

Worthington Schools



Health Graded Course of Study K-12

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INTRODUCTION

The Worthington School District promotes health education as a critical component of every student's elementary, middle, and high school experience. The emphasis in this Health Graded Course of Study, in alignment with the 2007 National Health Education Standards, is on providing students with information that will enable them to make healthy, informed choices regarding their health and well-being. The ultimate goal is to provide our students with knowledge, skills, and attitudes that will help them take responsibility for their own health and support a healthy community.

Sincere appreciation is extended to Worthington teachers, support staff, parents, and community members who provided input for the development of this Health Graded Course of Study.

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PHILOSOPHY AND GOALS OF THE WORTHINGTON BOARD OF EDUCATION

Instructional Philosophy and Goals

A. Generally

The state and the nation need a well-educated and competent citizenry capable of fulfilling the American ideals of opportunity and achievement. It is the responsibility of the Board of Education to articulate the wishes of the community so that the children under its jurisdiction mature to become knowledgeable, active, and concerned citizens capable of dealing with the challenges of a changing technological world.

The Board of Education of the Worthington Schools believes that the instructional program of the district is its first priority and that every effort be made to carefully plan, organize, implement, evaluate, and communicate this program to the community.

Furthermore, the Board believes the general public should be given ample opportunity to participate in the setting of goals for the instructional program and its evaluation. The professional staff is responsible for the implementation of the goals and the Board has the responsibility of seeking from the community the resources necessary to accomplish the mutually agreed upon goals.

B. Philosophical Bases for Instructional Program

The Board believes that the instructional program is an essential ingredient of the school system and, therefore, matters relating to instruction should be carefully planned, organized, evaluated, and communicated to the community. In its role as the representative policy-making body for the school district, the Board establishes the philosophical bases upon which the school district's programs are built.

They are as follows:

- The instructional program will emphasize the development of fundamental skills and a command of basic knowledge while preparing young persons for the rapidly changing and highly technical world in which they live.
- Students will learn how to make critical judgments and to use their inherent creativity to become effective problem solvers.
- Students will learn self-directed study skills which will serve them during and beyond their years of formal schooling.
- The instructional program will foster positive student attitudes toward change and develop in students the capacities necessary for dealing successfully with a changing world.

- Students will be given varied opportunities to develop their appreciation for the aesthetic aspects of human existence and to develop their talents for artistic self-expression.
- The instructional program will provide varied educational experiences in recognition of the diversity of student abilities, talents and interests.
- The instructional program will provide for the physical and emotional well-being of students.
- Students will be made aware of the interdependence of all peoples and will be encouraged to accept their responsibilities as members of the human family for the survival and welfare of all.
- The instructional program will foster a sense of self-worth and a sense of worth in others along with a sense of responsibility for one's personal development.
- The instructional program will recognize the need for lifelong learning and provide educational opportunities for citizens of all ages.

C. Personnel

The Board recognizes that the successful implementation of the instructional program requires the employment of quality personnel. Furthermore, the Board believes opportunities for continuous personal and professional development are essential for ensuring the vitality of the educational program.

D. Evaluation

The curriculum shall be periodically and systematically reviewed by staff as determined by the superintendent but at a minimum as required by state law.

MISSION STATEMENT AND BELIEFS

Mission

The Worthington Schools Inspires Learning for All.

Vision

We develop life-long learning through visionary leadership, effective teaching and learning practices, wise resource management, and information-based accountability in a safe, positive, and supportive environment.

Beliefs

- Provide a culture of safety and respect for each member of the school community.
- Enhance learning and self-worth by meeting individual needs,
- Effectively utilize human, technological, and financial resources.
- Recruit, select, and retain quality staff.
- Expect personal and professional growth of each member of the school community.
- Involve community through engagement, partnership, and collaboration.

PHILOSOPHY OF HEALTH EDUCATION

The Worthington School District believes that every child enrolled in the Worthington Schools should develop the basic knowledge, skills and attitudes that are essential for healthy growth, development and decision-making in our increasingly diverse and complex global community.

The possession of basic knowledge and skills related to health education is necessary if students are to make informed choices that will affect their own health for a lifetime, as well as the ongoing general health of the community. There is growing evidence that it is most helpful if such knowledge and skills are acquired during childhood, adolescence and young adult years, when habits and attitudes are forming. We consider health education to be an integral part of students' overall education experience, and we maintain a commitment to help prepare our students for making healthy choices throughout their lives, leading to good social, emotional and physical health.

National Health Education Standards

The goals of the Worthington School District Health education program are consistent with the **National Health Education Standards**.

- Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.
- Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

KINDERGARTEN

Health Learning Indicators

Mental and Emotional Health

- Develops a sense of responsibility and respect for others.
- Identifies ways to be mentally and emotionally healthy.

Human Growth and Development

- Identifies internal and external body parts.
- Recognizes ways his/her body changes during growth.

Safety and Risk Reduction

- Develops the practice of frequent hand-washing and not sharing his/her own water bottle/cup with others.
- Follows safety procedures when walking, biking, and riding in school buses and/or cars.
- Follows safety guidelines and procedures for use of the Internet and other means of electronic communication.

Alcohol, Tobacco and Other Drugs

- Understands that medicine can make a sick person well when given by a doctor, pharmacist or parent.
- Understands that misuse of prescription and over-the-counter medications can harm a person's health.

Nutrition and Exercise

- Names the five food groups and gives examples of foods in each group.
- Understands that both nutrition and exercise contribute to being healthy.

GRADE ONE

Health Learning Indicators

Mental and Emotional Health

- Resolves conflicts.
- Communicates caring and respect of self and others.

Human Growth and Development

- Knows the five senses and the function of each.
- Identifies the parts of the tooth.
- Demonstrates the procedures for proper dental care.

Safety and Risk Reduction

- Demonstrates first aid for minor injuries.
- Reports a need for emergency assistance, i.e., calling “9-1-1.”
- Demonstrates an awareness of safety around strangers or unfamiliar surroundings.
- Continues to develop the practice of frequent hand-washing.

Alcohol, Tobacco and Other Drugs

- Explains how the misuse of alcohol, tobacco and other drugs is harmful to health.

Nutrition and Exercise

- Discusses the importance of eating a balanced diet of healthy foods.
- Discusses the importance of exercise in maintaining a healthy, growing body.

GRADE TWO

Health Learning Indicators

Mental and Emotional Health

- Understands the relationship between personal health behaviors and individual well-being.
- Identifies what stress can do to the body.
- Expresses feelings in a healthy way.

Human Growth and Development

- Identifies the parts of the ear and the eye.
- Demonstrates how to take care of his/her body parts.

Safety and Risk Reduction

- Learns safety rules.
- Identifies safety rules for home, school and recreation.
- Understands proper care of eyes and ears.
- Continues to develop the practice of frequent hand-washing.
- Continues to develop awareness of safety in a variety of settings and situations.

Alcohol, Tobacco and Other Drugs

- Identifies the possible harmful effects of alcohol, tobacco and other drugs.

Nutrition and Exercise

- Chooses healthy snacks and foods, looking at food content.
- Chooses to be involved in regular healthy exercise.

GRADE THREE

Health Learning Indicators

Mental and Emotional Health

- Identifies ways to transfer behaviors that demonstrate positive thinking and actions.
- Develops a plan for handling stress.
- Comprehends the healthful and harmful body changes associated with stress.

Human Growth and Development

- Learns the functions of the skeletal and muscular systems.
- Understands the internal structure and function of bones.

Safety and Risk Reduction

- Demonstrates safety rules for the home, school and community.
- Demonstrates basic first aid skills for minor injuries.

Alcohol, Tobacco and Other Drugs

- Indicates how to use over-the-counter and prescription medication in safe ways.
- Understands the possible harmful effects of alcohol, tobacco and other drugs.

Nutrition and Exercise

- Learns how to plan meals to include needed nutrients.
- Understands guidelines for healthy eating and adequate exercise.

GRADE FOUR Health Learning Indicators

Mental and Emotional Health

- Practices refusal skills.
- Develops a plan for handling stress.

Human Growth and Development

- Examines the parts of the excretory and digestive systems.
- Explores the texture of the stomach and studies ways that food is chemically broken down.
- Discovers the ways that hunger and elimination needs drive the bodily functions.
- Understands the influences of body image on hunger and excretory functions.

Safety and Risk Reduction

- Identifies safety rules for the home and in school.
- Demonstrates first aid skills.
- Practices frequent hand-washing.
- Practices safety when in the sun, as well as around bodies of water (e.g., pools, rivers, lakes).

Alcohol, Tobacco and Other Drugs

- Examines reasons and ways for saying “no” to abusing drugs.
- Understands the harmful impact of the misuse of alcohol and tobacco on physical and emotional health in the family.

Nutrition and Exercise

- Analyzes how to use the current food and exercise pyramid to balance daily diet and activities.
- Understands that unsafe food preparation and storage can cause illness.
- Recognizes how to achieve and maintain a desirable weight.
- Identifies foods that may help in preventing heart disease, cancer and osteoporosis, as well as certain foods to be avoided.

GRADE FIVE

Health Learning Indicators

Mental and Emotional Health

- Analyzes behaviors that are risks to personal safety and health.

Human Growth and Development

- Defines sexual activity or behaviors.
- Defines sexual abstinence and explains why it is healthful.
- Recognizes how HIV destroys the immune system and how AIDS develops and is transmitted.
- Understands the relationship between respiration and the nervous system.

Safety and Risk Reduction

- Understands how and when to administer abdominal thrusts (anti-choking procedure).

Alcohol, Tobacco and Other Drugs

- Lists the consequences of the misuse of alcohol, tobacco and other drugs.
- Uses conflict management skills, including assertiveness and cooperation.

Nutrition and Exercise

- Identifies the sources of six kinds of nutrients.
- Identifies the correct nutritional needs in childhood, puberty and adulthood.
- Understands the current food/exercise pyramid and how it relates to good health.

GRADE SIX

Health Learning Indicators

Mental and Emotional Health

- Identifies stressors and a variety of techniques that can be used to manage stress.
- Communicates with others in a positive manner.
- Examines many ways in which people can be talented.

Human Growth and Development

Reproductive System:

- Explains the development of the fertilized egg from conception to birth.
- Understands what constitutes sexual activity.
- Learns that practicing abstinence from sexual activity supports physical and emotional health.

Circulatory System:

- Identifies the parts of the circulatory system and their functions in the body.
- Studies the health habits needed to attain cardiovascular health.

Safety and Risk Reduction

- Recognizes risks to personal safety and the steps to avoid injury, abuse, harassment, and bullying.
- Identifies steps for assessment of an injury, basic first aid, and the need for CPR.
- Recognizes the importance of hand-washing.

Alcohol, Tobacco and Other Drugs

- Analyzes the consequences of the misuse of alcohol, tobacco and other drugs.

Nutrition and Exercise

- Examines the correct nutritional, sleep, and exercise requirements for adolescence.
- Makes healthy food choices using the current food and exercise pyramid and the National Institute of Health nutrition guidelines.
- Understands the relationship between caloric intake, weight, and Body Mass Index.
- Examines the nutritional values of various sports drinks, fast foods, and energy snacks.

MIDDLE SCHOOL Health Learning Indicators

Mental and Emotional Health

- Explains ways to enhance self-control and emotional health.
- Demonstrates ways to reduce and manage negative stress.
- Recognizes warning signs of depression and suicide.

Human Growth and Development

- Recognizes the benefits of abstinence from sexual activity and the consequences of sexual behavior.
- Understands structure and function of the male and female human reproductive systems.
- Recognizes responsible behavior within human relationships.
- Recognizes the transmission, prevention and treatment of common sexually transmitted diseases.
- Defines AIDS and HIV and the impact on the immune system.
- Recognizes the importance of being respectful of all people, including those different from self.

Safety and Risk Reduction

- Uses elements and principles of first aid while protecting one's own health and safety.
- Recognizes bullying, violence, and abuse and how to seek help.
- Examines ways to reduce the risk of violence.
- Understands ways to promote health and prevent illness.

Alcohol, Tobacco and Other Drugs

- Acquires decision making skills and proactive factors that influence positive, drug-free outcomes.
- Understands how substance abuse impacts personal health, family, school and community relationships.

Nutrition and Exercise

- Recognizes components of the current food and exercise pyramid and the National Institute of Health nutrition guidelines.
- Understands nutritional food labels in promoting healthful nutritional practices.
- Recognizes behaviors indicative of eating disorders and identifies available treatment services.
- Understands the elements of physical fitness and their impact on personal health.
- Recognizes current trends and health risks associated with performance enhancing supplements.

HIGH SCHOOL Health Learning Indicators

Mental and Emotional Health

- Understands physical, mental, and emotional health issues.
- Identifies effects of stress and stress management skills.

Human Growth and Development

- Identifies and compares the positive results of abstinence versus the consequences of various types of sexual behaviors.
- Demonstrates responsible decision making skills within the progression of human relationships.
- Recognizes that media impact human behavior.

Safety and Risk Reduction

- Identifies appropriate first aid and current CPR procedures for emergency situations.
- Demonstrates responsible decision making skills for personal physical activity.
- Recognizes bullying and other types of abuse and how to seek help for self and others.

Alcohol, Tobacco and Other Drugs

- Understands the difference between drug use, drug misuse, and drug abuse.
- Expands an understanding of the effects and risks of commonly used drugs on mental, physical, social, and community health.
- Demonstrates appropriate decision making skills in regard to alcohol, tobacco and other drugs and their effects on the body.
- Recognizes the risks involved in the misuse or abuse of prescription or over-the-counter drugs.
- Is aware of community resources available to people needing treatment for issues related to tobacco, drug or alcohol abuse.

Nutrition and Exercise

- Understands the role of proper nutrition and physical fitness and their relationship to a healthy lifestyle.
- Develops lifetime goals concerning physical fitness and proper nutritional health.

KINDERGARTEN Mental and Emotional Health

It is especially important that the kindergartner begin his/her school career feeling safe and that he/she learns to trust others. By enhancing his/her self-concept, the student will begin to express his/her feelings. This will be done not only through sharing personal experiences but also by learning about traditions and customs of other families.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn ways to be mentally and emotionally healthy.	a. Demonstrate how to say “no” to an example of harmful behavior.	1 2 4 5	
B. Develop strategies to promote self-awareness and positive attitudes	a. Share about himself/herself and listen to the sharing of others.	1 5 6	
C. Learn ways he/she is valued.	a. Demonstrate or show what he/she does well.	1 5 6	
D. Learn to express feelings appropriately.	a. Distinguish among different feelings and/or emotions. b. Demonstrate appropriate reactions to a situation. c. Educate himself/herself on different actions of respect as it relates to all cultures, disabilities, socioeconomics, and other relevant factors.	2 4 8	
E. Develop skills in peacefully resolving conflicts.	a. Use his/her words to solve problems. b. Demonstrate appropriate ways to exhibit self-control, verbalize feelings, and express emotions.	4	

KINDERGARTEN
Mental and Emotional Health (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
F. Make wise choices when interacting with others.	a. Demonstrate self-discipline in choosing actions and reactions.	4 7	
G. Develop a sense of responsibility and respect for others.	a. Demonstrate awareness of how what he/she does affects others. b. Respect others, regardless of race, ethnicity, socioeconomics, culture, disabilities, or other factors.	2	

KINDERGARTEN Human Growth and Development

Focus Area: Body Parts			
Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Know internal and external body parts; i.e., hands, feet, legs, arms, neck, chest, head and stomach, bones, muscles, brain, and heart.</p>	<p><i>The student will:</i></p> <p>a. Use a silhouette of a child who is about the same age and point to and name the parts of the body, focusing on external body parts.</p> <p>b. Identify where the internal parts of the body would be located as he/she points to the silhouette of the body.</p>	<p>2 8</p>	
<p>B. Learn ways his/her body changes during growth.</p>	<p>a. Examine illustrations of a baby, child and adult to observe the different parts of the body that must change in accordance with the different stages of growth; i.e., bones, teeth, length of limbs, brain, head and skin.</p>	<p>7</p>	
<p>C. Learn ways people age.</p>	<p>a. Discuss birth, growth and maturation.</p> <p>b. Read literature that describes how people change throughout their lives.</p>	<p>1 7</p>	
<p>D. Learn to analyze healthful habits.</p>	<p>a. Discuss the factors needed in a healthy lifestyle; i.e., foods, exercise, safety and mental well-being, as well as adequate sleep for healthy growth and development.</p>	<p>1 7</p>	

KINDERGARTEN Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn safety procedures that should be observed on school buses and in cars.</p> <p>B. Be aware of ways to prevent fire and burns.</p> <p>C. Understand safety rules to be observed when walking or biking in the neighborhood.</p> <p>D. Know how to report a need for emergency assistance.</p> <p>E. Know how to avoid high-risk (e.g., bullying) relationships and to establish healthy friendships.</p>	<p><i>The student will:</i></p> <p>a. Practice getting onto a bus and remaining properly seated.</p> <p>b. State how to wear a seat belt and where to sit in a car.</p> <p>a. Discuss correct behavior when matches or lighters are found within reach.</p> <p>b. Role play “<i>Stop, Drop, and Roll.</i>”</p> <p>a. Explain ways to cross the road and walk safely.</p> <p>b. Discuss traffic safety rules.</p> <p>c. Discuss bicycle safety rules.</p> <p>a. Show and tell how to use “9-1-1” to access emergency assistance.</p> <p>a. Discuss what bullying is.</p> <p>b. Discuss appropriate and inappropriate friendships and relationships with peers, as well as with adults in his/her life</p> <p>c. Discuss who to contact if feeling threatened or mistreated.</p>	<p>5 7</p> <p>5 7</p> <p>5 7</p> <p>5 7</p> <p>2 4 7</p>	

KINDERGARTEN

Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand how to use medicines in safe ways.</p> <p>B. Learn how to say “no” to harmful drugs.</p>	<p><i>The student will:</i></p> <p>a. Name grown-ups who can give you both prescription and non-prescription drugs.</p> <p>a. List ways to say “no” to harmful drugs.</p>	<p>3</p> <p>3 4</p>	

KINDERGARTEN Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn about the current food pyramid, which also includes exercise recommendations.</p>	<p><i>The student will:</i></p> <p>a. Name the five food groups and give examples of foods in each group.</p> <p>b. Describe healthful meals and snacks.</p> <p>c. Describe the role of exercise in living and growing healthy.</p>	<p>1</p> <p>3</p> <p>5</p>	
<p>B. Learn how to wash hands and keep hands out of mouth to avoid germs and illnesses.</p>	<p>a. Explain how germs are transmitted from one place to another by way of unwashed hands.</p>	<p>1</p> <p>3</p> <p>5</p>	

GRADE ONE Mental and Emotional Health

The first grade level learner develops a growing awareness of his/her community that broadens his/her perspective and needs to include friends, school helpers, and extended family members.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Resolve conflicts.</p> <p>B. Learn the guidelines for saying “no.”</p> <p>C. Communicate caring and respect for self and others.</p> <p>D. Show good character.</p> <p>E. Understand strategies for dealing with stress.</p>	<p><i>The student will:</i></p> <p>a. Share feelings in healthy ways when conflicts arise.</p> <p>a. Demonstrate refusal skills while processing a problem during role-playing activities.</p> <p>a. Practice accepting and giving compliments and criticism.</p> <p>a. Share positive attributes about himself/herself and others.</p> <p>a. Use stress management skills to reduce the harmful effects of stress.</p> <ul style="list-style-type: none"> • use breathing exercises • wait for a specified time before responding • verbalize feelings • time out • solitude 	<p>2 3 7</p> <p>2 5</p> <p>2 8</p> <p>2 8</p> <p>2 5 7</p>	

GRADE ONE
Human Growth and Development

Focus Areas: Teeth and Five Senses			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Understand how a person gathers and interprets information through the senses.	a. Demonstrate a sensory activity using each of the body senses; i.e., seeing, hearing, tasting, smelling, touching, kinesthetic, or whole body sense.	1 7	
B. Understand the need for and the functions of the five senses.	a. Identify and name the five senses. b. Explain the functions of each of the five senses.	1 7	
C. Learn the procedures for proper dental care.	a. Describe ways to take care of your teeth. b. Demonstrate and practice proper brushing and flossing techniques.	1 5 7	
D. Learn the parts of the tooth.	a. Identify, using a model or diagram, the parts of a tooth.		
E. Learn the importance of exercise for healthy growth and development.	a. List some healthy daily exercise activities.	1 5 7	

GRADE ONE Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn how to prevent accidents in the home.</p> <p>B. Know how to report a need for emergency assistance.</p> <p>C. Know how to minimize watching TV and playing video games.</p> <p>D. Learn first aid for minor injuries or illnesses.</p> <p>E. Continue to develop proper and frequent hand washing practices.</p> <p>F. Recognize high-risk situations vs. healthy friendships and relationships.</p>	<p><i>The student will:</i></p> <p>a. Identify possible sources of accidents in the home; i.e., poisons, electrical, plants, fire, knives, and hazards that could result in falls.</p> <p>a. Show and tell how to use “9-1-1” to access emergency assistance.</p> <p>a. Discuss alternative activities that promote better health.</p> <p>a. Discuss the correct first aid procedures for treating scrapes, burns, stings, nosebleeds, cuts, and animal bites.</p> <p>a. Name at least two reasons why hand washing is important.</p> <p>a. Discuss abuse and bullying situations and how to safely seek help.</p>	<p>1 5</p> <p>1 5 7</p> <p>1 5 6 7</p> <p>7 8</p> <p>1 7 8</p> <p>2 4 7</p>	

GRADE ONE
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand how to use medicines in safe ways.</p>	<p><i>The student will:</i></p> <p>a. Discuss times when it is appropriate to take medicine and who will give it to him/her.</p>	<p>3</p>	
<p>B. Learn that alcohol is harmful to health.</p>	<p>a. Discuss how drinking alcohol can harm health.</p>	<p>1 3 5 7</p>	
<p>C. Learn that tobacco is harmful to health.</p>	<p>a. Discuss how smoking cigarettes and chewing tobacco are harmful to health.</p>	<p>1 3 5 7</p>	
<p>D. Understand that some drugs are illegal.</p>	<p>a. Discuss that some drugs are illegal.</p>	<p>1 3 5 7</p>	

GRADE ONE Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn about the current food pyramid, with its included exercise information.</p> <p>B. Become aware of food labels.</p> <p>C. Protect himself/herself from germs on food or elsewhere.</p>	<p><i>The student will:</i></p> <p>a. Name the five food groups and discuss the importance of eating a balance of foods from each group.</p> <p>b. Discuss how to choose healthful snacks.</p> <p>c. Show how to choose from a menu.</p> <p>d. Name ways to get adequate exercise.</p> <p>a. Locate and point to a food label.</p> <p>a. Show the correct way to wash his/her hands.</p> <p>b. Discuss why washing hands before eating is healthful.</p>	<p>1 2 3 5 6 7 8</p> <p>3</p> <p>1 5 7</p>	

GRADE TWO

Mental and Emotional Health

The second grade learner broadens the scope of his/her world relevant to his/her emotional health by adding a focus on members of a group (e.g., teams, faith-based groups, cultural groups, scouting, and other groups of which he/she could be a member). This development will be determined by how he/she, as a member of that group, manifests the above components with an expanded number of people.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn the guidelines for saying “no.”	a. Discuss the guidelines for saying “no” while processing a problem.	1 4	
B. Differentiate between healthy and unhealthy ways to act on feelings.	a. Demonstrate through role playing how to use his/her words to express feelings.	1 4	
C. Understand relationships between personal health behaviors and individual well-being.	a. Discuss relationships between personal health behaviors and individual well-being.	5 7	

GRADE TWO

Human Growth and Development

Focus Areas: Eye and Ear			
Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn how to take care of his/her body parts.</p>	<p><i>The student will:</i></p> <p>a. Examine how the systems of the body relate to the functions of the eye and ear by using models and diagrams.</p> <p>b. Identify how the information gathered by the eyes and ears is processed by the brain.</p>	<p>5</p> <p>6</p> <p>7</p>	
<p>B. Become more aware of the needs of older people.</p>	<p>a. Gather information about common health changes for people as they grow older (e.g., eyes, ears, muscles, bones, teeth, etc.).</p> <p>b. Make a class booklet showing suggestions for assisting older people with special needs.</p>	<p>2</p> <p>8</p>	
<p>C. Discover the parts of the ear and the eye.</p>	<p>a. Examine the parts of the eye using diagrams and models.</p> <p>b. Observe a dissection of the cow's eye (can be a virtual dissection found at some websites).</p> <p>c. Examine the parts of the ear using diagrams and models.</p>	<p>1</p>	
<p>D. Learn practices that promote health and prevent diseases of the eye and ear.</p>	<p>a. Identify, through discussion, risks to eye and ear health from:</p> <ul style="list-style-type: none"> • loud noises • injury • germs (pinkeye, ear infections) 	<p>1</p>	

GRADE TWO Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn to protect himself/herself from places and people which might cause harm.</p>	<p><i>The student will:</i></p> <p>a. Participate in the Youth Safe Program at his/her school.</p> <p>b. Point out situations that may be high risk for children.</p>	<p>1 2 4 6 7 8</p>	
<p>B. Learn safety rules for home, school, and recreation for year-round.</p>	<p>a. Choose a safety rule and either write a story or present a skit to the class showing how to be safe.</p>	<p>1 2 4 7 8</p>	
<p>C. Recognize high-risk situations vs. healthy friendships and relationships.</p>	<p>a. Discuss abusive and bullying situations and how to safely seek help.</p>	<p>2 4 7</p>	
<p>D. Know the correct use of first aid for scrapes, burns, stings, nosebleeds, cuts, and animal bites.</p>	<p>a. Practice showing the correct first aid procedures to follow for treating scrapes, burns, stings, nosebleeds, cuts, and animal bites.</p>	<p>4 5</p>	
<p>E. Explore the safety rules for eye and ear care.</p>	<p>a. Describe and draw pictures of safety protection procedures for eyes and ears.</p>	<p>1 4</p>	

GRADE TWO
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>F. Continue to develop the practice of frequent hand washing.</p>	<p>a. Explain why it's important to wash hands often.</p>	<p>1 7 8</p>	

GRADE TWO
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Use medicines in safe ways.	a. List rules for using both prescription and non-prescription medicines.	3 7	
B. Understand that alcohol is harmful to health.	a. Discuss how drinking alcohol can harm health. b. Name adult helpers who can help others concerning alcohol problems.	3 7	
C. Understand that tobacco is harmful to health.	a. Discuss how smoking cigarettes, chewing tobacco, and secondhand smoke are harmful to health.	1 3	
D. Understand that some drugs are illegal.	a. List drugs that are illegal.	3 5 6 7 8	

GRADE TWO Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn about the current food pyramid, including the pyramid's exercise feature.</p>	<p><i>The student will:</i></p> <p>a. List healthful snacks from each of the five food groups.</p> <p>b. Plan a healthful fast food meal, using the five food groups.</p> <p>c. Choose foods that will help you maintain a healthful weight.</p> <p>d. List at least five ways to get enough exercise to be healthy.</p> <p>e. Describe a possible practical schedule for second graders to get enough exercise.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	
<p>B. Learn about the nutritional categories such as proteins, sugars, fats, fiber, carbohydrates, as well as necessary intake of water.</p>	<p>a. Name foods that provide various nutrients and fluids.</p>	<p>1</p> <p>7</p> <p>8</p>	
<p>C. Learn how to read food labels to discover fat and sugar content in favorite foods.</p>	<p>a. Identify the nutrients of foods from the menus of several fast food restaurants.</p> <p>b. Compare the food labels of favorite snacks to examine contents.</p> <p>c. Choose alternative snacks that are lower in fat and sugar content.</p>	<p>3</p> <p>5</p> <p>7</p> <p>8</p>	

GRADE THREE Mental and Emotional Health

The third grade learner enlarges his/her emotional world to include people in the community, neighbors, government officials, roles of people in his/her life, and ways of relating to others; i.e., coaches, teachers, parents of friends, etc.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn to take responsibility for his/her health.</p> <p>B. Learn to make responsible decisions and use resistance skills.</p> <p>C. Identify uplifting behaviors that reinforce current emotional state.</p> <p>D. Have a plan for handling stress.</p>	<p><i>The student will:</i></p> <p>a. List the four parts of health—physical, mental, emotional, and social.</p> <p>b. List ways to handle stress that do not harm himself/herself or others.</p> <p>a. Recite questions to consider prior to making decisions.</p> <p>b. Demonstrate how to use resistance skills in daily living for positive lifestyle results.</p> <p>a. Define feelings—angry, sad, elated—and how to show these feelings in an acceptable way.</p> <p>b. Tell what he/she is feeling and why.</p> <p>c. Demonstrate healthful ways to alter his/her mood.</p> <p>a. Role play healthful and harmful stress situations and demonstrate positive steps to work through a stressful time.</p>	<p>1 2 3 4 5 6 7 8</p> <p>5 6 7 8</p> <p>1 2 4 5 7</p> <p>2 4 7</p>	

GRADE THREE
Mental and Emotional Health (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
E. Comprehend the healthful and harmful bodily changes associated with stress.	a. Draw a stressful scene and list the physical changes going on in the body of the participant.	1 4 8	
F. Know ways to develop healthy relationships with peers and adults.	a. List factors that contribute to healthy relationships, and also factors that create harmful relationships.	1 4 8	

GRADE THREE
Human Growth and Development

Focus Area: Skeletal System			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn the parts of the skeletal system and what each part does.	a. Describe a common activity and what bones you use to accomplish the task.	1 7 8	
B. Know the parts of the muscular system and what the parts do.	a. Describe a common activity and what muscles you use to accomplish the task.	1 7 8	
C. Learn about some changes that occur with aging.	a. Name an example of a change from birth to adult in the skeletal and muscular systems of a skeletal animal (e.g., fish, frog, dog, horse).	1 7 8	
D. Understand the internal structure and function of bones.	a. Examine the inside of a bone and identify the parts and functions.	1 3 7 8	
E. Understand the common structures of bones and teeth.	a. Develop a profile of choices to take care of your teeth and bones.	7	

GRADE THREE Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Know safety rules in the home, school, and various public places.</p>	<p><i>The student will:</i></p> <p>a. Develop a classroom presentation to inform students of school safety rules.</p> <p>b. Identify safety rules to be followed in the home.</p> <p>c. List safety rules to follow when in public places (e.g., parks, shopping malls, theaters, pools, etc.).</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p> <p>8</p>	
<p>B. Comprehend safety rules for riding in a car or school bus.</p>	<p>a. Identify safety rules to be followed for riding in the car or school bus.</p>	<p>1</p> <p>2</p> <p>5</p> <p>7</p> <p>8</p>	
<p>C. Discuss safety rules for weather conditions.</p>	<p>a. Share information that communicates rules for cold and hot weather, thunderstorms, tornados, or floods.</p>	<p>1</p> <p>5</p>	
<p>D. Know how to protect himself/herself from others who might cause harm to him/her or become violent.</p>	<p>a. Participate in discussion and role-playing situations to learn how to say “no,” get away, and to tell an adult when threatened by harm or unsafe touch or statements and threats (also includes bullying and/or emotional or physical abuse).</p> <p>b. Participate in discussion of the school district’s zero tolerance policy.</p>	<p>2</p> <p>4</p> <p>7</p>	

GRADE THREE
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>E. Learn to implement first aid skills.</p>	<p>a. Assemble a first aid kit and demonstrate first aid procedures for helping an injured person, calling for help, and steps for treatment of minor injuries.</p>	<p>3 8</p>	

GRADE THREE
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn how to use over-the-counter and prescription medications in safe ways.</p>	<p><i>The student will:</i></p> <p>a. List five safety rules for using medication.</p>	<p>1 2 3 4 5 8</p>	
<p>B. Understand how drinking alcohol and using tobacco harm health.</p>	<p>a. Role play ways to use resistance skills to resist the misuse of drugs.</p>	<p>1 2 3 4 5 8</p>	
<p>C. Know that illegal drug use is harmful.</p>	<p>a. Tell ways that illegal drugs are harmful. b. Know why breaking the law is likely to lead to unhealthy, stressful consequences.</p>	<p>1 2 3 4 5 8</p>	

GRADE THREE Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn what the essential nutrients are for healthy bone growth.</p> <p>B. Understand guidelines for eating a healthy diet, including those shown in the current food/exercise pyramid.</p> <p>C. Comprehend how to select healthy foods from a fast food restaurant.</p> <p>D. Understand ways that advertisements encourage children to eat certain foods.</p> <p>E. Develop further understanding of the current food pyramid, including the exercise section.</p>	<p><i>The student will:</i></p> <p>a. Make a list of foods to promote healthy bone growth.</p> <p>a. Develop an advertisement that features the benefits of dietary guidelines such as eating few fatty foods, increasing fiber in the diet, balancing diet with physical activity, decreasing salt, and eating a variety of foods.</p> <p>a. Make a list of healthy foods from his/her favorite fast food restaurant with information about the nutrients in the foods and how these foods fit healthy dietary guidelines.</p> <p>a. Share with the class a food advertisement from a newspaper or magazine and write a paragraph about how this food does or does not follow healthy dietary guidelines.</p> <p>a. Discuss how the current food/exercise pyramid helps guide our learning in A through D above.</p>	<p>1 3 5 6</p> <p>3 7 8</p> <p>1 2 5 7</p> <p>4 5 7</p> <p>4 5 7</p>	

GRADE FOUR Mental and Emotional Health

The fourth grade level expands the focus to include people outside the student's local area and makes contact with public issues and people in various roles and jobs in our world. He/she develops an awareness of people less fortunate and for whom social issues impact the health and well-being of society as a whole.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Recognize influences outside the family that affect his/her decision making and how they relate to his/her emotional well-being (e.g., peer pressure, advertising, and social pressure).</p>	<p><i>The student will:</i></p> <p>a. List and discuss with his/her class the comments that students have made (positive and negative) that have affected his/her decision making.</p>	2	
<p>B. Have techniques or strategies for handling stress.</p>	<p>a. Use a story or piece of literature and identify the stresses experienced by characters in the story.</p> <p>b. Tell what the story character did to handle the stress and why this was healthful or harmful.</p> <p>c. Write what he/she would do if he/she was in that character's place.</p>	5 7	
<p>C. Learn to practice refusal skills.</p>	<p>a. Demonstrate how to protect himself/herself from harm or abuse that could result from a bully, stranger, and/or person known to the child.</p> <p>b. Tell consequences of being involved in gangs according to the steps in a decision-making process (e.g., safety, legal, health and family guidelines).</p>	2 4 7	
<p>D. Learn to recognize the gifts he/she brings to the world and enhance self-esteem through daily activities.</p>	<p>a. Identify the gifts students bring to themselves as well as to their families, schools, and communities by participating in various classroom activities.</p>	4 8	

GRADE FOUR Human Growth and Development

Focus Area: Digestive System			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Discover what the parts of the digestive and excretory systems do.	a. Label the parts of the digestive system. b. Discuss the health habits that keep the digestive and excretory systems healthy.	1 3	
B. Explore the texture of the stomach and study ways that food is chemically broken down.	a. Explain the process of chemical breakdown of foods in the body.	1 3	
C. Explore how food is broken down physically by the teeth.	a. Explain the process of physical breakdown of foods by the teeth.	1 3	
D. Discover the ways that hunger and excretory needs drive the bodily functions.	a. Discuss brain signals that govern hunger and excretory functions.	1 3	
E. Understand the influences of body image on eating habits and excretory functions.	a. Describe the processes of the eating disorders bulimia and anorexia.	1 5	
F. Learn how to practice sun safety.	a. Develop an illustrated advertisement that persuades people to protect their skin from the sun. b. Use technology to depict factual information regarding the harmful effects of the sun on the skin.	1 2 7	

GRADE FOUR Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Identify safety rules in the home and school.</p> <p>B. Demonstrate safety rules for swimming.</p> <p>C. Demonstrate safety rules for weather conditions.</p> <p>D. Demonstrate how to protect himself/herself from others who might cause harm to him/her.</p> <p>E. Demonstrate safety rules to protect himself/herself from violence.</p>	<p><i>The student will:</i></p> <p>a. Illustrate a fire escape plan for his/her home. b. Successfully complete a fire drill at school. c. Identify possible poisonous items and tell how they should be safely stored.</p> <p>a. Write and share with classmates a health behavior contract regarding swimming safety rules.</p> <p>a. Develop a weather report for a particular day and recite the safety rules for that weather condition.</p> <p>a. Participate in discussion and role-playing to learn how to say “no,” get away, and tell an adult when threatened by harm or unsafe touch.</p> <p>a. Tell how to use peer mediation techniques to resolve conflicts. b. Tell the steps to follow if he/she witnesses violent behavior in the home or community. c. Tell how to get help if he/she is bullied or abused emotionally or physically.</p>	<p style="text-align: center;">1</p> <p style="text-align: center;">1 7</p> <p style="text-align: center;">1 3</p> <p style="text-align: center;">2 4 7</p> <p style="text-align: center;">2 4 5 7</p>	

GRADE FOUR
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
F. Explain safety behaviors regarding weapons.	a. Identify the safety rules the school has about weapons and what to do if he/she has knowledge of a weapon in the school. b. Participate in discussion of school district's zero tolerance policy.	1 7	
G. Demonstrate first aid skills.	a. Demonstrate how and when to call and/or summon adult help for emergencies. b. Show how to give first aid for bleeding, sprains, and choking.	1 7	

GRADE FOUR
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Examine reasons for saying “no” to abusing drugs.</p> <p>B. Understand how drinking alcohol and using tobacco can harm physical and emotional health and family life.</p> <p>C. Know how and why to protect oneself from secondhand smoke.</p>	<p><i>The student will:</i></p> <p>a. Identify advertisements that might encourage students to abuse drugs.</p> <p>b. Discuss ways in which messages about drug use are often communicated (e.g., media, humor, peers, siblings, adults, neighbors).</p> <p>a. Practice saying “no” to drug offers.</p> <p>a. Practice statements that he/she can use to prevent exposure to secondhand smoke.</p>	<p>2 6</p> <p>1 2 3 5 7</p> <p>1 5</p>	

GRADE FOUR Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Demonstrate how the current food/exercise pyramid should be used in choosing foods.</p> <p>B. Study the contents of food labels and how to read them.</p> <p>C. Discover how to choose healthful snacks at home, at school, and in restaurants.</p> <p>D. Comprehend how illness can be caused by unsafe food preparation and storage.</p> <p>E. Learn how to achieve and maintain a healthy weight.</p>	<p><i>The student will:</i></p> <p>a. Plan two days of healthy menus, including the correct number of servings from the current food/exercise pyramid.</p> <p>a. Choose four favorite food products and chart the nutrients from information on the food labels.</p> <p>a. Compose a commercial, poster or art presentation of a favorite snack, listing its healthy nutrients.</p> <p>a. Share with the class one way germs can be spread when storing or preparing food.</p> <p>a. Develop possible strategies in a health behavior plan that would be appropriate for a person who is overweight or underweight.</p>	<p>1 3 5 6 7</p> <p>1 3</p> <p>5</p> <p>1 3</p> <p>6 7</p>	

GRADE FOUR
Nutrition and Exercise (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>F. Learn which foods may help in preventing heart disease, cancer, and osteoporosis.</p>	<p>a. Write a letter to a community agency such as the American Cancer Society, the American Heart Association, or the Dairy Council and request information about dietary recommendations that prevent disease. Share this literature with the class.</p>	<p>4 6</p>	

GRADE FIVE Mental and Emotional Health

The fifth grade level child learns that people of the past and actions taken have an effect on the ways that people relate to each other today. The student needs to begin to understand how group behavior affects the individual's decisions for health. The learner of this age begins to learn how personal and public health are interrelated.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Analyze behaviors that are risks to personal safety/health.	a. List the risks of a situation and take steps to avoid situations that could result in risk to personal safety.	5 7	
B. Recognize influences outside the family that affect decision making and how they relate to his/her emotional well-being (e.g., peer pressure, advertising and social pressure).	a. Identify and discuss with the class the comments students have made (positive and negative) that have affected his/her decision making.	2 5 6	
C. Know and use techniques or strategies for handling stress.	a. Use a story book or piece of literature to identify the stresses experienced by characters in the story. b. Tell what the story character did to handle the stress and how this may be helpful (or harmful) to actually try. c. Write what he/she would do if he/she were in the character's place or a similar situation.	6	

GRADE FIVE
Human Growth and Development

Focus Area: Reproductive System			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn the parts and functions of the male and female reproductive systems.	a. Name the organs in the female and male reproductive systems and their functions. b. Explain menstruation and the menstrual cycle. c. Explain physical changes in male sexual development.	1 3	
B. Explore what healthful habits girls and boys can practice during puberty.	a. List healthful habits during puberty for his/her gender (i.e., hygiene, setting sexual boundaries, developing healthy relationships with peers and others).	1 3 7	
C. Study ways that girls' and boys' bodies change during puberty.	a. List the secondary sex characteristics that occur during puberty for boys and girls.	1 3	
D. Define sexual abstinence and explain why it is healthful.	a. Write a definition of sexual abstinence and list the healthful consequences (i.e., physical, emotional, and social).	1 3 5	
E. Recognize how HIV destroys the immune system and how AIDS develops.	a. List the steps in which HIV destroys the immune system and how AIDS develops.	3	
F. Recognize risk behaviors that cause HIV infection and behaviors that do not.	a. List behaviors that cause HIV infection and those that do not.	3	

GRADE FIVE
Human Growth and Development (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>G. Understand the various types of human sexual activity.</p>	<p>a. Define various behaviors often leading to sexual activity.</p> <p>b. Know the emotional and disease risks of oral sex.</p>	<p>1 3</p>	

GRADE FIVE
Human Growth and Development

Focus Area: Respiratory System			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Understand the path oxygen follows during respiration.	a. Explain the flow of oxygen through the body by using diagrams and models. b. Describe the structure and function of the respiratory system. c. Identify where oxygen and carbon dioxide are exchanged in the respiratory system.	1 3	
B. Explore the pathway of oxygen through the respiratory system.	a. Observe dissection of the lung (can be an in-class demonstration or virtual on various websites). b. Read and discuss material showing the function of the respiratory system.	1 3	
C. Understand the effects of disease on the respiratory system.	a. Analyze the cause and effect of diseases of the respiratory system (e.g., asthma, allergies, emphysema, pneumonia, etc.).	1 3 6	
D. Understand the role of the nervous system in controlling respiration.	a. Explain the brain's role in respiratory control by using a diagram or model of the nervous and respiratory systems.	1 3	
E. Identify the parts of the respiratory system and how it interacts with the other systems in sustaining life.	a. Explain the role oxygen plays in the body's cells and how it supports an organism.	1 3	

GRADE FIVE Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Demonstrate an understanding of the issues of child abuse.</p> <p>B. Define abuse and demonstrate safety protocols.</p> <p>C. Recognize bullying or abuse and report it.</p> <p>D. Understand the definition of sexual harassment and how to deal with a situation if it occurs at school or elsewhere.</p> <p>E. Know how to use abdominal thrusts (anti-choking procedure).</p>	<p><i>The student will:</i></p> <p>a. Define violent, emotional, and sexual abuse and neglect.</p> <p>a. Demonstrate steps to take to get away from a perpetrator.</p> <p>a. List ways to get help if he/she is bullied or emotionally or physically abused.</p> <p>a. Write a definition of sexual harassment and steps to take if it occurs at school or elsewhere.</p> <p>a. Demonstrate in a simulation the use of abdominal thrusts (anti-choking) procedure in class.</p>	<p>1 2 4 7</p> <p>1 2 4 7</p> <p>1 2 4 7</p> <p>1</p> <p>3</p>	

GRADE FIVE
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
F. Know that the need for CPR is determined by a person by checking pulse and breathing.	a. Access the correct help for someone needing CPR.	3	
G. Know the signs of choking.	a. Generate a list of symptoms or signs of choking.	1 3	
H. Know the advantages of frequent hand washing to prevent diseases.	a. Discuss how hand washing can help prevent passing along germs and viruses that cause colds, influenza, MRSA, and other diseases and infections.	3 7	

GRADE FIVE
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Use information to think critically about the consequences of using alcohol, tobacco or other drugs.</p> <p>B. Learn how to effectively deal with the sources and kinds of pressure in his/her daily life.</p> <p>C. Know how to say “no” effectively to drugs and violence.</p> <p>D. Identify positive qualities in himself/herself and others.</p> <p>E. Assess risks and outcomes of his/her actions.</p>	<p><i>The student will:</i></p> <p>a. Discuss with peers and teachers the effects/results of using drugs.</p> <p>a. Use role playing to identify ways to deal with pressures in his/her life.</p> <p>a. Practice ways to say “no” in situations involving drugs or violence.</p> <p>a. Use positive and affirming dialogue with peers and self.</p> <p>b. Share and develop interests and talents.</p> <p>a. Classify the consequences of using alcohol, tobacco and other drugs.</p>	<p>1 5 7 8</p> <p>2 5 7 8</p> <p>2 5 7 8</p> <p>4</p> <p>1 6</p>	

GRADE FIVE
Alcohol, Tobacco and Other Drugs (ATOD) (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
F. Learn to make reasoned choices, avoiding impulses.	a. Use body language and words to convey assurance and poise in situations that challenge his/her beliefs.	4	
G. Know how to respond assertively and cooperatively to events.	a. Demonstrate ways to handle his/her self in high pressure situations.	2 4 7	
H. Compare personal beliefs and his/her behavior.	a. Discuss the decision-making process to engage in when personal beliefs are challenged.	2 4 5 8	
I. Develop skills in conflict management.	a. Demonstrate effective skills in conflict management.	2 4 7 8	
J. Comprehend ways to appropriately deal with anger.	a. Practice techniques for expressing anger, using appropriate words and actions.	2 4	
K. Learn activities to serve as alternatives to using drugs.	a. Explain activities to serve as alternatives to using drugs.	2 4 7	
L. Understand the physical and emotional advantages of staying drug and violence free.	a. List behaviors which result in a drug-free lifestyle. b. Identify and practice nonviolent behavior.	2 4 7	

GRADE FIVE
Alcohol, Tobacco and Other Drugs (ATOD) (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>M. Learn to recognize and avoid situations that lead to violent behavior.</p>	<p>a. State influences and risk behaviors that lead to violence and drug use.</p> <p>b. Discuss the connections between gang affiliations and violence and drug use.</p>	<p>2</p> <p>4</p> <p>7</p>	

GRADE FIVE Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn sources of six kinds of nutrients.</p> <p>B. Learn to order healthful foods at restaurants.</p> <p>C. Learn to protect himself/herself from germs in foods.</p> <p>D. Learn the recommended nutritional needs in childhood, puberty, and adulthood.</p> <p>E. Understand the importance of adequate exercise in growing and staying healthy.</p>	<p><i>The student will:</i></p> <p>a. Plan a weekly menu with the number of servings needed each day from the current food/exercise pyramid.</p> <p>a. List guidelines to use when ordering foods from a fast food or other restaurant.</p> <p>a. Create a pamphlet with rules for preventing food borne illness.</p> <p>b. Use technology to produce a chart/graphic to prevent food contamination.</p> <p>a. Define and differentiate his/her nutritional needs with other age groups.</p> <p>a. Discuss various types of activities that contribute to daily healthful exercise.</p>	<p>1 3 4</p> <p>1 3 4</p> <p>3 4 8</p> <p>3 4 8</p> <p>3 7 8</p>	

GRADE SIX

Mental and Emotional Health

The sixth grader begins developing a philosophy of life and goals. The student is discovering his/her personal strengths and weaknesses. Peer pressure continues to influence decision making regarding health choices. The abstract reasoning skills begin to develop but emotional issues remain paramount for this age learner.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn to identify stressors and a variety of techniques that can be used to manage stress.	a. Review the causes and effects of stress on the human body. b. Write how the management skills could be applied to relieve such stress (e.g., charting, journalizing, and stress management techniques).	1 2 3 7	
B. Understand depression and its impact on personal health.	a. List strategies to avoid and/or overcome depression.	1 3 8	
C. Identify ways to prevent stressors that occur in daily living.	a. Construct a timeline of daily responsibilities—at home, in school, with friends, sports—and develop strategies to manage time constraints and responsibilities.	1 5 6	
D. Recognize the need for a plan for the future that addresses the philosophy that he/she wants to achieve in his/her life.	a. Set goals for future plans and sequence the steps needed to achieve them. b. Revise those plans as needs change. c. Role play positive and negative responses to his/her choices in a situation.	5 6	

GRADE SIX
Mental and Emotional Health (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
E. Learn to communicate with others in respectful ways.	a. Write a statement that uses words and actions to show respect for others, solve disagreements, or be a good friend.	4	
F. Learn many ways in which people can be talented.	a. Use a skills inventory assessment tool to raise student's awareness of the talents and interests he/she possesses. b. Share activities and interests with the class.	7 8	
G. Learn leadership techniques to gain confidence with peers and adults.	a. Assume leadership roles at school and in the community.	4 8	

GRADE SIX
Human Growth and Development

Focus Area: Reproductive System			
Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn the ways that boys' and girls' bodies change during puberty.	a. List the secondary sex characteristics that occur during puberty for boys and girls.	1 3	
B. Explain conception and the development of the embryo from conception to birth.	a. Tell how the ovum is fertilized then develops and grows from conception to birth.	1 3	
C. Learn how nutrition and substance abuse of both parents affects the unborn baby.	a. List unhealthy behaviors of parents that affect the unborn baby.	1 3	
D. Understand what constitutes human sexual activity.	a. List behaviors which constitute human sexual activity.	1 3	
E. Learn how practicing abstinence from sexual activity supports physical and emotional health.	a. List reasons why sexual abstinence supports physical and emotional health.	1 3 7	
F. Learn how abstinence from sexual activities avoids the risk of sexually transmitted diseases.	a. Identify several sexually transmitted diseases and describe how they can damage the reproductive system, how they are transmitted from one person to another, and the symptoms resulting from these diseases (e.g., HIV/AIDS, gonorrhea, genital warts, syphilis).	1 3 7	

GRADE SIX
Human Growth and Development (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
G. Learn to demonstrate the use of refusal skills in supporting healthful decisions.	a. Define refusal skills and describe how to use when pressured to do something unhealthy. b. Describe how to set personal limits and boundaries.	2 4 5 6 7	
H. Learn how HIV affects the immune system.	a. Draw a picture of white blood cells and how they respond to viruses and to HIV. b. List several examples of body fluids that may transfer diseases from person to person (e.g., blood, saliva, semen, vaginal secretions).	1 3	
I. Recognize risk behaviors that cause HIV infection and other sexually transmitted diseases and behaviors that do not.	a. List behaviors that cause HIV infection and other sexually transmitted diseases and those that do not.	1	
J. Recognize the risks associated with behaviors such as engaging in oral sex, unprotected sex, and multiple-partner sexual activity.	a. Identify and define possible risks associated with various sexual behaviors.	1 5	

GRADE SIX Human Growth and Development

Focus Area: Circulatory System			
Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Identify the parts of the circulatory system and its function in the body.</p>	<p><i>The student will:</i></p> <p>a. Explain the flow of blood through the body and its uses in our cells.</p> <p>b. Explain the purpose and function of each part of the circulatory system.</p> <p>c. Observe dissection of the heart (can be an in-class actual dissection, or virtual as available on several websites).</p>	<p>1 3</p>	
<p>B. Gather evidence of the need for sleep and exercise during childhood, teenage years, and adulthood.</p>	<p>a. Study the effects of rest and exercise on the daily functioning of children, teenagers, and adults.</p>	<p>3</p>	
<p>C. Study the health habits needed to attain cardiovascular health.</p>	<p>a. List ways to maintain a healthy heart.</p>	<p>1 3 7</p>	
<p>D. Research a disease, determining whether it is caused by a genetic and/or lifestyle choice that impacts the circulatory system.</p>	<p>a. Express the effects of various diseases on people through research presentations.</p> <p>b. Develop a profile listing those lifestyle choices which may prevent the development of the disease reported on.</p>	<p>3 5</p>	

GRADE SIX Safety and Risk Reduction

Young people will develop an awareness of the factors that cause accidents and injury. Our purpose is to instill the learner with an ability to anticipate the risks for harm and make appropriate choices. This content is designed to teach life skills for injury prevention and safety.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Understand the issues of child abuse.	a. Define violent, emotional, and sexual abuse and neglect.	1 3	
B. Understand abusive relationships and demonstrate safety protocols.	a. Demonstrate steps to get away from a perpetrator.	1 3	
C. Recognize bullying and abuse, including self-abuse, and know how to report it.	a. Recognize the signs of possible abuse, including self-abuse. b. Describe methods to help someone report abuse, bullying, or other forms of physical or emotional abuse.	2 4 7	
D. Know the definition of sexual harassment and how to avoid being a victim.	a. Write a definition of sexual harassment and steps to take if it occurs at school or elsewhere.	1 4	
E. Learn reasons for immediate first aid and the appropriate steps for a child or an adult.	a. Use basic injury assessment skills to determine when outside help is needed. b. Demonstrate first aid procedures for a child or adult who is sick or injured. c. Demonstrate basic first aid procedures for a child or adult who is incapacitated or injured.	1	

GRADE SIX
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>F. Understand the importance of hand washing to limit or prevent the spread of disease.</p>	<p>a. Investigate places, objects, and ways that our hands often pick up germs and viruses from our environments.</p> <p>b. Demonstrate how to properly wash his/her hands.</p> <p>c. List diseases that are commonly transmitted by way of our hands (e.g., MRSA, colds, skin rashes, pinkeye, etc.).</p>	<p>1 7</p>	

GRADE SIX
Alcohol, Tobacco and Other Drugs (ATOD)

This unit examines the effects of alcohol, tobacco and other drugs on the body systems. The focus is on learning the protective factors to being safe and drug free.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn to think critically about the consequences of using alcohol, tobacco or drugs.</p>	<p><i>The student will:</i></p> <p>a. List the effects/results of using alcohol, tobacco and certain drugs on body systems, including the circulatory system.</p> <p>b. Give a speech using persuasive techniques to discourage alcohol, tobacco or drug use.</p> <p>c. Discuss how alcohol, tobacco and other drugs affect the brain and nervous system.</p>	<p>1 2 4 7</p>	

GRADE SIX Nutrition and Exercise

This unit examines how the fuel of the body is an essential building block to good health. Students gain an understanding of how nutrients affect the development of the body and maintain overall health. Our purpose is to assist students in making healthful food selections.

Instructional Goals	Performance Indicators	National Standard	Notes
<i>The student will:</i>	<i>The student will:</i>		
A. Learn the correct nutritional needs for people in puberty.	a. Compare and contrast his/her nutritional needs with other age groups.	1	
B. Learn to make healthy food choices using the current food/exercise pyramid and National Institute of Health guidelines.	a. Plan a daily or weekly menu following the current food/exercise pyramid guidelines, including both the nutritional and exercise factors in the pyramid. b. Compare and evaluate nutritional content of various foods using food labels. c. Consider the nutritional aspects of sports drinks, “energy bars,” and fast foods.	1 3 5	
C. Understand the relationship between weight and cholesterol and their effects on the circulatory system.	a. Explain the relationship between weight and cholesterol and their effects on the circulatory system.	1 7	
D. Understand the relationship between caloric intake, exercise and weight.	a. Describe the relationship between caloric intake, exercise and weight.	1 7	

MIDDLE SCHOOL Mental and Emotional Health

The importance of mental and emotional health extends far beyond the school age years. The focus for mental and emotional health is for students to develop a positive self-image, learn coping skills for dealing with stress, and recognize the dangers of depression.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Review the significance of self-esteem and self-concept.</p> <p>B. Understand stress and stressors and their impact on physiological and psychological health.</p>	<p><i>The student will:</i></p> <p>a. Discuss how self-esteem and self-concept impact optimal physical, social, and emotional health.</p> <p>b. Describe ways to improve self-esteem.</p> <p>a. Summarize the effects of stress on physiological and psychological health.</p> <p>b. Create a personal inventory of stressors.</p> <p>c. Explain the difference between eustress and distress (<i>eustress</i>: a positive stress that energizes a person and helps a person reach a goal; <i>distress</i>: a negative stress that can make a person sick or can keep a person from reaching a goal).</p> <p>d. Identify stress management skills, stress responses, and clues to physiological and psychological stress.</p> <p>e. Understand body systems and their responses to stress.</p> <p>f. Summarize how body image affects self-esteem.</p> <p>g. Recognize ways of expressing emotion and response to stress in different cultures.</p>	<p>1</p> <p>2</p> <p>6</p> <p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>8</p>	

**MIDDLE SCHOOL
Mental and Emotional Health (continued)**

Instructional Goals	Performance Indicators	National Standard	Notes
C. Understand depression and its impact on personal health.	a. Identify warning signs of depression and suicide. b. Research strategies to get help with depression and suicide.	1 3 6 7	
D. Learn to implement guidelines for responsible decision making.	a. List mental health services available in the community. b. Produce a responsible decision-making model.	5	
E. Explore the grieving process associated with a significant loss.	a. Describe the stages of the grieving process (i.e., denial, anger, bargaining, depression and acceptance).	1 3 7	

MIDDLE SCHOOL Human Growth and Development

Our focus for human growth and development will be self-responsibility. Strategies will maintain and improve positive health behaviors utilizing knowledge and skills that help students become critical thinkers and problem solvers throughout the course of their growth and development.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Learn to develop a positive awareness and appreciation of his/her developing sexuality.</p>	<p><i>The student will:</i></p> <p>a. Explain the structures and functions of the male and female reproductive systems.</p> <p>b. Review the endocrine system and the relationship to hormones.</p>	<p>1 7</p>	
<p>B. Understand what constitutes responsible sexual behavior within the progression of human relationships.</p>	<p>a. Identify risk reduction strategies to prevent sexually transmitted diseases and school age pregnancies (e.g., abstinence, refusal skills, medical consultation, and pregnancy prevention methods).</p> <p>b. Identify inappropriate aggressive sexual behaviors (e.g., date rape, controlling or harassing relationships).</p>	<p>1 2 5 6 7</p>	
<p>C. Recognize the benefits of sexual abstinence and the consequences of sexual behaviors.</p>	<p>a. List methods of transmission, signs and symptoms, methods of prevention, and treatment for sexually transmitted diseases.</p> <p>b. Identify several common reproductive disorders and related physical and emotional health concerns.</p> <p>c. List strategies for preventing sexually transmitted diseases and/or pregnancies for those who are sexually active (e.g., contraceptive prescriptions, condoms, etc.).</p>	<p>1 2 4 7 8</p>	

MIDDLE SCHOOL
Human Growth and Development (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
D. Understand and respect others (e.g., cultures, lifestyles, sexual orientation).	d. Identify emotional, physical and social consequences associated with various types of sexual activity.		
	a. Identify several aspects of common bias or prejudice toward people different from self (e.g., culture, lifestyle, sexual orientation). b. Identify and evaluate situations which may involve harassment.	2 4 7 8	

MIDDLE SCHOOL Safety and Risk Reduction

Quality of life is enhanced by the knowledge and skills that promote personal health and community safety. A focus area will include understanding the prevalence of violence in our society and ways to effectively minimize its impact.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand the uses of first aid and identify guidelines for administering first aid to a victim.</p> <hr/> <p>B. Learn first aid procedures for injuries, burns, and sudden illnesses.</p> <hr/> <p>C. Recognize bullying and abuse and how to seek help for self or others.</p>	<p><i>The student will:</i></p> <p>a. List the steps to follow in the event of an emergency.</p> <hr/> <p>a. Demonstrate methods to control bleeding. b. Describe the types of burns (e.g., chemical, fire, sun, etc.). c. Identify classification of burns and first aid procedures for each type of burn (e.g., first, second, third degree burns). d. Differentiate between muscle, bone, and joint injuries and the first aid procedures to be followed for each type of injury. e. Explain first aid procedures for sudden illnesses such as heart attacks, strokes, poisoning, fainting, diabetic shock, and seizures. f. Demonstrate the universal sign of choking and articulate the steps for assisting a person who is choking. g. Describe appropriate first aid for exposure to temperature extremes.</p> <hr/> <p>a. Describe methods for helping someone report abuse, bullying, or other forms of physical, emotional or sexual abuse.</p>	<p>3 5 8</p> <hr/> <p>1 3 5 7 8</p> <hr/> <p>2 4 7</p>	

**MIDDLE SCHOOL
Safety and Risk Reduction (continued)**

Instructional Goals	Performance Indicators	National Standard	Notes
D. Know safety guidelines to follow at home, at school, and in the community.	a. Discuss what items should be kept in a first aid kit. b. Describe ways of preventing accidents at home or at school. c. Describe safety precautions related to pornography and sexual assault.	3 7 8	
E. Be aware of one's surroundings and situations in regard to possible threats or safety risks.	a. Explain how to reduce his/her chances of becoming a victim of violent crime, including possible danger through the Internet (e.g., sexual propositions, cyber-bullying, drug offers, etc.) b. Explain ways to be safe with firearms and other weapons. c. Evaluate scenarios to identify possible safety risks (e.g., gang actions, predators, robberies, reckless driving, drug abuse, and/or physical factors such as waterways, construction sites, darkened areas, or weather conditions, etc.)	2 4 7	
F. Comprehend concepts related to health promotion and disease prevention throughout the lifespan.	a. Describe health practices which promote the prevention of diseases such as immunizations and periodic visual, physical, and dental examinations.	1 7	

MIDDLE SCHOOL
Alcohol, Tobacco and Other Drugs (ATOD)

Decision making and goal setting are essential lifelong skills. Substance abuse impacts personal health, family, school, and community relationships. Our students will understand the correlation between decision making and goal setting relative to substance abuse and its impact on the quality of life.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Examine how self-esteem affects decisions pertaining to substance abuse.</p>	<p><i>The student will:</i></p> <p>a. Develop a repertoire of personal refusal strategies to practice resisting social pressures.</p> <p>b. Inventory personal protective factors such as resistance skills, friends, family, goals, stress and anger management, school involvement, and self-respect.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p> <p>7</p>	
<p>B. Recognize physiological and psychological effects of alcohol, tobacco and other drugs.</p>	<p>a. Explain the ways drugs enter the body.</p> <p>b. Discuss the risks involved with misuse of over-the-counter and prescription drugs.</p> <p>c. Describe the impact of alcohol and other drugs on personal inhibitions and the potential impact on responsible social and sexual behavior.</p> <p>d. Describe situations in which alcohol and other drugs can be used to increase the likelihood that the recipient will engage in sex and other high-risk activities.</p>	<p>3</p>	
<p>C. Understand the consequences of short and long term use or abuse of alcohol, tobacco, marijuana, prescription and other drugs.</p>	<p>a. List personal health risks associated with the use of alcohol, tobacco and other drugs (e.g., brain development, financial stress, high-risk sexual behavior, etc.).</p> <p>b. Describe how substance abuse and addiction impact family, school, and community relationships.</p>	<p>3</p>	

MIDDLE SCHOOL
Alcohol, Tobacco and Other Drugs (ATOD) (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
D. Recognize certain high-risk behaviors that may result in drug-like effects.	c. Describe gateway drugs and their harmful effects.		
	a. Describe the danger involved in the choking or fainting game.	3	

MIDDLE SCHOOL Nutrition and Exercise

Health is influenced by a variety of factors that coexist within daily decisions. Nothing is more important than our choices of what we eat and whether we choose to exercise. Our goal is to educate every student to make healthful choices.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Review the current food/exercise pyramid and the six essential nutrients, as well as the exercise component.</p>	<p><i>The student will:</i></p> <p>a. Apply the current food/exercise pyramid to his/her daily nutritional intake and activity routine.</p> <p>b. Choose a variety of healthy foods.</p> <p>c. Evaluate the nutrition in fast foods, fresh and/or organic vs. processed, and how close-to-home grown foods may be nutritionally and economically beneficial.</p>	<p>1 3</p>	
<p>B. Analyze the components of a nutritional food label.</p>	<p>a. Identify healthy and unhealthy foods, drinks, and snacks.</p> <p>b. Determine if the promotional ads for certain foods and drinks fit the actual nutritional content.</p>	<p>1</p>	
<p>C. Understand the structure and function of the human digestive system and common digestive disorders.</p>	<p>a. Investigate the digestive system by tracing the path nutrients follow from ingestion to excretion.</p> <p>b. Identify several common food allergies.</p>	<p>1 3</p>	
<p>D. Identify the relationship between nutrition, weight, cancer, heart disease, diabetes, and stroke.</p>	<p>a. Identify healthful and unhealthful nutritional practices.</p> <p>b. Analyze the effects of nutrition on personal health.</p>	<p>1 3 7</p>	

**MIDDLE SCHOOL
Nutrition and Exercise (continued)**

Instructional Goals	Performance Indicators	National Standard	Notes
E. Understand the impact of anorexia nervosa, bulimia, and other related eating disorders on health, body image, and self-esteem.	<ul style="list-style-type: none"> a. List the symptoms related to various eating disorders (e.g., anorexia nervosa, bulimia, etc.). b. Describe the behaviors indicative of an eating disorder. c. Identify health services available for specific eating disorders. 	1 7	
F. Understand the structure and function of the cardiorespiratory (heart and lungs) system.	a. Describe the components of physical fitness (cardiorespiratory endurance, muscular strength and endurance, body composition, and flexibility).	1 3 7	
G. Recognize the benefits of exercise.	<ul style="list-style-type: none"> a. Distinguish between aerobic and anaerobic physical activities. b. Specify how exercise reduces stress, the risk of atherosclerosis, high cholesterol, and the development of certain cancers. c. Describe the relationship of BMI (Body Mass Index) to overall health. 	1	
H. Recognize current trends and health risks associated with performance enhancing supplements.	<ul style="list-style-type: none"> a. Identify commonly known performance enhancing drugs and supplements (e.g., caffeine, creatine, growth hormones), and describe the impact of their use on overall health. b. List and discuss the contents and effects of various “sports” beverages, energy drinks, and energy foods. 	3 6 7 8	

HIGH SCHOOL Mental and Emotional Health

The focus of this strand is to emphasize the importance of a positive outlook, being comfortable with yourself and others, and being able to meet life's challenges and demands.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand the characteristics of physical, mental, and emotional health.</p>	<p><i>The student will:</i></p> <p>a. Explain the link between self-esteem and mental health.</p> <p>b. Discuss how both environment and heredity may impact one's physical, mental, and emotional health.</p> <p>c. Define how family dynamics may impact on one's physical, mental, and emotional health.</p> <p>d. List and explain <i>Maslow's Hierarchy of Needs</i> (see addendum).</p> <p>e. Practice positive self-talk and constructive feedback.</p> <p>f. Describe the interrelatedness of self-concept, self-esteem, and attitude.</p> <p>g. Communicate one's emotions in healthful, nonthreatening, nonviolent ways.</p> <p>h. Describe one's personality through use of an inventory or personality type indicator assessment.</p>	<p>1</p> <p>2</p> <p>7</p> <p>8</p>	
<p>B. Learn to identify effects of stress and stress management skills.</p>	<p>a. Compare and contrast positive versus negative stress.</p> <p>b. Identify the types of stressors.</p> <p>c. Describe the three stages of the body's stress response.</p> <p>d. Discuss physical effects of stress.</p> <p>e. Identify techniques for stress management.</p>	<p>1</p> <p>2</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p>	

HIGH SCHOOL
Mental and Emotional Health (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
<p>C. Learn about various mental and emotional disorders or stressors.</p>	<ul style="list-style-type: none"> a. Explore community resources. b. Analyze personality types and the ways they may react to stress. c. Describe characteristics associated with a variety of mental disorders. d. Identify and locate mental health resources. e. Identify the various causes of depression, its symptoms, and known effective ways to treat. f. Describe the variety of personal responses related to death and grieving. g. Describe and discuss the types of therapy and treatments available for a variety of mental and emotional disorders. h. Discuss and describe current brain research related to emotional and mental disorders. 	<p style="text-align: center;">3 4 7</p>	

HIGH SCHOOL Human Growth and Development

In the Human Growth and Development strand, students will become aware of the life cycle from conception to birth as well as understand how the human reproductive systems function. In examining the risks of sexual behavior, the only safe choice is abstinence from sexual activity.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Recognize the benefit of abstinence versus consequences of various types of sexual behaviors.</p>	<p><i>The student will:</i></p> <p>a. Define sexual abstinence.</p> <p>b. Define sexual behaviors and list common diseases, risks, and possible precautions related to those behaviors.</p>	<p style="text-align: center;">1 3</p>	
<p>B. Learn that one's own choices have lifelong ramifications.</p>	<p>a. Describe possible expectations and outcomes for dating (developing strong friendships, expressing caring feelings, enjoying being together/sharing common interests etc. vs. harassment and sexual abuse, or sexual, drug, or other abusive motives).</p> <p>b. Describe why abstinence from sexual activity is the surest way to avoid sexually transmitted diseases and/or unplanned/unwanted pregnancies.</p> <p>c. Describe how sexual activity presents risks and how these risks can be reduced through various refusal or protective strategies.</p> <p>d. List methods to reduce the risk of sexually transmitted diseases and pregnancies (e.g., abstinence and contraceptives).</p> <p>e. List and describe the emotional and physical health risks associated with various sexual activities and/or multiple sexual partners.</p>	<p style="text-align: center;">5 6 7</p>	

HIGH SCHOOL
Human Growth and Development (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
	f. List the symptoms of infections resulting from sexually transmitted diseases. g. List and describe the responsibilities of parenthood (e.g., time, financial, medical, social, etc.).		
C. Understand how the human reproductive systems function.	a. Describe the process of human sexual reproduction.	1 3	
D. Understand the life cycle from conception to birth.	a. Describe the process of fertilization and prenatal development. b. Describe the stages of the birth process.	3	
E. Understand responsible sexual behaviors within the progression of human relationships.	a. Describe dating behaviors which promote a physically and emotionally healthy lifestyle (e.g., set boundaries, promote honest communication), and describe safe, healthy relationships. b. List and describe behaviors that contribute to self-improvement and self-control. c. List refusal skills and explain their function in maintaining self-control. d. Identify and locate community resources that promote responsible and healthy behaviors (e.g., provide information about avoiding sexually transmitted diseases, inform about pregnancy prevention).	5 6 7 8	

HIGH SCHOOL
Human Growth and Development (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
F. Recognize the subtle, powerful techniques that media use to impact human behaviors.	a. Identify and discuss techniques the media use that influence human behavior. b. Explain and demonstrate the importance of Internet safety. c. Recognize societal trends and their influences on individual and group behavior (e.g., clothing, music, food, entertainment).	3	
G. Develop an awareness of body homeostasis, aging, and longevity.	a. Identify normal, healthy changes occurring during aging (especially 50-80 years of age). b. Discuss health considerations and services appropriate for our aging population.	1 8	

HIGH SCHOOL Safety and Risk Reduction

First aid and CPR are the focal points of this strand. Students will learn about responses to accidents and emergencies that could save a life.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Review appropriate first aid and current CPR procedures to be used in emergency situations.</p>	<p><i>The student will:</i></p> <p>a. Identify the priorities in responding to an emergency.</p> <p>b. Recite first aid procedures for open wounds and burns.</p> <p>c. Identify first aid procedures for fractures, sprains, strains, and bruises.</p> <p>d. List procedures for treating poison victims.</p> <p>e. Define shock and its treatment.</p> <p>f. Differentiate between emergency and non-emergency situations.</p> <p>g. List steps for aiding a choking victim.</p> <p>h. Demonstrate how to check for breathing and pulse.</p> <p>i. Demonstrate, on a mannequin, the emergency procedures for rescue breathing, choking, and CPR for adults, children, and infants.</p> <p>j. Identify and locate community resources for updating certifications (e.g., CPR, lifeguard).</p>	<p>1 7 8</p>	
<p>B. Acquire responsible decision-making skills regarding physical safety for self and others.</p>	<p>a. List basic safety rules that help prevent accidents during recreation and at work and school.</p> <p>b. Identify potentially dangerous situations and ways to avoid them.</p> <p>c. Describe how best to seek protection during a natural disaster.</p>	<p>3 5</p>	

HIGH SCHOOL
Safety and Risk Reduction (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
C. Recognize bullying and other types of abuse and how to seek help for self or others.	d. Demonstrate measures to help prevent, escape, and survive a violent personal attack.		
	a. Demonstrate how to help self or others report bullying or other types of physical or emotional abuse.	2 4 7	

HIGH SCHOOL Alcohol, Tobacco and Other Drugs (ATOD)

The Alcohol, Tobacco and Other Drugs (ATOD) strand emphasizes the high risks of substance abuse and the importance of responsible decision making and behaviors regarding alcohol, tobacco and other drugs.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand the difference between drug use, drug misuse, and drug abuse, and identify commonly abused drugs and their effects.</p>	<p><i>The student will:</i></p> <p>a. Be able to summarize the difference between drug use, drug misuse, and drug abuse.</p> <p>b. Explain the effects of stimulants and depressants and the risks if abused.</p> <p>c. Describe the effects of narcotics and hallucinogens on the body.</p> <p>d. Describe the dangers of steroids and other sports performance-enhancing products such as creatine and human growth hormone.</p> <p>e. State the health consequences of misuse of inhalants.</p>	<p style="text-align: center;">1 3</p>	
<p>B. Understand the effect alcohol, tobacco and drug abuse has on the life and health of a user, and identify strategies for becoming and remaining alcohol, tobacco and/or drug free.</p>	<p>a. Describe possible reasons that people misuse alcohol, tobacco and/or other drugs (peer pressure, entertainment, escape, curiosity, sensory enhancement).</p> <p>b. Identify health risks associated with the use of alcohol, tobacco and other drugs.</p> <p>c. Examine the laws related to drug and alcohol use, and state the consequences of a violation of those laws.</p> <p>d. Practice decision making and refusal skills related to alcohol, tobacco and other drugs.</p>	<p style="text-align: center;">1 3 5 8</p>	

HIGH SCHOOL
Alcohol, Tobacco and Other Drugs (ATOD) (continued)

Instructional Goals	Performance Indicators	National Standard	Notes
	<ul style="list-style-type: none"> e. Research and report on various aspects of the categories and classifications for alcohol, tobacco and other drugs. f. Examine the influence of advertising in relationship to the use of alcohol, tobacco and other drugs. g. Describe the health hazards for nonsmokers in a smoke-filled environment. h. Describe the risks involved in the misuse of prescription and over-the-counter drugs. 		
<p>C. Develop an awareness of community resources available for people needing treatment related to alcohol, tobacco and drug abuse.</p>	<ul style="list-style-type: none"> a. Identify and investigate community resources that provide assistance for the treatment of the use and abuse of alcohol, tobacco and other drugs. b. Identify and investigate community resources available to family members of individuals who abuse alcohol and drugs. c. Understand possible links between violence and alcohol, tobacco and other drugs. d. Understand possible links between personal issues (e.g., financial, marital, job-loss) and the misuse of alcohol, tobacco and other drugs. 		

HIGH SCHOOL Nutrition and Exercise

In the Nutrition strand, the emphasis will be focused on the importance of good nutrition and the benefits of physical activity in promoting a healthy lifestyle.

Instructional Goals	Performance Indicators	National Standard	Notes
<p><i>The student will:</i></p> <p>A. Understand the role of proper nutrition and its relationship to a healthy lifestyle.</p>	<p><i>The student will:</i></p> <p>a. Review and identify the components of the current food/exercise pyramid.</p> <p>b. Describe factors that influence one's food choices.</p> <p>c. Specify how time and money may influence food choices.</p> <p>d. Define carbohydrates, proteins, and fats; describe their function in maintaining a healthy diet.</p> <p>e. Define vitamins, minerals, and water; describe their function in maintaining a healthy diet.</p> <p>f. Describe the procedure for calculating one's healthy body mass index (BMI).</p> <p>g. Evaluate popular diets and diet gimmicks and their impact on overall health (e.g., some cancers, diabetes, cardiovascular disease, etc.).</p> <p>h. Identify and interpret nutritional information on food labels.</p> <p>i. Evaluate the nutritional value of organic, fresh, and processed foods.</p>	<p>1</p> <p>3</p> <p>5</p> <p>6</p> <p>7</p>	

**HIGH SCHOOL
Nutrition and Exercise (continued)**

Instructional Goals	Performance Indicators	National Standard	Notes
<p>B. Understand the benefits of proper nutrition and physical fitness on physical, mental/emotional, and social health.</p>	<p>a. Discuss the benefits of proper nutrition and physical fitness on the immune system.</p> <p>b. Understand and describe one’s own nutritional habits.</p> <p>c. Identify community resources (e.g., health clubs, community centers, recreational centers, sports groups, support groups) and their relationship to maintaining a healthy lifestyle.</p>	<p>1 3 5 6 7 8</p>	

EVALUATION

Evaluation is considered a valid means for determining a learner's progress or achievement. Evaluations must reflect individual differences and abilities. Selection and creation of tests must ensure that they reflect both the program objectives and the desired combinations of evaluative processes. Program evaluation is a process that determines the appropriateness of the curriculum to meet the needs of the learners. This type of evaluation determines the effectiveness of the curriculum and the quality of the overall program.

Self-Evaluation	Teacher Evaluation	Program Evaluation
<ul style="list-style-type: none"> A. Conferences B. Tests/Quizzes C. Homework D. Discussion and Questioning E. Projects/Reports F. Contests G. Personal Goal Setting H. Portfolio/Journaling I. Peer Input/Review J. Technology-based Research and Communication 	<ul style="list-style-type: none"> A. Progress Reports B. Note-taking C. Conferences D. Reports/Projects E. Oral Communications F. Discussion and Questioning G. Quizzes/Tests H. Written Communication I. Homework J. Individualized Instructor Feedback K. Notebook L. Interest/Attitude M. Technology-based Research and Communication 	<ul style="list-style-type: none"> A. Conferences B. Checklists C. Individual Expectations D. Classroom Environment E. Activities: Individual and Group F. Course of Study Review G. District Staff Meeting H. Teacher Self-Evaluation I. Peer Review/Input J. Lesson Plans K. Technology-based Research L. Community Input

Addendum One
MIDDLE SCHOOL
Safety and Risk Reduction

UNIVERSAL PRECAUTIONS

With today's dangers of AIDS and Hepatitis B, you are required to consider every person, and all blood and body fluids, to be a potential carrier of infectious diseases.

Infectious materials include:

- blood
- urine
- drainage from cuts
- saliva
- nasal discharge
- vomit
- feces
- vaginal discharge
- semen
- amniotic fluid

To reduce your risk of blood borne disease transmission:

- ✓ Wear gloves. Avoid direct contact with blood or body fluids.
- ✓ Cover open cuts and sores. Place a barrier (facial shield, gloves, and gown, as necessary) between you and blood/body fluids. They can enter your body through open cuts, nicks, skin abrasions, dermatitis, acne, and mucous membranes of the mouth, eyes, or nose.
- ✓ Do not touch your mouth, nose, or eyes, or eat or drink until you have washed your hands.
- ✓ Thoroughly wash hands 30 seconds, with soap and water, even after using gloves.
- ✓ Report exposure to administration immediately.

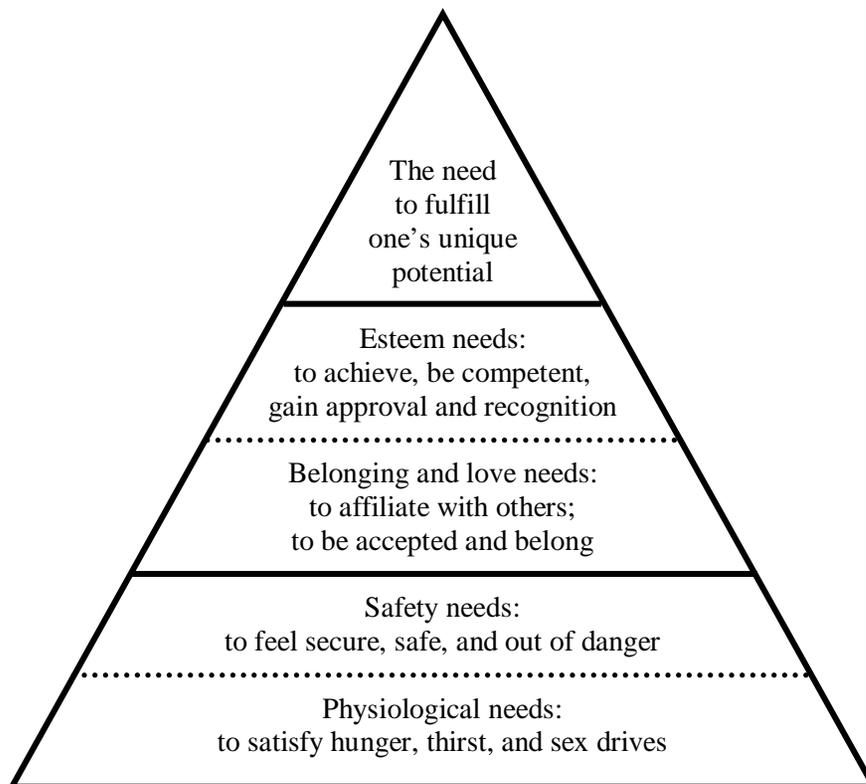
- ✓ Clothing dripping with blood requires a red biohazard bag that is located in the health office. Any other contaminated clothing may be placed in a plastic bag.
- ✓ Materials soiled with body fluids should be disposed of in a trash can with a plastic liner.
- ✓ Notify custodian of contaminated surfaces. Custodian will use a disinfectant (EPA-approved) or a freshly prepared bleach solution on contaminated surfaces.
- ✓ Do not permit students to assist with clean-up of infectious materials.



This is the biohazard symbol. When this symbol appears, please refer to Universal Precautions for handling of infectious materials.

Addendum Two
HIGH SCHOOL
Mental and Emotional Health

MASLOW'S HIERARCHY OF NEEDS



Addendum Three Food / Exercise Pyramid

