field of public health; public safety, injury prevention and/or injury treatment.</p>	<p>3.1. evaluate injury prevention and management strategies for personal, family, workplace and community health. (REQUIRED TOPICS: home and occupational safety; correct performance of adult CPR, basic first aid for injury, heart attack and choking)</p>	<p>4.1. research a school or community safety issue resulting from the influence of culture, media, technology or other factors. (REQUIRED TOPICS: TV/movie violence; sexual assault; recreational safety; interpersonal violence)</p>	<p>5.1. evaluate the effectiveness of communication methods for accurately expressing safety and injury prevention issues. (REQUIRED TOPICS: pro-social, communication and cooperation skills; dealing with diversity; resolving conflict)</p>	<p>6.1. evaluate different strategies to use when making decision about resolving conflict and avoiding injury. (REQUIRED TOPICS: impact of alcohol/drugs on judgment and decision-making; conflict resolution skills; avoiding violence; choices about safety precautions)</p>	<p>7.1. discuss accurate information and express opinions about injury prevention and safety.</p> <p>7.2. adapt injury prevention messages and techniques to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive choices regarding avoiding injury.</p> <p>7.4. work cooperatively when advocating for injury prevention, including creating and maintaining a positive family, school and community environment.</p> <p>7.5. evaluate community health services and systems addressing public safety and make recommendations for improving those systems and services.</p>

**HEALTH EDUCATION STANDARDS and NUTRITION INSTRUCTIONAL OUTCOMES
GRADES K - 4**

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

Grades K - 4	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. describe relationships between proper nutrition and individual well being on a daily basis and throughout the life span. (REQUIRED TOPICS: food as fuel, sensory and functional characteristics of food, various needs throughout lifespan, variety and moderation.</p> <p>1.2. identify indicators of good nutrition during childhood. (REQUIRED TOPICS: food pyramid, major nutrients, impact of proper nutrition on health and personal wellness)</p> <p>1.3. describe how the body digests and uses food. (REQUIRED TOPICS: anatomy of digestive system, plant and animal sources of foods)</p> <p>1.4. identify common childhood problems related to poor nutrition (REQUIRED TOPICS: dental health, energy levels, foods and non-foods)</p> <p>1.5. explain how childhood injuries and illnesses related to food storage and preparation can be prevented or treated. (REQUIRED TOPICS: food storage, food sources, food chain, from farm to table, food preparation; food allergies)</p>	<p>2.1. identify characteristics of valid nutrition information and good nutrition promoting products and services. (REQUIRED TOPICS: identifying health helpers -- e.g. persons, books)</p> <p>2.2. locate resources from home, school and community that provide valid health information about nutrition.</p> <p>2.3. locate school and community nutrition helpers. (REQUIRED TOPICS: identifying health helpers)</p> <p>2.4. compare cost and nutritional value of various foods.</p> <p>2.5 identify situations requiring professional health services for nutrition. (REQUIRED TOPICS: e.g. special diets for diabetes, food safety)</p> <p>2.6 identify different kinds of health providers who can provide information and services about nutrition (REQUIRED TOPICS: e.g. dentists, dental hygienists, physicians, nurses, FNPs, PAs, nutritionists, dietitians)</p>	<p>3.1. identify responsible nutrition behaviors. (REQUIRED TOPICS: importance of beginning healthy diet at young age)</p> <p>3.2. identify personal nutritional needs and nutrition habits.</p> <p>3.3. compare eating behaviors that are safe to those that are risky or harmful. (REQUIRED TOPICS: safe snack preparation; what things are edible)</p> <p>3.4. demonstrate strategies to improve or maintain nutrition behaviors which enhance health. (REQUIRED TOPICS: dental health; exercise)</p> <p>3.5. develop injury prevention and management strategies for personal health. (REQUIRED TOPICS: safe food preparation)</p>	<p>4.1. discuss the influence of culture upon nutrition behaviors, such as food choice and food preparation.</p> <p>4.2. explain how media influences thoughts, feeling and behaviors about nutrition.</p> <p>4.3. explain how media influences selection of foods, information about nutrition, food and nutrition products and services. (REQUIRED TOPICS: relationship of money and nutrition; advertisements and food selection)</p> <p>4.4. describe ways technology influences nutrition.</p> <p>4.5. explain how information from school, family and society influences nutrition.</p>	<p>5.1. use healthy ways to express nutritional wants, needs and feelings.</p> <p>5.2. choose healthy foods in a social context.</p>	<p>6.1. apply a decision-making process to a nutritional issue. <i>Overlap: MH</i></p> <p>6.2. explain when it is appropriate to ask for assistance in making a nutrition-related decision and setting healthy eating goals. (REQUIRED TOPICS: food guide pyramid and own eating patterns)</p> <p>6.3. predict outcomes of specific nutrition decisions.</p> <p>6.4. set a personal nutritional goal and track progress towards its achievement.</p>	<p>7.1. discuss accurate information and express opinions about nutrition issues.</p> <p>7.2. describe a variety of methods that convey accurate information and ideas about nutrition.</p> <p>7.3. identify community agencies that advocate for good nutrition.</p> <p>7.4. influence and support others in making positive nutritional choices.</p> <p>7.5. work cooperatively when advocating for good nutrition.</p>

**HEALTH EDUCATION STANDARDS and NUTRITION EDUCATION INSTRUCTIONAL OUTCOMES
GRADES 5 - 8**

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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. explain the relationship between good nutrition, prevention of disease and personal wellness. (REQUIRED TOPICS: energy balance, healthy food choices, variety and moderation, major nutrients, where in food pyramid specific nutrients are found, food sources for nutrients, US Dietary guidelines)</p> <p>1.2. describe the interrelationship between good nutrition and mental, emotional and physical health in adolescence. (REQUIRED TOPICS: link between breakfast and ability to learn and perform, energy needs, physiological function of key nutrients; variety of nutrient requirements based on gender, age activity level; nutrients and chronic disease)</p> <p>1.3. explain how proper nutrition affects the interaction of body systems.</p> <p>1.4a. describe how family, peers and environment influence nutritional status and nutrition behaviors (REQUIRED TOPICS: food choices; high fat/low fat foods; benefits of exercise.</p> <p>1.4b. analyze how environment and personal nutritional status are interrelated (REQUIRED TOPICS: food processing, safety and preparation; healthful ways to cook)</p> <p>1.5. describe ways to reduce risks for eating disorders (REQUIRED TOPICS: dieting; weight management)</p> <p>1.6. describe how lifestyle, family history, and pathogens are related to the cause or prevention of disease and other health problems. (REQUIRED TOPICS: relationship between chronic disease and nutrition; food handling and safety; personal wellness.)</p>	<p>2.1. analyze the validity of nutrition information, food products and services. (REQUIRED TOPICS: food labels)</p> <p>2.2. access resources from home, school and community that provide valid nutrition information. (REQUIRED TOPICS: reliable sources of information)</p> <p>2.3. locate nutrition related products and services (REQUIRED TOPICS: why "special foods" and supplements are generally unnecessary.)</p> <p>2.4. compare the costs and nutritional value of various foods.</p> <p>2.5. describe food and/or nutrition situations requiring professional health services (REQUIRED TOPICS: e.g. special diets for diabetes, food safety)</p> <p>2.6. explain roles played by different health providers in promoting good nutrition. (REQUIRED TOPICS: counseling for weight management; nutrition and sports)</p>	<p>3.1. explain the importance of assuming responsibility for eating behaviors.</p> <p>3.2. analyze eating habits to determine health strengths and risks. (REQUIRED TOPICS: fast food restaurants)</p> <p>3.3. distinguish between safe and risky or harmful eating behaviors. (REQUIRED TOPICS: food safety)</p> <p>3.4. demonstrate nutrition strategies to improve or maintain personal and family health. (REQUIRED TOPICS: food storage and preparation; family meals)</p>	<p>4.1. describe the influence of cultural beliefs and cultural diversity with respect to nutritional differences and behaviors.</p> <p>4.2. analyze how positive and negative messages from media and other resources influence nutrition behaviors, such as the selection of food. (REQUIRED TOPICS: advertising and food choice)</p> <p>4.3. analyze the influence of technology on nutrition.</p> <p>4.4. analyze how information from peers influences and affects food choices.</p>	<p>5.1. demonstrate choosing healthy foods in a social context.</p> <p>5.2. communicate food preferences in a health-enhancing way.</p>	<p>6.1. apply a decision-making process to nutrition issues and problems individually and collaboratively. (REQUIRED TOPICS: snack and meal selection)</p> <p>6.2. analyze how nutrition-related decisions are influenced by individuals, peers, family or community values.</p> <p>6.3. predict how decisions regarding nutrition behaviors have consequences for self and others. (REQUIRED TOPICS: eating patterns; variety and moderation; "empty calories"; US Dietary Recommendations; food safety)</p> <p>6.4. apply nutrition strategies to personal eating pattern to attain personal health goal. (e.g. costs and nutritional value of food)</p> <p>6.5. develop a nutrition plan that addresses personal strengths, needs and health risks.</p>	<p>6.1. discuss accurate nutrition information and express opinions about nutrition issues.</p> <p>6.2. analyze various communication methods needed to express nutrition information and ideas accurately.</p> <p>6.3. identify barriers to effective communication of nutrition information, ideas, feelings and opinions about nutrition issues.</p> <p>6.4. influence and support others in making positive nutrition choices.</p> <p>6.5. work cooperatively when advocating for nutrition-related health issues concerning individuals, family and schools.</p>

**HEALTH EDUCATION STANDARDS and NUTRITION EDUCATION INSTRUCTIONAL OUTCOMES
GRADES 9 - 10**

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 - 10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how nutrition behaviors can impact health maintenance and disease prevention. (REQUIRED TOPICS: weight management/fad diets; principal dietary factors associated with heart disease, cancer, diabetes, obesity, osteoporosis)</p> <p>1.2. describe the interrelationships of mental, emotional, social and physical health through young adulthood. (REQUIRED TOPIC: changing nutritional needs)</p> <p>1.3. analyze the impact of personal nutrition behaviors on the functioning of body systems. (REQUIRED TOPIC: specific dietary needs of athletes)</p> <p>1.4. analyze how the family, peers, community and environment influence the nutritional health of individuals.</p>	<p>2.1. evaluate the validity of nutrition information, products and services (REQUIRED TOPICS: sound sources of nutrition information; safe weight management programs vs. fad diets)</p> <p>2.2. analyze resources from home, school and community that provide valid nutrition information (REQUIRED TOPIC: sound sources of information)</p> <p>2.3. evaluate media influences on the selection of nutrition information and food products. (REQUIRED TOPIC: nutrition issues published through the media can confuse/overwhelm consumers)</p> <p>2.4. analyze the cost and availability of health care products and services.</p> <p>2.5. analyze situations requiring professional health services (REQUIRED TOPIC: eating disorders)</p> <p>2.6. explain requirements for entering and pursuing health careers in nutrition.</p>	<p>3.1. analyze the role of individual responsibility for healthy nutrition behaviors.</p> <p>3.2. evaluate personal nutrition/eating habits to determine strategies for enhancing health and reducing risk.</p> <p>3.3. analyze the short-term and long-term consequences of proper and poor nutrition habits.</p> <p>3.4. demonstrate strategies to improve or maintain personal, family and community health with regard to nutrition.</p>	<p>4.1. analyze how cultural diversity enriches and challenges nutrition behaviors.</p> <p>4.2. evaluate the effect of media and other factors on personal, family and community nutrition practices.</p> <p>4.3. evaluate the impact of technology on personal, family and community nutrition practices.</p> <p>4.4. analyze how information from the community influences nutrition behaviors.</p>	<p>5.1. use skills for communicating effectively about nutrition issues with the family, peers and others.</p>	<p>6.1. analyze different strategies when making decision related to nutrition. (REQUIRED TOPICS: dietary analysis; tracking food intake; weight management.)</p> <p>6.2. analyze nutrition concerns that require individuals to work together. (REQUIRED TOPICS: nutrition advocacy; eating disorders.)</p> <p>6.3. predict immediate and long-term impact of nutrition-related decision on the individual, family and community.</p> <p>6.4. describe how personal nutrition goals are influenced by changes in information, abilities, priorities, and responsibilities. (REQUIRED TOPIC: application of U.S. Dietary Guidelines.)</p> <p>6.5. compare and contrast a variety of nutrition plans that address personal strengths, needs and risks.</p>	<p>6.1. discuss accurate nutrition information and express opinions about health issues.</p> <p>6.2. design methods for accurately expressing nutrition information and ideas.</p> <p>6.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about nutrition issues.</p> <p>6.4. influence and support others in making positive nutrition choices.</p> <p>6.5. work cooperatively when advocating for healthy communities.</p>

**HEALTH EDUCATION STANDARDS and NUTRITION EDUCATION INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

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 11- 12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>DStudents will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. Analyze interrelationships of proper nutrition on mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: nutrition and daily functioning; nutrient deficiencies, excesses; perinatal nutrition)</p> <p>1.2. analyze how the family, peers, community and environment influence availability and accessibility of nutritional foods to various population groups. (REQUIRED TOPICS: US Dietary Guidelines, RDA; how these can be met in a variety of ways)</p> <p>1.3. describe how to delay onset and reduce risks of potential life-long health problems relating to nutrient excesses and deficiencies.. (REQUIRED TOPICS: fat and CHD; calcium and osteoporosis; facts and myths regarding nutrition and athletic performance)</p> <p>1.4. analyze how public health policies and government regulations relating to nutrition influence health promotion and disease prevention. (REQUIRED TOPICS: Role of government agencies; FDA; food safety; public health campaigns; food additives)</p> <p>1.4a. Analyze how the public influences the development of public health policies and government regulations regarding nutrition. (REQUIRED TOPICS: consumer activism; food safety; food choice)</p>	<p>2.1. evaluate resources from home, school and community that provide valuable nutrition information for self and others. (REQUIRED TOPICS: sound sources of nutrition information)</p> <p>2.2. evaluate all factors that influence personal selection of food, food products, food and nutrition services (REQUIRED TOPIC: safe weight management vs. fad diets)</p> <p>2.3. evaluate situations requiring professional health services. (REQUIRED TOPIC: eating disorders, weight management, sports medicine)</p> <p>2.4. evaluate opportunities for career choices in the field of nutrition.</p> <p>2.5. analyze the educational requirements, demands, rewards and benefits of a career in the field of nutrition.</p>	<p>3.1. evaluate the effect of responsible nutrition behaviors on self, others and community. (REQUIRED TOPICS: eating disorders; personal and cultural eating patterns; US Dietary guidelines and RDA)</p> <p>3.2. design a plan with recommended strategies to address poor nutritional practices in the local community which present a threat to health. (REQUIRED TOPICS: fast food and other restaurant selections; malnourishment in specific population groups; exercise and nutrition)</p>	<p>4.1. research a school or community nutrition issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: dietary myths; nutrition controversies; personal and cultural eating patterns)</p> <p>4.2. develop and implement a solution to a researched nutrition issue.</p>		<p>6.1. analyze different strategies when making decisions related to nutrition. (REQUIRED TOPICS: dietary analysis; tracking food intake).</p> <p>6.2. design, implement and evaluate a plan for attaining a personal nutrition goal.</p> <p>6.3. analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effect nutrition plans to achieve and maintain optimum, lifelong health.</p>	<p>7.1. discuss accurate information and express opinions about nutrition.</p> <p>7.2. adapt nutrition messages and techniques to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive nutrition choices.</p> <p>7.4. work cooperatively when advocating for nutrition issues.</p> <p>7.5. evaluate community health services and systems relating to nutrition in place and make recommendations for improving those systems and services.</p>

**HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES
GRADES K - 4**

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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. describe the basic structure and functions of the body systems relating to reproduction. (REQUIRED TOPICS: male and female reproductive anatomy (including correct terminology -- e.g. breast, vulva, penis); basic plant and animal reproduction; puberty and its basic physical, mental and emotional changes; human fertilization which occurs through a process named intercourse; pregnancy)</p> <p>1.2. describe how physical, social, emotional, and family environments influence personal health. (REQUIRED TOPICS: gender roles; personal choices regarding play, work, clothes, hobbies, sports, etc.; roles of families; roles of family members; differences found in human families - e.g. single parent, extended families; parenting issues and responsibilities; friendship; roles and responsibilities of friends; ways to show caring in families and in friendships)</p> <p>1.3. describe why it is good to have and express many kinds of feelings. (REQUIRED TOPICS: benefits of expressing feelings to parents, siblings, friends, teachers, trusted adults)</p> <p>1.4. recognize that all people, including children have rights and a child is never at fault if someone touches him/her in a way that is wrong or uncomfortable.</p> <p>1.5. differentiate between good and bad touch.</p> <p>1.6. discriminate between people who care for you and people who may try to harm you. (REQUIRED TOPICS: sexual abuse; people who care for you should not make you do something that may harm you; both boys and girls can be sexually abused.)</p>	<p>2.1. locate resources from home, school and community that provide valid health information about growth and development.</p> <p>2.2. locate school and community health helpers (REQUIRED TOPICS: why it is important for children to talk to trusted adults when they have questions or concerns about their bodies, growing up, or friends, and/or feelings)</p>	<p>3.1. use strategies to improve or maintain personal health (REQUIRED TOPICS: good health habits which can improve the way a person looks and feels. (e.g. diet, exercise, sleep).</p> <p>3.2. 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. (REQUIRED TOPICS: resistance skills; sexual abuse prevention strategies, knowing how to say no to any unwanted touch, etc.)</p> <p>3.3. demonstrate specific sexual abuse prevention techniques including yelling at the person, leaving the situation, and/or telling a parent or a trusted adult who will listen. Overlaps: PSL, NUT, MH</p>	<p>4.1. discuss the influence culture has on family values, health behaviors, and practices.</p> <p>4.2. recognize the value and influence of cultural differences.</p> <p>4.3. describe how the media and other forms of technology (e.g. TV, movies, Internet, etc.) can influence a person's thoughts, feelings, and behaviors about families and friends.</p>	<p>5.1. use healthy ways to express needs, wants and feelings. (REQUIRED TOPICS: Skills for talking to trusted adults; respecting others when expressing feelings; positive ways to express different feelings (e.g. like, love, anger, happiness, frustration etc.)</p> <p>5.2. use positive ways families can communicate and show consideration, and take care of each other.</p> <p>5.3. use appropriate forms of communication when expressing personal feelings.</p>	<p>6.1. explain how males and females have many different choices throughout their life span (REQUIRED TOPICS: gender roles; personal choices regarding play, work, clothes, hobbies, sports, etc.)</p> <p>6.2. apply a decision making process to issues regarding family, friends, and feelings. (REQUIRED TOPICS: everyone makes decisions; all decisions have consequences.)</p> <p>6.3. explain when it is appropriate to ask for assistance in making health related decisions (REQUIRED TOPICS: role of parents, and trusted adults; why children need help from adults when making decisions.)</p>	<p>7.1. discuss accurate information and express opinions about health issues relating to growth and development. (REQUIRED TOPICS: important for pregnant females to take care of their health during pregnancy; role of diet and exercise; prenatal care, effects of smoking, alcohol, and other drugs, role of proper rest etc.)</p> <p>7.2. influence and support others in making positive health choices. (REQUIRED TOPICS: how families and friends can help pregnant females during pregnancy.)</p> <p>7.3. influence or support others in making positive choices about feelings, friends and family.</p> <p>7.4. explain why it is necessary to respect an individual's rights and wishes concerning their body.</p>

**HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES
GRADES 5-8**

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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. explain how reproductive health is influenced by the interaction of body systems. (REQUIRED TOPICS: the components of the male and female reproductive systems; the role these structures have in reproduction (testes, urethra, penis, accessory glands, uterus, ovaries, fallopian tubes, vagina, etc.); role of endocrine system; secondary sex characteristics; range of puberty; menstruation; nocturnal emissions; pregnancy; possibility of pregnancy with genital intercourse; fertilization, prenatal development and human birth; role of X and Y chromosomes in determining baby's gender)</p> <p>1.2. describe the interrelationships of mental, emotional, social and physical health which males and females experience during puberty and adolescence. (REQUIRED TOPICS: how body image affects feelings and behaviors; feelings about body changes; role of heredity, environment and health habits in personal appearance; development of sexual and romantic feelings in many people during puberty; gender roles and gender role stereotyping; how talents, characteristics, strengths and hopes are equally found in boys and girls; sexual health including its enhancement of life and relationships; people as sexual beings with a sexual identity; definition of masturbation; definition of sexual orientation; theories which explain sexual orientation, coming out, homophobia; value of non-sexual relationships; characteristics of good friends; dating; types of dating; family views regarding dating; difference between like, infatuation and love.)</p> <p>CONTINUED</p>	<p>2.1. 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>2.2. explain the role of health care providers (e.g. physicians, nurses, etc.) in puberty, maturing, contraceptive decision making and other reproductive health, sexuality and family life issues</p> <p>2.3. identify professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up.</p> <p>2.4. describe situations requiring professional services. (REQUIRED TOPICS: pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc.)</p>	<p>3.1. explain the importance of assuming responsibility for personal health behaviors related to puberty and reproductive health (REQUIRED TOPICS: ways for males and females to maintain healthy habits during puberty; good health behaviors for a woman who is pregnant.)</p> <p>3.2. analyze personal health habits to determine health strengths and risks. (REQUIRED TOPICS: ways people can be proud of their special qualities; impact of body image on emotions and behaviors; assuming responsibility for personal behaviors, including sexual behaviors.)</p> <p>CONTINUED</p>	<p>4.1. describe the influence of different cultural and religious beliefs in the US on health behaviors and practices. (REQUIRED TOPICS: marriage, divorce, relationships, parenthood; factors which have significantly influenced family patterns through time; health behaviors and utilization of health services regarding sexual and reproductive health; use of contraception; prenatal care)</p> <p>4.2. analyze why individuals need to examine positive and negative messages received from media, culture and peers. (REQUIRED TOPICS: decision-making about sexual health; peer influence on health choices; establishing guidelines for one's own sexual behavior; influence of media, peers and community on one's understanding of healthy relationships; similarities and differences in male and female gender roles; masculinity, femininity, choices and opportunities for males and females; unrealistic or negative images presented in gender role stereotyping)</p> <p>CONTINUED</p>	<p>5.1. use effective verbal and non-verbal communication skills to enhance health. (REQUIRED TOPICS: Explains that personal choices of expression should be respected for all individuals; ways for pre-teenagers and teens to talk with their parents, other trusted adults and significant others about questions or concerns regarding sexuality issues)</p> <p>5.2. describe how the behavior of family and peers affects interpersonal communication.</p> <p>5.3. use healthy ways to express needs, wants and feelings.</p> <p>5.4. communicate care, consideration and respect of self and others. (REQUIRED TOPICS: importance of respecting different value systems in friends and families; respect of others regardless of personal choice of expression)</p> <p>5.5. use communication skills for dealing with sexual pressure from peers and from one's girlfriend/boyfriend (REQUIRED TOPICS: pressure to date and/or be sexually active; saying no and communicating limits, etc.).</p>	<p>6.1. apply different strategies when making decisions regarding puberty and sexual health (REQUIRED TOPICS: abstinence from sexual intercourse; responsible contraceptive use; steps involved in sexual decision-making; role of parents and trusted adults).</p> <p>6.2. analyze how decisions relating to puberty and sexual health are influenced by individuals, family and/or community values. (REQUIRED TOPICS: how parents and other trusted adults can help children with decisions regarding puberty and their personal health; role of self-esteem's personal goals, family values in responsible sexual decision –making; responsibilities in family change as individuals mature; changes in family structure and influence on relationships.)</p> <p>CONTINUED</p>	<p>7.1. discuss accurate information about sexual health issues. (REQUIRED TOPICS: heterosexual, homosexual, and bisexual people are alike except for their sexual attraction; immediate and long-term impacts of adolescent pregnancy on the individual, family and community.)</p> <p>7.2. to influence and support others in making positive personal health choices about family issues, relationships, sexuality and growing up. (REQUIRED TOPICS: how people and communities can help homosexual and bisexual people who are often mistreated, called hurtful names, or denied their rights because of their sexual orientation)</p>

SFL2.doc 12/23/97 "REQUIRED TOPICS" indicates that the content listed is the minimum content required under state regulations; when topics are not listed, the outcome(s) establish(es) the minimum content for that standard. *Overlap:* The content area of SEXUALITY AND FAMILY LIFE lends itself to considerable overlap with all the other health content areas. Linkages with Social Studies, Science, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES
GRADES 5-8 (continued)**

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	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.3. describe how family, peers and environment influence the health of adolescents. (REQUIRED TOPICS: families in present-day society; patterns in US; separation, divorce and how children deal with their feelings about it; responsibilities and privileges inherent in family; responsible parenting; seriousness and long-term nature of having and/or raising a child; why some people choose not to have children.)</p> <p>1.4. describes ways to reduce risks related to sexual health (REQUIRED TOPICS: abstinence from sexual intercourse as the acceptable form of sexual expression for pre-teenagers and adolescents; need for adolescents to set limits regarding sexual expression.</p> <p>1.5. explain how appropriate health care can enhance health (REQUIRED TOPICS: contraception as a means to prevent pregnancy; methods; advantages and disadvantages, etc.; choices when a woman is faced with an unintended pregnancy - e.g. raise the child, adoption, abortion; the crime of rape as forced intimate sexual conduct)</p>		<p>3.3. distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: abstinence from sexual intercourse is the best way to prevent pregnancy; social, emotional, economic and physical risks of adolescent pregnancy and parenthood for both males and females; there are many kinds of relationships based on love and like but no one should expect you to do anything sexual as an outcome of the relationship)</p> <p>3.4. apply strategies to improve or maintain personal and family relationships.</p> <p>3.5. explain the value of young people postponing sexual activity (e.g. reducing consequences associated with early onset of sexual activity).</p> <p>3.6. identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault</p>	<p>4.3. analyze the influence of media on sexual health behaviors (REQUIRED TOPICS: gender roles; body image; use of contraceptives, etc.)</p> <p>4.4. analyze the influence of technology on sexual health behaviors (REQUIRED TOPICS: genetics; alternative fertilization methods; reproductive technology)</p> <p>4.5. analyze how information from the community influences behaviors regarding sexual and reproductive health.</p>		<p>6.3. predict how decisions regarding sexual behaviors have consequences for self and others. (REQUIRED TOPICS: couples have choices regarding sharing sexual feelings with each other.)</p> <p>6.4. identify how people can help protect themselves against the possibility of rape (REQUIRED TOPICS: self defense, assessing situations, avoiding drugs and alcohol, etc.) <i>Overlap: INU</i></p>	<p>7.3. identify barriers to effective communication of information, ideas, feelings and opinions about sexuality, family and relationship issues. (REQUIRED TOPICS: various methods for people to access help with personal questions or concerns about sexuality or relationships)</p>

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES GRADES 9-10

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

Grades 9-10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how behavior can impact reproductive health maintenance. (REQUIRED TOPICS: need for contraception during intercourse unless pregnancy is planned; advantages and disadvantages of various methods of contraception; fetal development; childbirth; role of mother, father, coach during labor and delivery; definition of legal abortion</p> <p>1.2. describe the interrelationships of mental, emotional, social and physical health throughout young adulthood. (REQUIRED TOPICS: function of sexual and reproductive anatomy; facts vs. myths; human sexual response cycle; sexual feelings and desires throughout life; role of hormones in growth and development and reproductive and sexual functioning; people with disabilities have sexual feelings, needs and desires; dating readiness and interest varies among individuals; sexual expression as an important component of individual's sexual identity; homosexuality, heterosexuality, bisexuality and implications for sexual health, sexual activity, gender roles, etc.)</p> <p>1.3. analyze the impact of adolescent sexual health behaviors on the individual, families, the community and society. (REQUIRED TOPICS: adolescent pregnancy; STDs; sexual harassment and sexual assault, relationship between sexual behaviors and sexual violence.)</p> <p>1.4. analyze how the family, peers, community, and environment influence the health of individuals. (REQUIRED TOPICS: various reasons people date, such as companionship, to share an experience with someone, friendship and love.; expression of feelings, including love, is a matter of choice and should not go against personal values; parental concerns; compromising feelings; types of families; factors affecting family functioning (e.g. mobility, divorce, death); interaction of heredity, the environment and the family)</p>	<p>2.1. evaluate the validity of health information products and resources.</p> <p>2.2. analyze appropriate resources from home, school and the community which can assist an individual and/or couple with issues such as sexuality, family life, feelings and/or relationships (REQUIRED TOPICS: sexual health and sexual identity/orientation; sexual activity, sexual health, gender role stereotyping; sexual assault and sexual harassment; finding helpful adults such as parents, teachers, guidance counselors, physicians, mental health counselors, religious leaders, gay and lesbian community resources).</p> <p>2.3. access school and community resources for self and others. (REQUIRED TOPICS: adolescents with an unplanned pregnancy should talk with their parents, religious leaders, health care providers, and/or other trusted adults.)</p> <p>2.4. analyze situation requiring professional services for teens. (REQUIRED TOPICS: using health professionals (e.g. gynecologist, obstetrician, urologist, community agencies, etc.); dealing with sexual harassment, sexual assault)</p>	<p>3.1. analyze the role of individual responsibility for enhancing health (REQUIRED TOPICS: abstinence from sexual intercourse is the preferred sexual behavior for adolescents; responsible behaviors such as contraceptive use; condom use, etc.)</p> <p>3.2. explain why it is important to talk with one's partner and other trusted adults about contraception prior to deciding to use it.</p> <p>3.3. analyze the short-term and long-term consequences of safe, risky and harmful behaviors. (REQUIRED TOPICS: sexual intercourse not a way to achieve adulthood; various ways to express affection within a relationship including adolescent dating relationships; factors having an adverse effect on fetal and infant health; methods which promote fetal and infant health (e.g. mother avoiding ATOD during pregnancy, prenatal care; proper nutrition; parental responsibility, etc.)</p> <p>3.4. use strategies that improve or maintain sexual health. (REQUIRED TOPICS: importance for adolescents and adults to maintain the health of their reproductive and sexual organs (e.g. pelvic exam, BST, TSE, etc.)</p> <p>3.5. develop strategies for preventing injury to self and others. (REQUIRED TOPICS: inappropriate expectations and/or behaviors in a relationship; appropriate sexual behaviors for adolescents; coercion and emotional pressure not acceptable in a sexual relationship)</p>	<p>4.1. analyze how cultural diversity may enrich or challenge health behaviors. (REQUIRED TOPICS: why in some cultures some assertive behaviors are considered impolite or inappropriate; beliefs about abortion and contraception are based on religious, cultural, family and societal values;)</p> <p>4.2. evaluate the effect of media, technology and other factors on sexuality, relationships and other aspects of personal and community health (REQUIRED TOPICS: media portrayal of sexuality; realistic and unrealistic images of adolescent and adult relationships; role of emotions, peers, gender roles, culture, personal choice, etc. on motivations for sexual expression.)</p>	<p>5.1. demonstrate skills for communicating effectively with the family, peers and others REQUIRED TOPICS: verbal and non-verbal assertiveness techniques; individuals' right to say how they feel even if others disagree, to refuse a request, and to expect to be treated fairly and not be intimidated regarding sexuality issues)</p> <p>5.2. analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: value of communication; outcomes of poor communication – confusing messages, unwanted behaviors and emotional stress)</p> <p>5.3. communicate care, consideration and respect of self and others.</p> <p>5.4. use strategies that solve interpersonal conflicts without harming self or others (REQUIRED TOPICS: being assertive in sexual situations may be difficult and help from parents or trusted adults may be beneficial)</p> <p>5.5. use strategies that enhance relationships and avoid potentially harmful situations. (REQUIRED TOPICS: negotiation and collaboration skills; refusing pressure from another person to engage in sexual activity)</p>	<p>6.1. use multiple strategies when making decisions related to sexuality and family life issues. (REQUIRED TOPICS: complexity and difficulty of decisions regarding sexual and reproductive health issues such as sexual identity, coming out, abortion, teen pregnancy; dating relationships)</p> <p>6.2. predict immediate and long term impact of health decisions about sexual health on the individual, family and community. (REQUIRED TOPICS: benefits of postponing childbearing.)</p> <p>6.3. describe how sexual decision-making for adolescents and adults is influenced by changes in information, abilities, priorities and responsibility. (REQUIRED TOPICS: role of significant others, culture, media, peers.)</p> <p>6.4. compare and contrast a variety of plans for individuals and couples to evaluate their sexual expression taking into consideration their personal strengths, needs and health risks.</p>	<p>7.1. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about sexual health issues such as contraception, abortion, sexual expression (regardless of sexual orientation)</p> <p>7.2. influence and support others when making positive health choices regarding sexuality issues (regardless of sexual orientation.)</p> <p>7.3. work cooperatively when advocating for ways that schools, families, and communities can reduce the incidence of sexual harassment.</p>

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12/23/97 *Overlap:* The content area of SEXUALITY AND FAMILY LIFE lends itself to considerable overlap with all the other health content areas. Linkages with Social Studies, Science, English Language Arts, Family Life and Consumer Science are also possible.

HEALTH EDUCATION STANDARDS and SEXUALITY AND FAMILY LIFE INSTRUCTIONAL OUTCOMES GRADES 11 - 12

Overall Instructional Goal: 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 11-12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: multifaceted nature of human sexuality with biological, social, psychological, ethical and cultural dimensions; human sexuality throughout the lifespan; committed relationships vs. "falling in love"; dating as a way for some people to learn about others and relationships; statistics on teen pregnancy and parenting; marriage and lifetime commitments; relationship choices; value of communication, choices, trust and friendships in a relationship; mutual support for continued development as individuals in a relationship; influence of social and cultural environments on the way individuals learn about and express their sexuality; gays and lesbians can establish fulfilling committed relationships)</p> <p>1.2. describe how to delay onset and reduce risks of potential life-long reproductive health problems. (REQUIRED TOPICS: importance of preventive health behaviors including regular check-ups, breast and testicular self-exams, prevention of unwanted pregnancy and sexually transmitted diseases)</p> <p>1.3. analyze the relationship between public health polices, government regulations, and health promotion and disease prevention. (REQUIRED TOPICS: issues such as abortion and contraception; definition of abortion as a medical intervention which terminates pregnancy and not a method of contraception; issues involved in choosing a method of contraception including advantages and disadvantages; motivation, cost, effectiveness, comfort, religious beliefs, parent and family values; prevention of STDs and HIV transmission; laws regarding sexual harassment/sexual assault)</p>	<p>2.1. evaluate resources from home, school and community that provide valid sexuality and family life information for self and others.</p> <p>2.2. evaluate factors which influence personal selection of health products and services.</p> <p>2.3. evaluate situations requiring professional services and identify appropriate services. (REQUIRED TOPICS: identification of various professional services for human sexuality and family life issues; STDs; sexual decision-making; sexual dysfunction; sexual harassment or assault; victimization; sexual orientation; teen pregnancy/parenting; family crises; marriage/partner relationship difficulties)</p>	<p>3.1. evaluate the effect of sexual behaviors on self, others and the community. (REQUIRED TOPICS: impact of adolescent alcohol/drug use combined with sexual activity including assault; date rape; STDs, pregnancy, fetal and infant problems or mortality; importance of caring for one's reproductive health to assure health of future offspring; behaviors for perinatal (before, during, after pregnancy) health; factors and skills contributing to positive, consistent parenting; impact of sexual violence on an individual including sexual abuse, rape, and date rape)</p> <p>3.2. design a plan with recommended strategies for individuals, schools and communities to reduce the incidence of sexual abuse, rape, and sexual harassment.</p> <p>3.3. identify strategies which can aid in the prevention of unplanned pregnancy (REQUIRED TOPICS: role of education, sexual decision making, positive self-esteem, etc.)</p>	<p>4.1. research a school or community sexuality or family life issue resulting from the influence of media, culture, technology and other factors. (REQUIRED TOPICS: influence on thoughts, feelings and behaviors related to human sexuality; how relationships are different than those modeled by the media; relationship of personal values and family values regarding sexuality; American society's diversity of sexual attitudes and behaviors; discrimination related to sexual expression or sexual orientation; various cultural beliefs and practices regarding dating, marriage and committed relationships; role of culture on a person's decisions regarding sexual relationships and other human sexuality issues; how faith communities are addressing various current human sexuality issues)</p> <p>4.2. research how the media, culture and technology influences thoughts, feelings and behaviors regarding human sexuality.</p> <p>4.3. propose a plan for personal and community response to the media's portrayal of sexual issues.</p>	<p>5.1. evaluate the effectiveness of various communication methods for accurately expressing sexual health information and ideas. (REQUIRED TOPICS: ways to verbalize personal views about sexuality to partners, friends, family; how communication about sexual feelings, desires, and limits improves sexual relationships; negotiating decisions about sexual behaviors and limits; responsibility for quality of a relationship is shared by both dating partners; how teens can express their sexual feelings without engaging in sexual intercourse)</p> <p>5.2. apply strategies to a selected situation that facilitate effective communication among individuals or groups. (REQUIRED TOPICS: skills to enhance relationships; barriers to communication with parents, friends and significant others regarding human sexuality issues; constructive ways of dealing with sexual harassment.)</p>	<p>6.1. evaluate different strategies to use when making decisions related to sexual health, family life and potential risks of young adults.</p> <p>6.2. design and evaluate a personal plan to promote sexual health.</p> <p>6.3. evaluate the essential skills and strategies needed by a young adult to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum sexual health. (REQUIRED TOPICS: making personal choices about appropriate roles for oneself; need for couples contemplating lifetime commitment to be realistic, honest and accepting of their partner prior to making decision to commit)</p>	<p>7.1. discuss accurate information and express opinions about human sexuality and family life issues (REQUIRED TOPICS: people who are still denied equal treatment on the basis of gender even though laws prohibit this; how one can help fight STD/HIV by serving as an accurate source of information, by being a responsible role model and promoting healthy peer norms)</p> <p>7.2. influence and support others in making positive health choices; (REQUIRED TOPICS: responsibility of adults and adolescents to help younger children avoid or deal effectively with negative influences (e.g. in the media) surrounding human sexuality; supporting others' positive choices about dating relationships; how one can be a support system to gay and lesbian individuals when they decide to "come out"</p> <p>7.3. work cooperatively when advocating for healthy sexuality and advocating for rights of individuals with HIV/AIDS. (REQUIRED TOPICS: proposing solutions to reduce the incidence of homophobic acts such as discrimination and violence against homosexual and bisexual people because of their sexual orientation; understanding the impact of rape on the victim, the victim's family and society; long-term effects; portrait of rapists, reporting, investigation, and trial, etc.)</p> <p>7.4. evaluate community health services and systems currently in place and make recommendations for improving those systems and services with regard to sexual health and family life.</p>

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12/23/97 *Overlap:* The content area of SEXUALITY AND FAMILY LIFE lends itself to considerable overlap with all the other health content areas. Linkages with Social Studies, Science, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES K - 4**

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 K-4	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
<p>CONTINUED</p>	<p>1.1 describe relationships between personal health behaviors and individual well-being. (REQUIRED TOPICS: distinguish among illness, disease and health; the relationship between positive feelings of self and taking care of one's body; disease causing agents; factors which contribute to disease and infection; difference between communicable and non-communicable disease; how diseases and disorders affect feelings and actions)</p> <p>1.2. identify indicators of physical health (REQUIRED TOPICS: importance of positive health habits; effects of heredity on health status)</p> <p>1.3. describe the basic structure and functions of the body systems responsible for fighting illness. (REQUIRED TOPICS: immune system; other body systems e.g. cardiovascular system, etc.; common methods of disease transmission; how infections can spread through the body; effect of lifestyle on health) <i>Overlaps: PSL, NUT, INJ</i></p>	<p>2.1. locate resources from home, school and community (health providers & other adults) that can provide valid information about disease control and prevention and the environment. (REQUIRED TOPICS : when & where to seek help)</p>	<p>3.1. identify responsible disease prevention behaviors. <u>Communicable Disease:</u> (REQUIRED TOPICS: healthy habits such as universal precautions; hand washing; avoiding contact with others' blood and body fluids; covering mouth when sneezing, etc. <u>Non-Communicable Disease:</u> (REQUIRED TOPICS : benefits of exercise and proper eating on heart health) <i>Overlaps: PSL, NUT</i></p> <p>Environmental: (REQUIRED TOPICS: reduce, reuse, recycle practices; disposing of trash properly; avoiding picking up trash which can injure -- e.g. needles, broken glass; avoiding cigarette smoking) <i>Overlaps: INJ, PSL, SAP</i></p>	<p>4.1. explain how media influences thoughts, feelings and behaviors about disease control and prevention including the environment</p> <p>4.2. describe ways technology can influence disease control including the environment. (REQUIRED TOPICS: recycling technology; excessive product packaging as waste)</p> <p>4.3. explain how information from community and family influences disease control and prevention including the environment.</p>	<p>5.1. communicate care, consideration and respect of self and others. (REQUIRED TOPICS: how to communicate health problems or concerns about one's body to parents, teachers, school nurse or other trusted adult; why HIV infected individuals need our respect and friendship.)</p> <p>5.2. use healthy ways to express feelings about environmental health issues (e.g. dealing with second hand smoke in public places and automobiles.)</p>	<p>6.1. apply a decision-making process to a disease prevention and control issue. (REQUIRED TOPICS: how to select products which do not infringe on the environment)</p>	<p>7.1 discuss accurate information and express opinions about the relationship of products, services and money and environmental health issues.</p> <p>7.2. describe roles of individuals and society for maintaining a healthy and safe environment.</p> <p>7.3. identify community agencies that advocate for a safe and healthy environment.</p> <p>7.4. work cooperatively when advocating for the environment.</p>

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"**REQUIRED TOPICS**" indicates that the content listed is the minimum amount required under state regulations; when topics are not listed, the outcome(s) establish(es) the minimum content for that standard.
Overlap: The content area of DISEASE CONTROL and PREVENTION lends itself to considerable overlap with other content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) and SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES K – 4 (Continued)**

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 K-4	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.4. describe how physical, social emotional and family environments contribute to disease and illness. (REQUIRED TOPICS: health habits in the home, e.g. hand washing; food preparation and storage; universal precautions; hygiene; lifestyle practice; environment; how individuals and families can protect the environment; how unsafe/hazardous environmental conditions, such as chemical dumping, lead) <i>Overlaps: PSL, NUT, INJ</i></p> <p>1.5. identify common health problems of children.</p> <p><u>Communicable Diseases:</u> (REQUIRED TOPICS: childhood diseases such as colds, flu, chicken pox; HIV as a virus passed from one person to another; how HIV is not transmitted, e.g. sharing cups; AIDS as a very serious disease, rarely contracted by young children; why children can play and be with other children and family members who have HIV/AIDS)</p> <p><u>Non-Communicable Diseases:</u> birth defects; nutrition deficiencies; injuries</p> <p>1.6. identify diseases that should be detected and treated early. (REQUIRED TOPICS: identifying symptoms) <i>Overlaps: INJ, SFL, PSL</i></p> <p>1.7. explain how childhood illness can be prevented or treated. (REQUIRED TOPICS: measures to prevent transmission to others; safety measures at home, school and play environments.) <i>Overlaps: PSL, COM, INJ</i></p>						

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Overlap: The content area of DISEASE CONTROL and PREVENTION lends itself to considerable overlap with other content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) and SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS for DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 5 - 8**

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 5-8	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1 describe relationships between personal health behaviors and individual well-being. (REQUIRED TOPICS: distinguish among illness, disease and health; relationship between positive feelings of self and taking care of one's body; disease causing agents; factors which contribute to disease and infection; difference between communicable and non-communicable disease; how diseases and disorders affect feelings and actions). <u>Communicable diseases:</u> (REQUIRED TOPICS: definition of HIV/AIDS, sexually transmitted diseases (STD)/sexually transmitted infections (STI) signs, symptoms, incubation periods, disease agents, transmission and health risks; testing and treatment options; specific STD/STI -- gonorrhea, chlamydia, genital warts/condyloma); other communicable diseases (e.g. TB, hepatitis, influenza, meningitis) <u>Non-communicable diseases:</u> (REQUIRED TOPICS: cardiovascular disease (heart attack, stroke, high blood pressure, hypertension); risk factors related to heart disease; effects of cigarette smoking on body systems; cancer; stress and its relationship to heart disease, ulcers, and other disorders; physically challenged individuals.</p> <p>1.2. describe the interrelationship of mental, emotional, social and physical health during adolescence. (REQUIRED TOPICS: positive health habits; effects of heredity on health status; short- and long-term effects of disease;) CONTINUED</p>	<p>2.1 analyze the validity of disease control and prevention information, services and products (REQUIRED TOPICS: information for adolescents, including community agencies addressing HIV/AIDS issues and sources of information about the environment.)</p> <p>2.2 Access resources from home, school and community that provide valid information about disease prevention and control (REQUIRED TOPICS: resources for physically challenged individuals and their families; medical sites for diagnosis, treatment and information regarding STDs, HIV and AIDS), agencies and organizations which work to protect the environment.)</p> <p>2.3 describe situations requiring professional health services (REQUIRED TOPICS: when to seek help for illness; identify testing procedures for STDs; diagnosis of HIV through testing procedures, e.g. ELISA test, Western Blot test; basic treatments available for people with HIV and AIDS, e.g. medications, lifestyle changes, dealing with hazardous materials, e.g. chemicals, broken glass or metals, asbestos or other potentially harmful situations)</p>	<p>3.1 distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: avoiding needle sharing, body piercing; steroid use; universal precautions; use of latex barriers, i.e. condoms, to help prevent HIV, STD transmission.)</p> <p>3.2 apply disease prevention strategies to improve or maintain personal and family health. (REQUIRED TOPICS: basic hygiene practices; abstinence from sexual intercourse as one way to prevent exposure to HIV)</p>	<p>4.1. describe the influence of cultural beliefs on health behaviors. (REQUIRED TOPICS: stereotyping groups and illnesses such as country of origin, socioeconomic status, sexual orientation)</p> <p>4.2. analyze how positive and negative messages from media and other sources influence behaviors which facilitate the transmission of disease. (REQUIRED TOPICS: mixed messages received by adolescents regarding sexual behaviors) <i>Overlap: SFL</i></p> <p>4.3. analyze how information from peers influences and affects choices about engaging in behaviors which can transmit disease. <i>Overlaps: PSL, SFL</i></p>	<p>5.1. use effective verbal and non-verbal communication skills to prevent transmission of disease. (REQUIRED TOPICS: listening skills; assertiveness; "I" statements; setting limits)</p> <p>5.2. communicate care, consideration and respect of self and others. (REQUIRED TOPICS: compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities)</p> <p>5.3. apply refusal and negotiation skills needed to prevent disease transmission. (REQUIRED TOPICS: high risk behaviors leading to disease transmission, such as sexual activity, drug use, needle sharing, etc.) <i>Overlaps: SFL, SAP, INJ</i></p>	<p>6.1. apply a decision-making process to disease prevention and control issues individually and collaboratively. (REQUIRED TOPICS: predicting and avoiding personal risk for developing a disease; the impact on health status and feelings about oneself resulting from a decision to place oneself at risk for disease transmission.)</p> <p>6.2. predict how decisions regarding exposure to disease agents and lifestyle have consequences for self and others. (REQUIRED TOPICS: impact of STD/STI; development of heart disease, cancer or long term disability resulting from injury; laws regarding toxic waste disposal, littering, community recycling programs.) <i>Overlaps: SFL, INJ, PSL</i></p> <p>6.3. apply strategies and skills needed to attain personal health goals (REQUIRED TOPICS: personal heart disease risk reduction plan; appropriate courses of action when disease is suspected).</p>	<p>1. work cooperatively to advocate for preventing communicable and non-communicable disease in individuals, families and schools. <i>Overlaps: PSL, SFL, NUT, MH</i></p>

**HEALTH EDUCATION STANDARDS for DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 5 – 8 (Continued)**

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.

<p>Grades 5-8</p>	<p>Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i></p>	<p>Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i></p>	<p>Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i></p>	<p>Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i></p>	<p>Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i></p>	<p>Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i></p>	<p>Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i></p>
<p>STUDENTS WILL DEMONSTRATE THE ABILITY TO:</p>							
	<p>1.3. describes the basic structure and functions of the body systems responsible for fighting illness. (REQUIRED TOPICS: <u>Communicable disease:</u> cycle of infection; nature of viruses; how viruses and bacteria attack body cells; immune system; common methods of disease transmission; how infections can spread through the body; effect of STDs on the body <u>Non-communicable disease:</u> effect of lifestyle on the development of chronic disease (e.g., heart disease, cancer); effect of lifestyle on health.)</p> <p>1.4. describe how family, peers, the environment and personal health are interrelated (REQUIRED TOPICS: short- and long-term effects of disease on individuals, family and society; behaviors and other factors which place an individual at risk for certain diseases, e.g. HIV; heart disease; cancer; personal, family and economic impact of disease; contributions to society by individuals who are physically challenged) <i>Overlaps: PSL, NUT, INJ</i></p> <p>1.5. describe ways to reduce risks related to disease control and prevention during early adolescence. (REQUIRED TOPICS: importance of early diagnosis and treatment; medical attention, risky behaviors, maintenance of healthy habits, including hygiene, proper nutrition, physical activity.) <u>HIV infection:</u> people with HIV may not look or feel sick; incubation period of approximately 6 months; virus remains in body throughout life; sexual orientation is not the cause of HIV and AIDS. CONTINUED</p>						

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Overlap: The content area of DISEASE CONTROL and PREVENTION lends itself to considerable overlap with other content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) and SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS for DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 5 – 8 (Continued)**

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 5-8	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p><u>HIV transmitted through:</u> exposure to infected body fluids including: a) semen and vaginal secretions; b) blood (sharing IV drug needles, using unsterile needles for steroids, body piercing, blood bothers, etc.) and c) from and infected mother to her child before or during childbirth and/or through breast milk.</p> <p><u>HIV not transmitted:</u> through casual contact - hugging, sneezing, sharing eating utensils and drinking cups, playing or speaking with an infected person; (Individuals with HIV often develop illnesses and other diseases that healthy people normally do not get; a diagnosis of AIDS means an individual has one or more serious illness such as Kaposi's sarcoma, lymphomas; wasting syndrome; AIDS-related dementia, endocervical cancer, chronic yeast infections, or the T-cell count is under 200. <i>Overlaps:</i> PSL, SFL, INJ</p> <p>Environmental explain the relationship between positive behaviors to protect, conserve and improve the environment for the prevention of illness.</p>						

**HEALTH EDUCATION STANDARDS for DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 9 - 10**

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 9-10	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.
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
<p>1.1. analyze how behavior can impact disease prevention. <u>Communicable:</u> (REQUIRED TOPICS: transmission of STD/STI; impact of ATOD use on risk-taking behavior.) <u>Non-Communicable:</u> risk factors associated with heart disease; relationship of lifestyle with cardiovascular disease and stroke, cancer; exposure to environmental hazards, etc. smoking, environmental tobacco smoke, industrial substances, occupational hazards) <i>Overlaps: PSL, SFL, INJ</i></p> <p>1.2. analyze the impact of communicable and non-communicable (infectious and chronic) diseases on the functioning of body systems. (REQUIRED TOPICS: <u>Communicable:</u> signs, symptoms and course of infection of HIV/AIDS, STD/STI and other communicable diseases REQUIRED TOPICS: transmission, prevention; course of HIV infection leading to AIDS; opportunistic infections; risk of infection via blood products before and after 1985; testing and treatment <u>Non-communicable:</u> signs and symptoms of heart attack; stroke; 7 warning signs of cancer; different types of cancer; diagnosis and treatment of chronic diseases, e.g. diabetes, physically challenged individuals)</p> <p>CONTINUED</p>	<p>2.1. evaluate the validity of health information, products and services (REQUIRED TOPICS: treatment “quackery”; reliable sources)</p> <p>2.2 analyze resources from home, school and community that provide valid disease prevention and control information (REQUIRED TOPICS: community agencies with missions to address certain diseases and disorders; teachers; school nurse; family physician)</p> <p>2.3. demonstrate the ability to access school and community resources and services for self and others. (REQUIRED TOPICS: risk for STD/HIV of victim who has been sexually assaulted.)</p> <p>2.4. analyze the cost and availability of products and services which prevent and/or control disease. (REQUIRED TOPICS: antiseptics, disinfectants; universal precautions; cost comparison of preventing disease vs. treating disease.)</p> <p>2.5. analyze situations requiring professional health services (REQUIRED TOPICS: diagnosis and treatment of symptoms and diseases.)</p> <p>2.6. identify career opportunities related to disease control and prevention.</p>	<p>3.1. analyze the role of individual responsibility for preventing disease. <u>Communicable:</u> (REQUIRED TOPICS: choices and consequences; behaviors leading to increased risk for STDs – numerous sexual partners; males who have had sex with other males; use of injected illegal drugs; infants born to infected mothers; unsafe sex; effect of substance use on judgment and exposure to risk <u>Non-communicable:</u> lifestyle choices regarding exercise, nutrition, smoking, etc.) <i>Overlaps: PSL, SFL, INJ, SAP, NUT</i> Environmental: Conditions which produce environmental pollution</p> <p>3.2. evaluate personal risk for communicable disease transmission.</p> <p>CONTINUED</p>	<p>4.1. analyze how cultural diversity enriches and challenges health behaviors related to disease control and prevention. (REQUIRED TOPICS: use of medical care; attitudes regarding prevention, early detection and screening; sexual behavior choices; how religion and other cultural practices influence health behaviors.)</p> <p>4.2. evaluate the effect of media, peers and other factors on personal, family and community health. (REQUIRED TOPICS: promotion of high risk behaviors through TV, music and other media)</p> <p>4.3. analyze how information from the community influences health. (REQUIRED TOPICS: understanding and using public health data to make personal lifestyle changes)</p>	<p>5.1. effective verbal and non-verbal communication skills to prevent transmission of disease. (REQUIRED TOPICS: listening skills; assertiveness; “I” statements; setting limits; refusal, negotiation and collaboration skills) <i>Overlaps: MH, SFL</i></p> <p>5.2. to communicate care, consideration and respect of self and others. (REQUIRED TOPICS: compassion, friendship and support of individuals with HIV, AIDS, other diseases and disabilities)</p>	<p>6.1. analyze disease prevention and control issues that require individuals to work together. (REQUIRED TOPICS: epidemics)</p> <p>6.2. predict immediate and long-term impact of behaviors leading to risks for communicable and non-communicable disease on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life) <i>Overlap: MH</i></p> <p>6.3. integrate information about disease prevention and control into an effective personal plan for a healthy lifestyle. <i>Overlaps: PSL, NUT, INJ</i></p>	<p>7.1. discuss accurate information about communicable and non-communicable disease prevention and control issues and express opinions about them. (REQUIRED TOPICS: lifestyle choices)</p> <p>7.2. design methods for accurately expressing information and ideas about preventing disease.</p> <p>7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about STDs, HIV/AIDS and other communicable and non-communicable diseases.</p> <p>7.4. influence and support others in making positive health choices. (REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; early diagnosis and treatment; changing unhealthy behaviors; reducing others’ risk for exposure to an infectious disease) <i>Overlaps: PSL, NUT</i></p>	

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Overlap: The content area of DISEASE CONTROL and PREVENTION lends itself to considerable overlap with other content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) and SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS for DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 9 – 10 (Continued)**

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 9-10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	1.3. Analyze how the family, peers, community and environment are interrelated with disease prevention and control. (REQUIRED TOPICS: nature and distribution of specific diseases can be associated with countries, occupations and lifestyles; the incidence of various diseases changes over time; effect of chronic disorders upon family and society; impact of disease and diagnosis of disease on the individual, family and society)		3.3 analyze the short-term and long-term consequences of safe, risky and harmful behaviors. 3. 4 outline strategies for dealing with personal, family, community and environmental disease prevention and control. (REQUIRED TOPICS: primary and secondary prevention – early detection methods, e.g. mammograms, BSE, TSE, skin cancer screening; cholesterol screening; nutrition and exercise; testing for STD/STI, use of latex barrier e.g. condoms, what individuals, families, groups, industry, organizations and others in the community can do to positively impact the environment.) <i>Overlaps:</i> INJ, PSL, SFL				7.5. to work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: identifying community resources; community education) <i>Overlaps:</i> MH, INJ, PSL

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Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

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 11-12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
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STUDENTS WILL DEMONSTRATE THE ABILITY TO:

<p>1.1 analyze interrelationships of mental, emotional, social and physical health (REQUIRED TOPICS : <u>Communicable:</u> impact of being diagnosed with HIV infection/AIDS on the individual, family and one's life; impact of HIV on the immune system). <i>Overlaps: SFL, PSL</i> <u>Non-communicable:</u> impact of heredity and environment on the development of disease; maturation.</p> <p>1.2. analyze how the family, peers, community and environment influence public health. REQUIRED TOPICS : incidence, prevalence and distribution of various diseases and disorders; environmental problems which directly and indirectly impact the health of individuals, communities and society; economic burden of poor environmental health; nuclear waste; toxic waste dumping; "Love Canal" historical issues) <i>Overlaps: SFL, ENV, SAP2</i></p> <p>1.3. describe how to delay onset and reduce risks of potential life-long health problems. (REQUIRED TOPICS : relationship of lifestyle, exposure to disease agents; risk-taking behaviors leading to disease transmission; need for immediate testing, counseling and treatment; types of tests; current treatments available</p> <p>CONTINUED</p>	<p>2.1. evaluate resources from home, school and community that provide valid information for self and others about communicable (including HIV) and non-communicable disease.</p> <p>2.2. evaluate all factors that influence personal selection of health products and services in the community designed to prevent and/or control disease. (REQUIRED TOPICS : health and safety products; OTC treatments for disease symptoms; selection of health care providers)</p> <p>2.3. evaluate situations requiring professional health services. (REQUIRED TOPICS : abuse; exposure to pathogen; signs, symptoms of illness) <i>Overlaps: PSL, SFL</i></p> <p>2.4. analyze the educational requirements, demands, rewards benefits and job opportunities of a career in the field of disease control and prevention. (REQUIRED TOPICS : medical care providers, educators; public health/policy makers; health promotion.) <i>Overlap: PSL</i></p>	<p>3.1. evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS : reducing the spread of disease; universal precautions; use of latex barriers, e.g. condoms, to reduce risk of HIV transmission)</p> <p>3.2. design a plan with recommended strategies to address a disease prevention issue in the local community which presents a threat to individual, family or community health. <i>Overlaps: PSL, SFL</i></p>	<p>4.1. research a disease control and prevention issue resulting from the influence of culture. e.g. the influence of religion and culture on health behaviors</p>	<p>5.1. evaluate the effectiveness of communication methods for accurately expressing information and ideas about disease control and prevention.</p>	<p>6.1. evaluate different strategies to use when making decisions related to prevention and control of disease. (REQUIRED TOPICS : educational strategies for children, youth and adults; choosing to avoid substances which could affect judgment.)</p> <p>6.2. design, implement and evaluate a plan maintaining health. (REQUIRED TOPICS : avoiding STD/STI; choosing health promoting behaviors; a wellness plan for HIV infected individuals.)</p>	<p>7.1. discuss accurate information and express opinions about disease prevention and control issues.</p> <p>7.2. adapt disease prevention and control messages and techniques to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive choices about their health, including avoiding risks for disease transmission; seeking medical care, etc.</p> <p>7.4. evaluate community health services and systems in place relating to disease prevention and control and make recommendations for improving those systems and services.</p>
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Overlap: The content area of DISEASE CONTROL and PREVENTION lends itself to considerable overlap with other content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) and SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

**HEALTH EDUCATION STANDARDS and DISEASE CONTROL and PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 11 – 12 (Continued)**

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 11-12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.4. analyze how public health policies and government regulations influence disease prevention. (REQUIRED TOPICS: immunizations; reporting laws; environmental health issues; federal, state and local regulations, laws and policies regarding the environment; federal, state and local agencies which address environmental concerns; "superfund sites"; local pollution clean-up issues.)</p> <p>1.5. analyze how the public influences the development of public health policy and government regulation (REQUIRED TOPICS : drafting of legislation regarding health issues; public outcry regarding the AIDS epidemic; "Ralph Nader"/history of consumerism movement in US; international issues regarding preservation of rainforests, including economics, politics and diplomacy.)</p>						

**HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES
GRADES K - 4**

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 K - 4	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. describe the effects drug use has on the function of body systems. (REQUIRED TOPICS: nature/effects of poisonous substances; how and why tobacco is harmful; effects of alcohol, caffeine on the body; role of medicine; difference between "medicine" and "drugs")</p> <p>1.2. identify substance abuse problems that should be detected and treated early. REQUIRED TOPICS: "respect" for drugs; misuse of drugs; emotional or other abuse) <i>Overlaps:</i> INJ, SFL, COM, PSL</p> <p>1.3. explain the use of drugs to prevent and treat illness. (REQUIRED TOPICS: OTC, Rx, household poisons; proper use) <i>Overlaps:</i> SFL; INJ</p>	<p>2.1. locate resources from home, school and community that provide help for those with drug problems <i>Overlap: MH</i></p> <p>2.2. identify trusted adults and/or various health providers who can provide information and services about substance abuse/drugs. (REQUIRED TOPICS: e.g. physicians, nurses, FNPs, PAs, counselors, police; trusted adult) <i>Overlap: DCP</i></p>	<p>3.1. identify responsible use of OTC and Rx drugs. (REQUIRED TOPICS: proper use; correct amounts; medicine vs. alcohol, tobacco and other drugs {ATOD})</p> <p>3.2. compare behaviors that deal with stress well and those that deal with stress poorly. (REQUIRED TOPICS: identification of stressful situations; positive and negative responses to stress)</p> <p>3.3. identifies how misuse/abuse of ATOD causes problems for the user, family and society. (REQUIRED TOPICS: drugs/non-drugs; effects on judgment; legal consequences) <i>Overlap: PSL</i></p>	<p>4.1. explain how media influences thought, feelings and use of substances. (REQUIRED TOPICS: advertising give-aways; youth-targeted tobacco ads).</p>	<p>5.1. use strategies needed to enhance health. (REQUIRED TOPICS: refusal skills; assertiveness; role of communication; impact of situations on emotions; avoiding drugs) <i>Overlap: MH</i></p>	<p>6.1. apply a decision-making process to a substance use issue. (REQUIRED TOPICS: e.g. identifying/defining problem; alternative solution, predicting consequences, choosing course of action, evaluating outcome.)</p> <p>6.2. predict outcomes of specific decisions about ATOD.</p> <p>6.3. recognize that everyone has personal strengths and needs.</p>	<p>7.1. discuss accurate information and express opinions about substance use.</p> <p>7.2. describe a variety of methods that convey accurate information and ideas about substance use.</p> <p>7.3. identify community agencies that advocate for substance abuse prevention.</p> <p>7.4. demonstrate the ability to influence and support others in making choices about avoiding drug use.</p> <p>7.5. work cooperatively when advocating for substance abuse prevention.</p>

HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES GRADES 5 - 8

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

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

Grades 5 - 8	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. explain how the interaction of body systems is affected by substance use. (REQUIRED TOPICS: individual physiological, psycho-social and environmental influences on effects chemical substances; short- and long-term effects of tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal)</p> <p>1.2. describe the relationship among family, peers the environment and substance use behaviors. (REQUIRED TOPICS: patterns of alcohol, tobacco and caffeine use; peer pressure; effect of individual use on family and society.) <i>Overlap MH</i></p> <p>1.3. analyze how environment and substance use are interrelated. (REQUIRED TOPICS: access to substances; legal issues related to youth access to substances)</p> <p>1.4. describe ways to reduce risks of substance use. (REQUIRED TOPICS: needs of adolescents; self-esteem; influence of needs on behaviors; meeting needs in a healthy way; dealing effectively with negative feelings.) <i>Overlaps: MH, PSL</i></p> <p>1.5. describe how substance use is related to health problems. (REQUIRED TOPICS: HIV transmission; ATOD dependency; classification of drugs by effect, by use, by how sold; independent, additive, synergistic and antagonistic drug effects) <i>Overlaps: PSL, DCP, SFL)</i></p>	<p>2.1. locate substance abuse prevention services (REQUIRED TOPICS: sources of support and services.)</p> <p>2.2. analyze the validity of substance abuse prevention information and services.</p> <p>2.3. access resources from home, school and community that provide valid substance abuse prevention information.</p> <p>2.4. analyze how media influences the selection and use of substances. (REQUIRED TOPICS: advertising and ATOD use)</p> <p>2.5. describe situations requiring professional health services (REQUIRED TOPICS: stress; substance use; stages of alcohol and drug dependency; ATOD dependence as treatable conditions)</p> <p>2.6. explain roles played by different health providers in promoting health and substance abuse prevention. (REQUIRED TOPICS: role of counselors in addressing substance use issues; treatment for substance use; substance abuse prevention programs)</p>	<p>3.1. explain the importance of assuming responsibility for behaviors. (REQUIRED TOPICS: influence of feelings on behaviors; consequences)</p> <p>3.2. distinguish between safe and risky or harmful behaviors. (REQUIRED TOPICS: identifying dangers of experimentation with substances)</p> <p>3.3. demonstrate substance abuse prevention strategies to improve or maintain personal and family health. (REQUIRED TOPICS: avoiding risky situations; roles and responsibilities of adolescence; maturity)</p> <p>3.4. identify and demonstrate ways to avoid and reduce threatening situations involving substances. (REQUIRED TOPICS: refusal skills; assertive communication) <i>Overlaps: INJ, SFL, MH</i></p>	<p>4.1. describe the influence of cultural beliefs on use of substances. (REQUIRED TOPICS: self-concept; the use of substances in various cultures) <i>(Overlaps: SFL, MH)</i></p> <p>4.2. analyze how positive and negative messages from media and other sources influence substance use patterns. (REQUIRED TOPICS: marketing and advertising of ATOD; influence of psycho-social and environmental factors on substance use)</p> <p>4.3. analyze the influence of technology on substance use.</p> <p>4.4. analyze how information from peers influences choices regarding substance use. <i>Overlaps: PSL, SFL, MH</i></p>	<p>5.1. use effective verbal and non-verbal communication skills to enhance prevention of substance use. (REQUIRED TOPICS: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills)</p> <p>5.2. describe how the substance use/abuse behaviors of family and peers affects others, including interpersonal relationships. (REQUIRED TOPICS: influence of self-perception on interactions with others; proper use of medication; abuse; neglect; spreading rumors; results of alcohol abuse on family, other; effect on choices.)</p> <p>5.3. use healthy ways to express needs, wants and feelings.</p> <p>5.4. use ways to communicate care, consideration and respect of self and others.</p> <p>5.5. use communication skills needed to build and maintain healthy, substance-free relationships. (REQUIRED TOPICS: rules for working cooperatively; appropriate levels of sharing in various relationships; qualities of a good friend)</p> <p>5.6. use refusal and negotiation skills needed to prevent substance use.</p>	<p>6.1. demonstrate the ability to apply a decision-making process to substance abuse prevention and problems individually and collaboratively.</p> <p>6.2. analyze how substance use decisions are influence by individuals , family and/or community values.</p> <p>6.3. predict how decisions regarding substance use behaviors have consequences for self and others.</p> <p>6.4. apply positive strategies and skills to attain personal health goal. (REQUIRED TOPICS: exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships.) <i>Overlaps: PSL, MH</i></p> <p>6.5. develop a substance use prevention plan that addresses personal strengths, needs and health risks. <i>Overlaps: PSL, MH</i></p>	<p>7.1. discuss accurate information and express opinions about substance abuse issues.</p> <p>7.2. analyze various communication methods needed to express substance abuse prevention information and ideas accurately.</p> <p>7.3. identify barriers to effective communication of information, ideas, feelings and opinions about substance abuse prevention issues.</p> <p>7.4. influence and support others in making healthy choices about substance abuse.</p> <p>7.5. work cooperatively when advocating for substance abuse prevention by individuals, family and schools.</p>

HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES GRADES 9 - 10

Overall Instructional Goals Grades 9 - 10: Students will understand the factors involved in chemical substance use and prevention of substance abuse.

Grades 9 - 10	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze how substance use can impact health maintenance and disease prevention. (REQUIRED TOPICS: HIV transmission; depression; injuries) <i>Overlaps: PSL, DCP, SFL)</i></p> <p>1.2. describe the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout young adulthood.</p> <p>1.3. analyze the impact of substance abuse on the functioning of body systems. (REQUIRED TOPICS: effect on performance, concentration, communication, etc.; depression; effects of chemical substances on brain function; commonly abused drugs; illegal drugs; short- and long-term effects of substances including: tobacco, alcohol and caffeine; habits; dependency; tolerance; addiction; withdrawal)</p> <p>1.4. examine how the family, peers, community and environment influence substance use behaviors of individuals. (REQUIRED TOPICS: patterns of alcohol, tobacco and caffeine use; peer pressure; current social and health problems - cancer, drunk driving, FAS, HIV/AIDS)</p>	<p>2.1. analyze resources from home, school and community that provide valid substance abuse information (REQUIRED TOPICS: different types of available assistance; elements and rationale of support systems)</p> <p>2.2. access school and community resources and services for personal or family problems, and for treating alcohol and other drug dependent persons and their families.</p> <p>2.3. analyze situations requiring professional health services (REQUIRED TOPICS: seeking help in reaction to signs of substance abuse.)</p> <p>2.4. Explain possible career choices in substance abuse prevention and treatment.</p>	<p>3.1. analyze the role of individual responsibility for healthy behaviors. (REQUIRED TOPICS: choices and consequences; affects of drugs on other aspects of behavior, judgment, and reason)</p> <p>3.2. evaluate personal substance use to determine strategies for enhancing health and reducing risk. (REQUIRED TOPICS: use of caffeine, nicotine, alcohol, medicines and their effects on health; illegal substances.)</p> <p>3.3. analyze the short-term and long-term consequences of risky and harmful behaviors (REQUIRED TOPICS: drug laws and their purpose; effects of alcohol and other drugs on judgment, driving, etc.; personal feelings and attitudes about substance use).</p> <p>3.4. outline strategies for dealing with drug emergencies and crises. <i>Overlaps: INJ, PSL</i></p> <p>3.5. research and evaluate strategies to address substance use in individuals.</p>	<p>4.1. analyze how cultural diversity enriches and challenges substance use behaviors. (REQUIRED TOPICS: drugs and medicines in various cultures; cultural attitudes and practices about drug use; drug use in history; impact of ATOD on family, society.)</p> <p>4.2. evaluate the effect of media and other factors on personal, family and community substance use practices. (REQUIRED TOPICS: growing use of tobacco, alcohol in the media.)</p> <p>4.3. analyze how community and peer norms influence substance use behaviors. (REQUIRED TOPICS: socially accepted/non-accepted uses of various substances.)</p>	<p>5.1. use skills for communicating effectively with the family, peers and others. (REQUIRED TOPICS: assertive behavior; listening skills; "befriending" skills)</p> <p>5.2. analyze how interpersonal communication affects relationships. (REQUIRED TOPICS: conflict resolution)</p> <p>5.3. use healthy ways to express needs, wants and feelings, without abusing substances.</p> <p>5.4. apply refusal, negotiation and collaboration skills needed to avoid potentially harmful situations involving substance use. <i>Overlaps: INJ, MH</i></p> <p>5.5. communicate care, consideration and respect of self and others. (REQUIRED TOPICS: e.g. not using substances; not pressuring others to use)</p> <p>5.6. demonstrate strategies for solving interpersonal conflicts without harming self or others. <i>Overlap: MH</i></p>	<p>6.1. analyze the ability to use multiple strategies when making decisions related to substance use. (REQUIRED TOPICS: coping with stress; relationships)</p> <p>6.2. analyze substance use concerns that require individuals to work together. (REQUIRED TOPICS: substance abuse prevention and treatment) <i>Overlap: NUT</i></p> <p>6.3. predict immediate and long-term impact of substance use decisions on the individual, family and community. (REQUIRED TOPICS: factors and steps in decision-making; on-going nature of decision making throughout life.</p> <p>6.4. describe how use of substances is influenced by changes in information, abilities, priorities, and responsibilities. (REQUIRED TOPICS: e.g. Pregnancy, education, parenting) <i>Overlaps: SFL, INJ</i></p> <p>6.5. compare and contrast a variety of substance free strategies that address personal strengths, needs and risks. (REQUIRED TOPICS: setting personal goals; self-contracts)</p>	<p>7.1. discuss accurate information and express opinions about substance use and abuse (REQUIRED TOPICS: effects of substance use on individual, family and society)</p> <p>7.2. design methods for accurately expressing information and ideas about substance abuse prevention.</p> <p>7.3. utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about substance use issues.</p> <p>7.4. influence and support others in making positive health choices. (REQUIRED TOPICS: avoiding substances; seeking professional help/treatment; changing unhealthy behaviors involving substance use) <i>Overlaps: PSL, NUT</i></p> <p>7.5. work cooperatively when advocating for healthy communities. (REQUIRED TOPICS: laws to control access and use of drugs; identifying community resources.)</p>

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"REQUIRED TOPICS" indicates that the content listed is the minimum required under state regulations; when topics are not listed, the outcome(s) establish(es) the minimum content for that standard.
Overlap: The content area of SUBSTANCE ABUSE PREVENTION EDUCATION lends itself to considerable overlap with other health content areas, namely: PERSONAL HEALTH (PSL), MENTAL AND EMOTIONAL HEALTH (MH) SEXUALITY AND FAMILY LIFE (SFL).
Linkages with Social Studies, Science, Mathematics, English Language Arts, Family Life and Consumer Science are also possible.

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**HEALTH EDUCATION STANDARDS and SUBSTANCE USE AND ABUSE PREVENTION INSTRUCTIONAL OUTCOMES
GRADES 11 - 12**

Overall Instructional Goals Grades 11 - 12: Students will understand the factors involved in chemical substance use and prevention of substance abuse.

Grades 11- 12	Standard 1: <i>Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</i>	Standard 2: <i>Students will demonstrate the ability to access valid health information and health-promoting products and services.</i>	Standard 3: <i>Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</i>	Standard 4: <i>Students will analyze the influence of culture, media, technology and other factors on health.</i>	Standard 5: <i>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</i>	Standard 6: <i>Students will demonstrate the ability to use goal setting and decision making skills to enhance health.</i>	Standard 7: <i>Students will demonstrate the ability to advocate for personal, family, community and environmental health.</i>
STUDENTS WILL DEMONSTRATE THE ABILITY TO:							
	<p>1.1. analyze the impact of substance use on the interrelationships of mental, emotional, social and physical health throughout life. (REQUIRED TOPICS: heredity and environment; maturation; impact of substance use on each stage of human growth and development) <i>Overlaps: SFL, PSL</i></p> <p>1.2. analyze how the family, peers, community and environment influence the use of chemical substances. (REQUIRED TOPICS: abuse; social practices regarding ATOD; youth access) <i>Overlaps: SFL, ENV</i></p> <p>1.3. describe how to delay onset and reduce risks of potential life-long health problems relating to substance use. (REQUIRED TOPICS: alcoholism, drug dependency and treatment, seeking assistance for depression in young adults)</p>	<p>2.1. evaluate resources from home, school and community that provide valid information about substance abuse prevention and treatment for self and others.</p> <p>2.2. evaluate situations requiring professional health services. (REQUIRED TOPICS: drug use and dependency; depression and other mental illness; emotional, sexual, physical abuse;) <i>Overlaps: PSL, SFL</i></p> <p>2.4. evaluate opportunities for career choices in the field of substance abuse prevention and/or treatment.</p> <p>2.5. analyze the educational requirements, demands, rewards and benefits of a career in the field of counseling and substance abuse prevention and/or treatment.</p>	<p>3.1. evaluate the effect of responsible behaviors on self, others and community. (REQUIRED TOPICS: avoiding ATOD; setting personal goals)</p> <p>3.2. design a plan with recommended strategies to address a substance abuse issue in the local community which presents a threat to health. (REQUIRED TOPICS: impact of individual behaviors on family and society; driving under the influence; Fetal Alcohol Syndrome; youth access to ATOD) <i>Overlap: PSL</i></p> <p>3.3. research and evaluate strategies to prevent substance abuse by individual and groups within the family, at school, at work, or in other social situations.</p>	<p>4.1. research a school or community substance use/abuse issue resulting from the influence of culture, media, technology and other factors. (REQUIRED TOPICS: youth access to ATOD) <i>Overlaps: SFL, ENV</i></p> <p>4.2. propose a solution to a researched substance abuse issue.</p>	<p>5.1. apply strategies to a selected situation that facilitate effective communication among individuals or groups.</p>	<p>6.1. evaluate different strategies when making decisions related to managing stress, conflict and use of substances. (REQUIRED TOPICS: analysis of personal goals; self-contracts for personal growth).</p> <p>6.2. analyze the essential skills and strategies needed by an individual to enable him/her to develop, modify and implement effective plans to achieve and maintain optimum, lifelong health. (REQUIRED TOPICS: communication skills; various decision-making models)</p>	<p>7.1. discuss accurate information and express opinions about substance use/abuse issues.</p> <p>7.2. adapt substance abuse prevention messages and techniques to the characteristics of a particular audience.</p> <p>7.3. influence and support others in making positive choices regarding their use of substances.</p> <p>7.4. work cooperatively when advocating for substance abuse prevention issues.</p> <p>7.5. evaluate community health services and systems in place relating to substance abuse prevention and treatment and make recommendations for improving those systems and services.</p>