

# **COURSE OF STUDY**

**Olmsted Falls City Schools**

April 2005

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## STATEMENT OF APPROVAL

The Health Graded Course of Study has been prepared to meet the requirements of Section 3313.60 Ohio Revised Code, which states that “boards of education shall prescribe a graded course of study for all schools under their control, subject to approval of the State Board of Education”.

The course of study was developed by a district health education committee. The document was submitted to the Olmsted Falls Board of Education for approval and will be articulated and implemented through the service meetings to administrators and teachers.

This course of study will serve to stimulate further improvements of the health program. All Olmsted Falls staff members are charged with the responsibility of using this course of study regularly and consistently in the development and presentations of the best instructional program possible for the Olmsted Falls pupils.

**RECOMMENDATION FOR PROGRAM ADOPTION**

This course of study is recommended for approval by the following study committee members:

Dave Godfray

Kathy Henderson

Rick Vormelker

Paula Schiely

Angela DiMassa

Carol Rami

This course of study was approved by the Olmsted Falls Board of Education at its meeting on \_\_\_\_\_.

## **OLMSTED FALLS BOARD OF EDUCATION**

### **PHILOSOPHY AND GOALS**

The Board of Education of the Olmsted Falls School District believes that each student participate in a school program that provides learning experiences which are intended to result in intellectual and personal growth.

The Board believes that each student should be provided with these opportunities to further the development of:

- A. Physical and mental health
- B. Moral and ethical values
- C. An appreciation of one's relation to the family, community, state, nation and world
- D. Individual abilities to reach the individual's fullest potential
- E. Skills for participation in our democratic way of life
- F. Skills which will help in vocational endeavors
- G. Scientific and aesthetic skills and appreciation
- H. Constructive utilization of leisure time
- I. A desire for continued self-advancement
- J. A desire to excel
- K. Curiosity.

## INTRODUCTION

The comprehensive school health program is a vital aspect of the total school program. This includes: a) health education, b) health services, c) a healthy school environment, and d) effective school, home and community relations. Health services assist students and their families in identifying health-related problems and seeking solutions to them. The school also assumes the responsibility to provide a safe, sanitary, and emotionally healthful environment in which students are provided the opportunity to learn. For a person to achieve optimal health, one needs a breadth of knowledge about health and the motivation to apply such knowledge to his/her daily living. Information regarding health changes must be continuously updated and related to the changing needs of persons at different age levels. Lastly, a health program can only be considered comprehensive if it involves the parents and others in the community. This important task must be a shared responsibility.

Health instruction is a graduation requirement for each student.

The course content is determined by the Ohio Department of Education, the needs and interests of the students, the present Health Course of Study, a search of the professional literature, and current health issues in the news. In this way, students are exposed to ways of interpreting their past experiences, to live with keen awareness of their present situation, and to look toward their future with responsible decision-making patterns and optimism.

The course is designed to focus not only on knowledge gains, but it also includes exploring attitudes, feelings, and behaviors appropriate to the mental, physical, social, emotional, and cultural standards of the individuals, their family, their peers, the school, and the community.

## GOALS AND PHILOSOPHY

The Olmsted Falls K – 12 Health Course of Study is based on the National Health Standards with benchmarks and indicators that provide clear expectations for all students. This Course of Study focuses on what students need to know and be able to do to become health literate, maintain and improve health, prevent disease and reduce health related risk behaviors.

This program will assist students to develop competence in critical thinking and problem solving, responsibility and productive citizenship, self-directed learning, and effective communication. Students are health literate when they possess knowledge and skills that protect them from risky behaviors.

- Students will use critical thinking in evaluating information from reliable sources before making decisions. This includes knowing how to make responsible decisions.
- Students will use citizenship skills in practicing responsible behaviors. This involves choosing healthful, safe, legal behaviors that show respect for oneself and others, follow family guidelines, and demonstrate good character. This includes behaviors that promote a healthful community, nation, and world.
- Students will use self-directed learning in gathering and using health knowledge. This involves having current information about health throughout life.
- Students will use effective communication in experiencing knowledge, beliefs, and ideas. This includes expressing oneself in different ways – oral, written, artistic, graphic, and technological. This includes showing empathy and respect for others.

Students will gain health knowledge, practice life skills, and achieve health goals that protect them from the six categories of risk behaviors identified by The Centers for Disease Control and Prevention:

- Behaviors that result in intentional and unintentional injuries
  - Tobacco use
  - Alcohol and other drug use
  - Sexual behaviors that result in HIV infection, other STDs, and unintended pregnancies
  - Dietary patterns that contribute to disease
  - Insufficient physical activity

Three important components of this comprehensive school health education curriculum are: Health Literacy, the National Health Education Standards, and the Performance Indicators.

**National Standards and Program Goals:**

**HEALTH EDUCATION STANDARD 1:**

Students will comprehend concepts related to health promotion and disease prevention.

Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of diseases and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops provides a self-contained “learning laboratory.” Comprehension of health-promotion strategies and disease prevention concepts enables students to become health-literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

**HEALTH EDUCATION STANDARD 2:**

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

Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying skills of information analysis, organization, comparison, synthesis and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

**HEALTH EDUCATION STANDARD 3:**

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

Research confirms that many diseases and injuries can be prevented by reducing harmful and risk taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

**HEALTH EDUCATION STANDARD 4:**

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

Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate and interpret the influence of these factors on health. The health literate, responsible and productive citizen draws upon the contributions of culture, media, technology and other factors to strengthen individual, family and community health.

**HEALTH EDUCATION STANDARD 5:**

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

Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and nonverbal skills in developing and maintaining healthy personal relationships. Ability to organize and to convey information, beliefs, opinions, and feelings are skills, which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others.

**HEALTH EDUCATION STANDARD 6:**

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

Decision-making and goal setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools and communities.

**HEALTH EDUCATION STANDARD 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.

Key to Coding:

5-8H4B (Health Education  
Standard 4 Benchmark A

5H4I (Health Education  
Indicator) Indicator 1

## Health K – 4

Gr.	Disease Prevention Standard 1	Heath Info/ Products/Services Standard 2	Health Enhancing Behaviors Standard 3	Factors of Health- Culture, Media, Technology Standard 4	Interpersonal Communication Standard 5	Goal Setting and Decision Making Standard 6	Personal, Family, Community Health Standard 7
<b>K</b>	<ul style="list-style-type: none"> <li>* Growth Development</li> <li>5 Senses</li> <li>Nutrition</li> <li>* Wellness</li> <li>“Sick &amp; Well”</li> <li>*Identify common health problems of children</li> <li>*Germs</li> <li>Bodily Fluids</li> <li>Cold Sores</li> <li>* Dental Health</li> <li>*Families</li> </ul>	<ul style="list-style-type: none"> <li>*Health Professionals</li> <li>*Products</li> </ul>	<ul style="list-style-type: none"> <li>*Dental Health</li> <li>*Strangers</li> <li>*Drug Week</li> <li>No to bad drugs</li> <li>*Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>*Health Professionals</li> <li>*Products</li> </ul>	<ul style="list-style-type: none"> <li>*Manners</li> <li>*Strangers</li> </ul>	<ul style="list-style-type: none"> <li>*Drug Week</li> <li>*Strangers</li> </ul>	<ul style="list-style-type: none"> <li>*Families</li> <li>*Pollution</li> <li>Science</li> <li>Social Studies</li> <li>*Earth Day</li> <li>Pollution</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>*Organs</li> <li>Brain</li> <li>Heart</li> <li>Lungs</li> <li>Stomach</li> <li>* Dental Health</li> <li>*Sick &amp; Well</li> <li>*Five Senses (Science)</li> <li>*Feelings</li> <li>Mental &amp; Emotional Health</li> <li>*Communication</li> <li>*Family</li> <li>Social Studies</li> <li>*Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>*Exercising</li> <li>*Poisons (Staying away from cleaning products)</li> <li>*Health Professionals</li> </ul>	<ul style="list-style-type: none"> <li>*Nutrition</li> <li>*Exercising</li> <li>*Good Touching/Bad Touching (Guidance)</li> <li>*Strangers – saying no</li> <li>*No to Drugs</li> <li>*Exercising</li> <li>*Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>*TV Advertising</li> </ul>	<ul style="list-style-type: none"> <li>*Feelings</li> <li>Mental &amp; Emotional Health</li> <li>*(Citizenship)</li> <li>Verbal &amp; Non-verbal</li> <li>*Communication</li> <li>*Good Touching/Bad Touching (Guidance)</li> <li>*Strangers – saying no</li> <li>*Get Help in an Emergency</li> </ul>	<ul style="list-style-type: none"> <li>*No to Drugs</li> <li>*Poisons</li> <li>*Good touching/ Bad Touching</li> </ul>	<ul style="list-style-type: none"> <li>*Family (Social Studies)</li> <li>*Communication</li> <li>*Safety</li> <li>Seat Belts</li> <li>Bicycle</li> <li>Swimming</li> <li>*Pollution</li> </ul>

<b>Gr.</b>	<b>Disease Prevention Standard 1</b>	<b>Heath Info/ Products/Services Standard 2</b>	<b>Health Enhancing Behaviors Standard 3</b>	<b>Factors of Health- Culture, Media, Technology Standard 4</b>	<b>Interpersonal Communication Standard 5</b>	<b>Goal Setting and Decision Making Standard 6</b>	<b>Personal, Family, Community Health Standard 7</b>
<b>2</b>	*Inner Anatomy *Dental Health *Healthy Habits *Basic Food Groups * Disease through bodily fluids	*Harmful Substances *Health Resources *Medicines	*Positive Self Concept & Coping *Sexual Abuse Prevention (Guidance) *Fire Safety *First Aid *Dental Health	*Drugs *Products	*Sexual Abuse Prevention (Guidance) *Get Help in an Emergency.	*Drugs -drug free Ways to feel good *Safety Decisions	*Environment & Pollution *Families
<b>3</b>	*Dental Health *Growth -skeletal system -organs *Food Groups & Balanced Diet *Communicable/Non-Communicable diseases	*Drugs -Side effects -over the counter *Purchase of Products	*Food Groups & Balanced Diet *Stress Management *Dental Health *Fire Safety	* Families & Friends *Cultural influences on health behaviors	*Get Help in an Emergency	*Good decisions *Taking medicine *Resisting Pressure *Choosing Healthy Products	* Families *Environment & Natural Resources (Science) *Physical Maturation
<b>4</b>	*Growth & Development of Human Body *Degenerative & comm.. diseases *Learning about mental & emotional health	*Drugs	*Personal Safety *Fire Safety *First Aid *Avoiding Accidents	*School and Family Influences *Peer Pressure	*Emotions *Relationships *Get Help in Emergency	*Setting Health Goals & Track Progress	*Family *Environment *Maturation

## Health 5 – 8

Gr.	Disease Prevention Standard 1	Heath Info/ Products/Services Standard 2	Health Enhancing Behaviors Standard 3	Factors of Health- Culture, Media, Technology Standard 4	Interpersonal Communication Standard 5	Goal Setting and Decision Making Standard 6	Personal, Family, Community Health Standard 7
<b>5</b>	<ul style="list-style-type: none"> <li>*Nutrition</li> <li>*Dental Health</li> <li>*Degenerative &amp; Communicable Diseases</li> <li>*Cell/Cell Division Tissues, organs, brain, spinal cord, reproductive, circulatory systems</li> </ul>	<ul style="list-style-type: none"> <li>*Food Labels</li> <li>*Health Agencies</li> </ul>	<ul style="list-style-type: none"> <li>*Drug Use</li> <li>*Nutrition</li> <li>* Physical Fitness</li> <li>*Emotional, Social &amp; Physical Health</li> <li>*Fire Safety</li> </ul>	<ul style="list-style-type: none"> <li>*Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>*Relationship/Feelings</li> </ul>	<ul style="list-style-type: none"> <li>*Fitness Goals</li> <li>*Prevention</li> <li>Assault</li> <li>Drug Abuse</li> <li>Accidents</li> </ul>	<ul style="list-style-type: none"> <li>*Drug Abuse</li> <li>*Growth &amp; Reproduction</li> <li>*Environmental Health</li> <li>*Science Ecosystems</li> <li>*Human Relationships</li> <li>*Pollution</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>*Components of Health</li> <li>*Decision Making Model</li> <li>*Respiratory System disorders</li> <li>*HIV/AIDS</li> <li>*Your Body as Your Own</li> <li>*Tobacco Use, Consequences, Disease</li> <li>*Endocrine System</li> <li>*Sanitation Home Arts</li> </ul>	<ul style="list-style-type: none"> <li>*Decision Making Model</li> <li>*Community Health Agencies</li> </ul>	<ul style="list-style-type: none"> <li>*Decision Making Model</li> <li>*Operation Keepsake</li> <li>* Meaning of Sexual Abstinence</li> <li>*Your Body as Your Own</li> <li>*Fire Safety Procedures at Home</li> <li>*Sanitation Home Arts</li> <li>*Choking CPR Infant</li> </ul>	<ul style="list-style-type: none"> <li>*Drugs Use, Consequences, Disease</li> <li>*Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>*Decision Making Model</li> <li>*DARE Program</li> <li>*Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>*Decision Making Model</li> </ul>	<ul style="list-style-type: none"> <li>*Family changes</li> <li>*Reproductive system</li> <li>*Mini Baby Sitting</li> <li>Caring for a Baby</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>*Infections</li> <li>Non-Infectious Diseases</li> <li>*Immune System</li> <li>*Nutrients</li> <li>*Communicable Diseases</li> </ul>	<ul style="list-style-type: none"> <li>*Consumer Food Labels</li> </ul>	<ul style="list-style-type: none"> <li>*Menu Planning</li> <li>*Weight Management</li> <li>*Nutrients</li> <li>*Suicide</li> <li>Emotional Health</li> <li>*Physical Fitness</li> </ul>	<ul style="list-style-type: none"> <li>*Peer Pressure</li> </ul>	<ul style="list-style-type: none"> <li>*Emotions &amp; Feelings</li> </ul>	<ul style="list-style-type: none"> <li>*Self Concept</li> </ul>	<ul style="list-style-type: none"> <li>*Family</li> </ul>

<b>Gr.</b>	<b>Disease Prevention Standard 1</b>	<b>Heath Info/ Products/Services Standard 2</b>	<b>Health Enhancing Behaviors Standard 3</b>	<b>Factors of Health- Culture, Media, Technology Standard 4</b>	<b>Interpersonal Communication Standard 5</b>	<b>Goal Setting and Decision Making Standard 6</b>	<b>Personal, Family, Community Health Standard 7</b>
<b>8</b>	<ul style="list-style-type: none"> <li>*STD</li> <li>*Sexual and Emotional Abuse</li> <li>*Circulatory System</li> <li>*Heart Disease</li> <li>*Alcohol Abuse Diseases</li> <li>*Circulatory System</li> <li>* Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>*Advertisements</li> <li>*Products</li> </ul>	<ul style="list-style-type: none"> <li>*Drug Free</li> <li>*Sexual and Emotional Abuse</li> <li>*Operation Keepsake Abstinence</li> <li>*STD Pamphlets</li> <li>* First Aid and CPR</li> </ul>	<ul style="list-style-type: none"> <li>*Social Responsibilities for sexuality</li> <li>*TV, Movies, Products</li> </ul>	<ul style="list-style-type: none"> <li>*Peer pressure</li> <li>*Decision Making Model</li> </ul>	<ul style="list-style-type: none"> <li>*Social Responsibilities</li> <li>*Drugs</li> </ul>	<ul style="list-style-type: none"> <li>*Families</li> </ul>

Health 9-12

<b>Gr.</b>	<b>Disease Prevention Standard 1</b>	<b>Heath Info/ Products/ Services Standard 2</b>	<b>Health Enhancing Behaviors Standard 3</b>	<b>Factors of Health- Culture, Media, Technology Standard 4</b>	<b>Interpersonal Communication Standard 5</b>	<b>Goal Setting and Decision Making Standard 6</b>	<b>Personal, Family, Community Health Standard 7</b>
<b>10</b>	*Growth and Development of the Human Body *Wellness/Disease Prevention *Mental Emotional Health	*School Personnel *Outside Health Agencies	*Nutrition *Phys. Fitness *Weight Control *First Aid *CPR *Abstinence *"No" to Drugs	*Movies, Magazines, Media *Social Organizations	*Abstinence *STD *Contraception *Alcohol & Drugs	*Health Behavior *Health Procedures *Health Improvement Plan	*Family and Environment
<b>12</b>	*Nutrition/Fitness Analysis	*Mental Health	*Drugs *Alcohol *Tobacco	*Injury Prevention	*Sexuality *Abstinence *Disease Prevention *Labor & Delivery *Contraception		

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. K - 4:**

- K-4H1B A. Describe relationships between personal health behaviors and individual well-being.
- K-4H1B B. Identify indicators of mental, emotional, social and physical health during childhood.
- K-4H1B C. Describe the basic structure and functions of the human body systems.
- K-4H1B D. Describe how the family influences personal health.
- K-4H1B E. Describe how physical, social and emotional environments influence personal health.
- K-4H1B F. Identify common health problems of children.
- K-4H1B G. Identify health problems that should be detected and treated early.
- K-4H1B H. Explain how childhood injuries and illnesses can be prevented or treated.

**Grade Level Indicators Gr. K:**

- KH1I 1. Express problems he/she may have with any parts of his/her body regarding its wellness or condition.
- KH1I 2. Demonstrate knowledge of proper care of teeth – getting cavities.
- KH1I 3. Describe what a germ is and ways to avoid harboring and spreading bad germs – catching colds, getting sick.
- KH1I 4. Describe the role of the community health workers: doctors, nurses, dentists, etc.
- KH1I 5. Identify common health problems of children.
- KH1I 6. Display positive signs of self-concept.
- KH1I 7. Identify the five senses through concrete experiences.
- KH1I 8. Identify the effects of food, exercise, and rest on the growth and change of the body.
- KH1I 9. Explain the function and structure of the teeth in the body.

**Health Education Standard 2:**

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

**Health Benchmarks Gr. K – 4**

- |        |    |  |
|--------|----|--|
| K-4H2B | A. | Identify characteristics of valid health information and health-promoting products and services.                   |
| K-4H2B | B. | Demonstrate the ability to locate resources from home, school and community that provide valid health information. |
| K-4H2B | C. | Explain how media influences the selection of health information, products and services.                           |
| K-4H2B | D. | Demonstrate the ability to locate school and community health helpers.   |

**Grade Level Indicators Gr. K:**

- |      |    |  |
|------|----|--|
| KH2I | 1. | Name health products consumers purchase for the maintenance of health.   |
| KH2I | 2. | Identify health professionals whose care they may expect to receive and cite examples of how they may help the individual.                                   |
| KH2I | 3. | Describe what medicines are, how they are used, and where they are stored.   |
| KH2I | 4. | Identify common substances used in the home that are harmful or poisonous if ingested or inhaled, where they are commonly located, and how they are labeled. |
| KH2I | 5. | Demonstrate the ability to locate the school nurse.  |
| KH2I | 6. | Demonstrate the ability to call emergency services.  |

**Health Education Standard 3:**

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

**Health Benchmarks Gr. K - 4**

- K-4H3B A. Identify responsible health behaviors.
- K-4H3B B. Identify personal health needs.
- K-4H3B C. Compare behaviors that are safe to those that are risky or harmful.
- K-4H3B D. Demonstrate strategies to improve or maintain personal health.
- K-4H3B E. Develop injury prevention and management strategies for personal health.
- K-4H3B F. Demonstrate ways to avoid and reduce threatening situations.
- K-4H3B G. Apply skills to manage stress.

**Grade Level Indicators Gr. K**

- KH3I 1. Describe and demonstrate daily health habits that contribute to “wellness” and safety.
- KH3I 2. Describe, practice, and participate in school safety procedures.
- KH3I 3. Be introduced to the concept that his/her body belongs to him/her.
- KH3I 4. Be introduced to the actions of getting away and telling someone.
- KH3I 5. Be introduced to the use of the word “no.”
- KH3I 6. List people and places that might be helpful in an emergency, how to contact them, and how each helps with safety.
- KH3I 7. Discuss the meaning of traffic signals and signs and the need to watch for hazards at street crossings.
- KH3I 8. Discuss the dangers of talking to strangers.
- KH3I 9. Be introduced to and practice correct conduct during Fire Drills.
- KH3I 10. Discuss Fire Safety features for Halloween costumes and equipment.
- KH3I 11. Be introduced to the concept of fire fighters as safety workers.
- KH3I 12. Describe and demonstrate daily health habits that contribute to “wellness” and safety.
- KH3I 13. Understand that eating enough of the right kinds of foods will keep the body working properly and enhance “wellness.”
- KH3I 14. Demonstrate an awareness of food in its various physical forms.
- KH3I 15. Name fruits and vegetables that make good snacks and discuss their nutritional merit.

**GRADE: KINDERGARTEN**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. K – 4**

- K-4H4B A. Describe how culture influences personal health behaviors.
- K-4H4B B. Explain how media influences thoughts, feelings, and health behaviors.
- K-4H4B C. Describe ways technology can influence personal health.
- K-4H4B D. Explain how information from school and family influences health.

**Grade Level Indicators Gr. K**

- KH4I 1. Explain why all unknown substances should be checked by an adult before being consumed or used.
- KH4I 2. Discuss the adult role in taking medication.
- KH4I 3. Name health products consumers purchase for the maintenance of health.

**GRADE: KINDERGARTEN**

**HEALTH EDUCATION**

**Health Education Standard 5:**

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

**Health Benchmarks Gr. K - 4**

- K-4H5B A. Distinguish between verbal and non-verbal communication.
- K-4H5B B. Describe characteristics needed to be a responsible friend and family member.
- K-4H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- K-4H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- K-4H5B E. Demonstrate attentive listening skills to build and maintain healthy relationships.
- K-4H5B F. Demonstrate refusal skills to enhance health.
- K-4H5B G. Differentiate between negative and positive behaviors used in conflict situations.
- K-4H5B H. Demonstrate non-violent strategies to resolve conflicts.

**Grade Level Indicators Gr. K**

- KH5I 1. Be introduced to the concept that his/her body belongs to him/her.
- KH5I 2. Be introduced to the actions of getting away; telling someone.
- KH5I 3. Be introduced to the use of the word “no”.
- KH5I 4. List the most common feelings people have and the proper ways to express them.
- KH5I 5. Be introduced to good manners.
- KH5I 6. Display positive signs of self-concept.
- KH5I 7. Identify external body parts and describe their movements.

**Health Education Standard 6:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems.
- K-4H6B B. Explain when to ask for assistance in making health-related decisions and setting health goals.
- K-4H6B C. Predict outcomes of positive health decisions.
- K-4H6B D. Set a personal health goal and track progress toward its achievement.

**Grade Level Indicators Gr. K:**

- KH6I 1. Identify ways to prevent common health problems.
- KH6I 2. Discuss threats to personal safety.
- KH6I 3. Be introduced to the actions of getting way and telling someone.
- KH6I 4. Be introduced to the use of the word “no.”
- KH6I 5. Describe, practice, and participate in school safety procedures.
- KH6I 6. Discuss the meaning of traffic signals and signs and the need to watch for hazards at street crossings.
- KH6I 7. Discuss the dangers of talking to strangers.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. K – 4:**

- K-4H7B A. Describe a variety of methods to convey accurate health information and ideas.
- K-4H7B B. Express information and opinions about health issues.
- K-4H7B C. Identify community agencies that advocate for healthy individuals, families, and communities.
- K-4H7B D. Demonstrate the ability to influence and support others in making positive health choices.

**Grade Level Indicators Gr. K:**

- KH7I 1. Describe the role of the community health workers: doctors, nurses, dentists, etc.
- KH7I 2. Identify health professionals whose care they may expect to receive and cite examples of how they may help the individual.
- KH7I 3. Discuss contributions and responsibilities of family members.
- KH7I 4. Describe, practice, and participate in school safety procedures.
- KH7I 5. List people and places that might be helpful in an emergency, how to contact them, and how each helps with safety.
- KH7I 6. Give a definition of pollution.
- KH7I 7. List ways in which the air, grounds and water become polluted.
- KH7I 8. Understand that each individual has a responsibility for helping to keep the school and community clean.
- KH7I 9. Identify reasons why families are necessary.
- KH7I 10. Discuss contributions and responsibilities of family members.
- KH7I 11. List people and places that might be helpful in an emergency, how to contact them, and how each helps with safety.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. K - 4:**

- K-4H1B A. Describe relationships between personal health behaviors and individual well-being.
- K-4H1B B. Identify indicators of mental, emotional, social and physical health during childhood.
- K-4H1B C. Describe the basic structure and functions of the human body systems.
- K-4H1B D. Describe how the family influences personal health.
- K-4H1B E. Describe how physical, social and emotional environments influence personal health.
- K-4H1B F. Identify common health problems of children.
- K-4H1B G. Identify health problems that should be detected and treated early.
- K-4H1B H. Explain how childhood injuries and illnesses can be prevented or treated.

**Grade Level Indicators Gr. 1:**

- 1H1I 1. Identify healthful foods for breakfast, lunch and dinner from the four basic food groups and their role for providing energy for work and play throughout the day.
- 1H1I 2. List sources of commonly eaten foods.
- 1H1I 3. Identify certain common contagious diseases, contraction and prevention.
- 1H1I 4. Exercise wise decision making when presented with the choice of taking harmful substances.
- 1H1I 5. Identify major factors that affect physical growth and change.
- 1H1I 6. Distinguish between the five senses and their function.
- 1H1I 7. Distinguish between the major internal organs of the body and their functions: heart, lungs, and brain.
- 1H1I 8. Identify and explain the function of the molars, incisors, and bicuspid.
- 1H1I 9. Distinguish between being “well” and being “sick” and applying this knowledge in good decision making.
- 1H1I 10. Recognize the most common feelings people have and the proper ways to express them.
- 1H1I 11. Define communicable illness, non-communicable disease, and chronic disease, cite examples of each, and discuss their contraction and prevention.
- 1H1I 12. Identify the reasons why families are needed.
- 1H1I 13. Discuss contributions and responsibilities of family member.

**Health Education Standard 2:**

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

**Health Benchmarks Gr. K – 4**

- K-4H2B A. Identify characteristics of valid health information and health-promoting products and services.
- K-4H2B B. Demonstrate the ability to locate resources from home, school and community that provide valid health information.
- K-4H2B C. Explain how media influences the selection of health information, products and services.
- K-4H2B D. Demonstrate the ability to locate school and community health helpers.

**Grade Level Indicators Gr. 1:**

- 1H2I 1. Discuss ways television advertising influences choices of foods and other products.
- 1H2I 2. Identify various careers, which are related to this field.
- 1H2I 3. Recognize the need for a variety of health professionals.
- 1H2I 4. Identify various careers, which are related to this field.
- 1H2I 5. Identify health professionals whose care they may expect to receive and cite examples of how they may help the individual.
- 1H2I 6. State how to obtain help in an emergency.
- 1H2I 7. List characteristics of a health community and name the groups which maintain and promote community health.
- 1H2I 8. Explain why all unknown substances should be checked by an adult before being consumed or used.
- 1H2I 9. Discuss the adult role in taking medication.
- 1H2I 10. Become aware of the possible dangers of taking unlabeled, unprescribed, or unknown medication.
- 1H2I 11. Recognize the importance of taking medicine prescribed by a doctor when ill.
- 1H2I 12. Identify symbols that denote harmful substances and recognize the importance of keeping such substances away from young children.
- 1H2I 13. State the purpose of the medicine cabinet, its location, contents, and relevant safety rules.

**Health Education Standard 3:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H3B A. Identify responsible health behaviors.
- K-4H3B B. Identify personal health needs.
- K-4H3B C. Compare behaviors that are safe to those that are risky or harmful.
- K-4H3B D. Demonstrate strategies to improve or maintain personal health.
- K-4H3B E. Develop injury prevention and management strategies for personal health.
- K-4H3B F. Demonstrate ways to avoid and reduce threatening situations.
- K-4H3B G. Apply skills to manage stress.

**Grade Level Indicators Gr. 1:**

- 1H3I 1. Be introduced to the concept that someone they know can be abusive.
- 1H3I 2. Practice the concepts of getting away, telling someone, and using the word “no.”
- 1H3I 3. Describe, practice, and participate in school safety procedures.
- 1H3I 4. Identify safety practices to be used in preventing and controlling accidents in the home, school, and community:
  - a. Safety belts/air bags
  - b. Bicycle safety/helmets
  - c. Swimming Safety Rules
  - d. Roller blade/wrist guards
- 1H3I 5. Recognize that there are many safety decisions that each child has to make for himself including the importance of not interacting with strangers.
- 1H3I 6. State how to obtain help in an emergency.
- 1H3I 7. Become aware of telling an adult if molestation has occurred. Program with counselor.
- 1H3I 8. Practice correct conduct during Fire Drills.
- 1H3I 9. Discuss the concept of not playing with matches and lighters.
- 1H3I 10. Identify the importance of following a daily routine of health habits to enhance wellness.
- 1H3I 11. Understand responsibility for making good food choices and exercising regularly.

**GRADE: ONE**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. K – 4**

- K-4H4B A. Describe how culture influences personal health behaviors.
- K-4H4B B. Explain how media influences thoughts, feelings, and health behaviors.
- K-4H4B C. Describe ways technology can influence personal health.
- K-4H4B D. Explain how information from school and family influences health.

**Grade Level Indicators Gr. 1:**

- 1H4I 1. Discuss ways television advertising influences choices of foods and other products.
- 1H4I 2. Identify appeals found in food ads.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. K - 4**

- K-4H5B A. Distinguish between verbal and non-verbal communication.
- K-4H5B B. Describe characteristics needed to be a responsible friend and family member.
- K-4H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- K-4H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- K-4H5B E. Demonstrate attentive listening skills to build and maintain healthy relationships.
- K-4H5B F. Demonstrate refusal skills to enhance health.
- K-4H5B G. Differentiate between negative and positive behaviors used in conflict situations.
- K-4H5B H. Demonstrate non-violent strategies to resolve conflicts.

**Grade Level Indicators Gr. 1:**

- 1H5I 1. Recognize the most common feelings people have and the proper ways to express them.
- 1H5I 2. Demonstrate good manners.
- 1H5I 3. Develop decision-making skills for dealing with daily choices and interaction with others, including listening skills.
- 1H5I 4. Be introduced to the concept that someone they know can be abusive.
- 1H5I 5. Practice the concepts of getting away, telling someone and using the word “no”.
- 1H5I 6. Recognize that there are many safety decisions that each child has to make for himself including the importance of not interacting with strangers.
- 1H5I 7. State how to obtain help in an emergency.
- 1H5I 8. Become aware of telling an adult if molestation has occurred.
- 1H5I 9. Explain how to be a responsible family member and friend.
- 1H5I 10. Identify positive ways to resolve conflict.
- 1H5I 11. Demonstrate good manners.
- 1H5I 12. Display signs of a positive self-concept.
- 1H5I 13. Develop decision-making skills for dealing with daily choices and interaction with others.

**Health Education Standard 6:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems.
- K-4H6B B. Explain when to ask for assistance in making health-related decisions and setting health goals.
- K-4H6B C. Predict outcomes of positive health decisions.
- K-4H6B D. Set a personal health goal and track progress toward its achievement.

**Grade Level Indicators Gr. 1:**

- 1H6I 1. Understand responsibility for making good food choices and exercising regularly.
- 1H6I 2. Exercise wise decision making when presented with the choice of taking harmful substances.
- 1H6I 3. Name healthful habits that help prevent cancer.
- 1H6I 4. Develop decision-making skills for dealing with daily choices and interaction with others.
- 1H6I 5. Develop decision-making skills for dealing with daily choices and interaction with others, including listening skills.
- 1H6I 6. Practice the concepts of getting away, telling someone and using the word “no”.
- 1H6I 7. Recognize that there are many safety decisions that each child has to make for himself including the importance of not interacting with strangers.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. K – 4:**

- K-4H7B A. Describe a variety of methods to convey accurate health information and ideas.
- K-4H7B B. Express information and opinions about health issues.
- K-4H7B C. Identify community agencies that advocate for healthy individuals, families, and communities.
- K-4H7B D. Demonstrate the ability to influence and support others in making positive health choices.

**Grade Level Indicators Gr. 1:**

- 1H7I 1. Identify health professionals whose care they may expect to receive and cite examples of how they may help the individual.
- 1H7I 2. Recognize the need for a variety of health professionals.
- 1H7I 3. Develop a responsibility for personal property, community property, water conservation, and natural resources.
- 1H7I 4. Review the definition of pollution and the ways in which the air, ground, and water become polluted.
- 1H7I 5. Develop a responsibility for personal property, community property, water conservation, and natural resources.
- 1H7I 6. Summarize ways the senses can be protected from pollution.
- 1H7I 7. Identify the reasons why families are needed.
- 1H7I 8. Discuss contributions and responsibilities of family member.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. K - 4:**

- K-4H1B A. Describe relationships between personal health behaviors and individual well-being.
- K-4H1B B. Identify indicators of mental, emotional, social and physical health during childhood.
- K-4H1B C. Describe the basic structure and functions of the human body systems.
- K-4H1B D. Describe how the family influences personal health.
- K-4H1B E. Describe how physical, social and emotional environments influence personal health.
- K-4H1B F. Identify common health problems of children.
- K-4H1B G. Identify health problems that should be detected and treated early.
- K-4H1B H. Explain how childhood injuries and illnesses can be prevented or treated.

**Grade Level Indicators Gr. 2:**

- 2H1I 1. Show that sound health habits help prevent disease and enhance “wellness”.
- 2H1I 2. Define physical fitness and explain the importance of exercise as it relates.
- 2H1I 3. Explain why rest is needed for good health.
- 2H1I 4. Identify the four basic food groups and specify how foods in each meet the body’s needs.
- 2H1I 5. Develop an awareness of disease transmission through bodily fluids (blood, saliva, fecal matter).
- 2H1I 6. Understand the steps necessary to follow the “universal precautions” on handling body fluids/spittle.
- 2H1I 7. Display signs of positive self-concept and coping skills.
- 2H1I 8. Discuss how emotions are revealed through physical reactions and the proper ways to express them.
- 2H1I 9. Discuss contributions, responsibilities, and roles of family members as they contribute to the health of the family.
- 2H1I 10. Demonstrate good manners.
- 2H1I 11. Identify major factors that affect physical growth and change.
- 2H1I 12. Recognize the need for and proper technique of brushing and flossing the teeth in the prevention of plaque and cavities.
- 2H1I 13. Describe what happens during a dental checkup and explain what a tooth x-ray is.

- 2H1I 14. Distinguish the health awareness the five senses provide.
- 2H1I 15. Explore the inner anatomy of the teeth and five senses.
- 2H1I 16. Identify simple functions of common body parts – skin, muscles and bones.

**Health Education Standard 2:**

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

**Health Benchmarks Gr. K – 4**

- K-4H2B A. Identify characteristics of valid health information and health-promoting products and services.
- K-4H2B B. Demonstrate the ability to locate resources from home, school and community that provide valid health information.
- K-4H2B C. Explain how media influences the selection of health information, products and services.
- K-4H2B D. Demonstrate the ability to locate school and community health helpers.

**Grade Level Indicators Gr. 2:**

- 2H2I 1. Demonstrate knowledge of various sources influencing the purchase of products related to healthful living.
- 2H2I 2. Demonstrate knowledge of community health resources.
- 2H2I 3. Describe simple functions of the doctor, nurse, dentist, dental hygienist, and emergency medical team.
- 2H2I 4. Recognize the need for a variety of health professionals.
- 2H2I 5. Review the common symbols or words of warning on harmful household substances and where they are located.
- 2H2I 6. Identify the persons allowed to give a child a medicine and medical services and their location.
- 2H2I 7. Identify what is commonly used by children and adults that modify mood or behavior.
- 2H2I 8. Explain the information on a medicine label and the possible dangers of taking prescribed medications.

**Health Education Standard 3:**

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

**Health Benchmarks Gr. K – 4**

- K-4H3B A. Identify responsible health behaviors.
- K-4H3B B. Identify personal health needs.
- K-4H3B C. Compare behaviors that are safe to those that are risky or harmful.
- K-4H3B D. Demonstrate strategies to improve or maintain personal health.
- K-4H3B E. Develop injury prevention and management strategies for personal health.
- K-4H3B F. Demonstrate ways to avoid and reduce threatening situations.
- K-4H3B G. Apply skills to manage stress.

**Grade Level Indicators Gr. 2:**

- 2H3I 1. Review safety procedures in the school and home to be used in preventing and controlling accidents.
- 2H3I 2. Review that there are many safety decisions that each child has to make for himself/herself.
- 2H3I 3. Differentiate between hazards and accidents.
- 2H3I 4. Explain when, where, and how to get help in an emergency.
- 2H3I 5. Explain the safe care of the eyes, ears, and mouth and basic first-aid treatment of injuries.
- 2H3I 6. Practice correct conduct during Fire Drills.
- 2H3I 7. Discuss the proper procedure for reporting a fire.
- 2H3I 8. Recognize the need for and proper technique of brushing and flossing the teeth in the prevention of plaque and cavities.
- 2H3I 9. Describe what happens during a dental checkup and explain what a tooth x-ray is.

**GRADE: TWO**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. K – 4**

- K-4H4B A. Describe how culture influences personal health behaviors.
- K-4H4B B. Explain how media influences thoughts, feelings, and health behaviors.
- K-4H4B C. Describe ways technology can influence personal health.
- K-4H4B D. Explain how information from school and family influences health.

**Grade Level Indicators Gr. 2:**

- 2H4I 1. Demonstrate knowledge of various sources influencing the purchase of products related to healthful living.
- 2H4I 2. Define the word “drug” and discuss drug-free ways to feel good about themselves.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. K - 4**

- K-4H5B A. Distinguish between verbal and non-verbal communication.
- K-4H5B B. Describe characteristics needed to be a responsible friend and family member.
- K-4H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- K-4H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- K-4H5B E. Demonstrate attentive listening skills to build and maintain healthy relationships.
- K-4H5B F. Demonstrate refusal skills to enhance health.
- K-4H5B G. Differentiate between negative and positive behaviors used in conflict situations.
- K-4H5B H. Demonstrate non-violent strategies to resolve conflicts.

**Grade Level Indicators Gr. 2:**

- 2H5I 1. Discuss methods and plans of action if sexual abuse is suspected.
- 2H5I 2. Explain how to be a responsible family member and friend.
- 2H5I 3. Identify positive ways to resolve conflict.
- 2H5I 4. Explain when, where, and how to get help in an emergency.
- 2H5I 5. Discuss how emotions are veiled through physical reactions and the proper ways to express them.
- 2H5I 7. Display signs of positive self-concept and coping skills.
- 2H5I 8. Discuss how emotions are revealed through physical reactions and the proper ways to express them.
- 2H5I 9. Discuss contributions, responsibilities, and roles of family members as they contribute to the health of the family.
- 2H5I 10. Demonstrate good manners.

**GRADE: TWO**

**HEALTH EDUCATION**

**Health Education Standard 6:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems.
- K-4H6B B. Explain when to ask for assistance in making health-related decisions and setting health goals.
- K-4H6B C. Predict outcomes of positive health decisions.
- K-4H6B D. Set a personal health goal and track progress toward its achievement.

**Grade Level Indicators Gr. 2:**

- 2H6I 1. Predict outcomes of positive health decisions.
- 2H6I 2. Identify cancer as a non-communicable disease.
- 2H6I 3. Tell some ways to prevent cancer.
- 2H6I 4. Define physical fitness and explain the importance of exercise as it relates.
- 2H6I 5. Explain why rest is needed for good health.
- 2H6I 6. Identify the four basic food groups and specify how foods in each meet the body's needs.
- 2H6I 7. Review that there are many safety decisions that each child has to make for himself/herself.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. K – 4:**

- K-4H7B A. Describe a variety of methods to convey accurate health information and ideas.
- K-4H7B B. Express information and opinions about health issues.
- K-4H7B C. Identify community agencies that advocate for healthy individuals, families, and communities.
- K-4H7B D. Demonstrate the ability to influence and support others in making positive health choices.

**Grade Level Indicators Gr. 2:**

- 2H7I 1. Describe simple functions of the doctor, nurse, dentist, dental hygienist, and emergency medical team.
- 2H7I 2. Recognize the need for a variety of health professionals.
- 2H7I 3. Demonstrate knowledge of various sources influencing the purchase of products related to healthful living.
- 2H7I 4. Demonstrate knowledge of community health resources.
- 2H7I 5. Encourage a continued sense of responsibility for a clean environment and the conservation of natural resources.
- 2H7I 6. Differentiate among kinds and sources of environmental pollution.
- 2H7I 7. Describe ways to avoid hearing loss due to noise pollution.
- 2H7I 8. Discuss contributions, responsibilities, and roles of family members as they contribute to the health of the family.
- 2H7I 9. Review safety procedures in the school and home to be used in preventing and controlling accidents.
- 2H7I 10. Encourage a continued sense of responsibility for a clean environment and the conservation of natural resources.
- 2H7I 11. Differentiate among kinds and sources of environmental pollution.
- 2H7I 12. Describe ways to avoid hearing loss due to noise pollution.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. K - 4:**

- K-4H1B A. Describe relationships between personal health behaviors and individual well-being.
- K-4H1B B. Identify indicators of mental, emotional, social and physical health during childhood.
- K-4H1B C. Describe the basic structure and functions of the human body systems.
- K-4H1B D. Describe how the family influences personal health.
- K-4H1B E. Describe how physical, social and emotional environments influence personal health.
- K-4H1B F. Identify common health problems of children.
- K-4H1B G. Identify health problems that should be detected and treated early.
- K-4H1B H. Explain how childhood injuries and illnesses can be prevented or treated.

**Grade Level Indicators Gr. 3:**

- 3H1I 1. Identify reasons why people eat food.
- 3H1I 2. Classify foods according to the principle nutrients, and those low in sugar, salt, and animal fat.
- 3H1I 3. Explain which food and water combinations provide a balanced diet and why certain foods have limited nutritional value.
- 3H1I 4. Identify the five groups of exercises needed to develop physical fitness.
- 3H1I 5. Define family and describe family similarities, differences, and changes.
- 3H1I 6. Discuss ways to make a student feel good about himself/herself and display the resulting self-confidence and coping skills.
- 3H1I 7. Identify major factors that affect physical growth.
- 3H1I 8. Review the function of the skeletal system and discuss the connection to the muscular system.
- 3H1I 9. Introduce and locate organs that work together to form the body systems.
- 3H1I 10. Review the need for and the proper technique of brushing and flossing the teeth.
- 3H1I 11. Demonstrate knowledge of responsibilities, contributions, and roles of the family members as they contribute to family health.
- 3H1I 12. Demonstrate good manners.

- 3H1I 13. Identify the sign of physical maturation.
- 3H1I 14. Discuss the similarities and differences of the male and female bodies.
- 3H1I 15. Discuss that love is an emotional commitment and identify components of a caring relationship.
- 3H1I 16. Define stress (harmful and healthful), list its sources, and discuss its effects on the body.
- 3H1I 17. Define stress (healthful and harmful) and discuss its effects on general “wellness.”
- 3H1I 18. Define communicable illness, non-communicable disease, and chronic disease, cites examples of each, and discuss their contraction and prevention.

**Health Education Standard 2:**

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

**Health Benchmarks Gr. K – 4**

- K-4H2B A. Identify characteristics of valid health information and health-promoting products and services.
- K-4H2B B. Demonstrate the ability to locate resources from home, school and community that provide valid health information.
- K-4H2B C. Explain how media influences the selection of health information, products and services.
- K-4H2B D. Demonstrate the ability to locate school and community health helpers.

**Grade Level Indicators Gr. 3:**

- 3H2I 1. Demonstrate knowledge of various sources of influencing the purchase of products related to healthful living.
- 3H2I 2. Demonstrate knowledge of community health resources.
- 3H2I 3. Describe the function of hospitals and doctors in relation to sick and healthy people.
- 3H2I 4. Identify persons allowed to give a child medicine or medical service and their location.
- 3H2I 5. Demonstrate wise decision making when taking medication unsupervised; understand that all medicine is dangerous if used improperly.
- 3H2I 6. Review the definition of “drug” and state that some drugs are not used as medicine.
- 3H2I 7. Define prescription medicine and the importance of reading the information found on the drug label.
- 3H2I 8. Define the term “over the counter drug” and cite common illnesses for which they may be taken.
- 3H2I 9. Define the term “side effect” and describe what to do if a drug causes an unwanted side effect.
- 3H2I 10. Identify proper procedure and possible dangers when people take and store medicines.
- 3H2I 11. Explain the difference between the use and abuse of drugs and identify ways to feel good without drugs.
- 3H2I 12. List methods employed by pharmaceutical companies to protect health during medication use.
- 3H2I 13. Demonstrate knowledge of how health products can be used and misused and promote good decision making in choosing such products.

**Health Education Standard 3:**

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

**Health Benchmarks Gr. K – 4**

- K-4H3B A. Identify responsible health behaviors.
- K-4H3B B. Identify personal health needs.
- K-4H3B C. Compare behaviors that are safe to those that are risky or harmful.
- K-4H3B D. Demonstrate strategies to improve or maintain personal health.
- K-4H3B E. Develop injury prevention and management strategies for personal health.
- K-4H3B F. Demonstrate ways to avoid and reduce threatening situations.
- K-4H3B G. Apply skills to manage stress.

**Grade Level Indicators Gr. 3:**

- 3H3I 1. Demonstrate proper ways to express one’s feeling.
- 3H3I 2. Define stress (harmful and healthful), lists its sources, and discuss its effects on the body.
- 3H3I 3. Define stress (healthful and harmful) and discuss its effects on general “wellness”.
- 3H3I 4. Demonstrate knowledge of vehicle and pedestrian safety.
- 3H3I 5. Demonstrate knowledge of home, school, and community safety hazards and how to prevent them.
- 3H3I 6. Demonstrate knowledge of emergency phone help.
- 3H3I 7. Practice correct conduct during Fire Drills.
- 3H3I 8. Plan an alternate route for escape from the school building.
- 3H3I 9. Demonstrate knowledge of the correct methods of reporting a fire.
- 3H3I 10. Review the need for and the proper technique of brushing and flossing the teeth.

**GRADE: THREE**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. K – 4**

- K-4H4B A. Describe how culture influences personal health behaviors.
- K-4H4B B. Explain how media influences thoughts, feelings, and health behaviors.
- K-4H4B C. Describe ways technology can influence personal health.
- K-4H4B D. Explain how information from school and family influences health.

**Grade Level Indicators Gr. 3:**

- 3H4I 1. Demonstrate knowledge of various sources of influencing the purchase of products related to healthful living.
- 3H4I 2. Describe how culture influences personal health behaviors.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. K - 4**

- K-4H5B A. Distinguish between verbal and non-verbal communication.
- K-4H5B B. Describe characteristics needed to be a responsible friend and family member.
- K-4H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- K-4H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- K-4H5B E. Demonstrate attentive listening skills to build and maintain healthy relationships.
- K-4H5B F. Demonstrate refusal skills to enhance health.
- K-4H5B G. Differentiate between negative and positive behaviors used in conflict situations.
- K-4H5B H. Demonstrate non-violent strategies to resolve conflicts.

**Grade Level Indicators Gr. 3:**

- 3H5I 1. Discuss what it means to have, become, and be a good friend.
- 3H5I 2. Discuss that love is an emotional commitment and identify components of a caring relationship.
- 3H5I 3. Discuss ways to make a student feel good about himself/herself and display the resulting self-confidence and coping skills.
- 3H5I 4. Demonstrate proper ways to express one's feeling.
- 3H5I 5. Demonstrate knowledge of emergency phone help.
- 3H5I 6. Demonstrate knowledge of the correct method of reporting a fire.

**Health Education Standard 6:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems.
- K-4H6B B. Explain when to ask for assistance in making health-related decisions and setting health goals.
- K-4H6B C. Predict outcomes of positive health decisions.
- K-4H6B D. Set a personal health goal and track progress toward its achievement.

**Grade Level Indicators Gr. 3:**

- 3H6I 1. Demonstrate wise decision making when taking medication unsupervised; understand that all medicine is dangerous if used improperly.
- 3H6I 2. Describe the skills you can use on resisting pressure to make a wrong decision.
- 3H6I 3. Demonstrate knowledge of how health products can be used and misused and promote good deciding making in choosing such products.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. K – 4:**

- K-4H7B A. Describe a variety of methods to convey accurate health information and ideas.
- K-4H7B B. Express information and opinions about health issues.
- K-4H7B C. Identify community agencies that advocate for healthy individuals, families, and communities.
- K-4H7B D. Demonstrate the ability to influence and support others in making positive health choices.

**Grade Level Indictors Gr. 3:**

- 3H7I 1. Describe ways individuals can help keep a healthy school and community environment and fight pollution.
- 3H7I 2. Identify ways health agencies and individuals promote health in the community.
- 3H7I 3. Demonstrate the knowledge of various types of environmental pollution, including air, ground, water and noise.
- 3H7I 4. State various ways for wise management of natural resources in our environment.
- 3H7I 5. Define family and describe family similarities, differences, and changes.
- 3H7I 6. Define the difference between needs and wants and cite examples of each.
- 3H7I 7. Demonstrate knowledge of responsibilities, contributions, and roles of the family members as they contribute to family health.
- 3H7I 8. Discuss the similarities and differences of the male and female bodies.
- 3H7I 9. Demonstrate knowledge of vehicle and pedestrian safety.
- 3H7I 10. Demonstrate knowledge of home, school, and community safety hazards and how to prevent them.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. K - 4:**

- K-4H1B A. Describe relationships between personal health behaviors and individual well-being.
- K-4H1B B. Identify indicators of mental, emotional, social and physical health during childhood.
- K-4H1B C. Describe the basic structure and functions of the human body systems.
- K-4H1B D. Describe how the family influences personal health.
- K-4H1B E. Describe how physical, social and emotional environments influence personal health.
- K-4H1B F. Identify common health problems of children.
- K-4H1B G. Identify health problems that should be detected and treated early.
- K-4H1B H. Explain how childhood injuries and illnesses can be prevented or treated.

**Grade Level Indicators Gr. 4:**

- 4H1I 1. Identify different parts of the body.
- 4H1I 2. Identify the functions of the skeletal and muscular systems.
- 4H1I 3. Demonstrate an understanding of how bones and muscles grow.
- 4H1I 4. Demonstrate an understanding of the muscular system and how it works.
- 4H1I 5. Demonstrate an understanding of the digestive process.
  - a. Identify the steps of the food pyramid.
  - b. Identify how the foods are grouped at each level in the food pyramid.
- 4H1I 6. Demonstrate an understanding of how the respiratory system works.
- 4H1I 7. Demonstrate an understanding of how the circulatory system works.
- 4H1I 8. Identify microbes and how disease microbes can cause infections.
- 4H1I 9. Identify rules for avoiding disease microbes spread by people, water, food, animals, and insects.
- 4H1I 10. Identify the body's defense mechanisms that fight disease.
- 4H1I 11. Identify practices that minimize a person's chances of contracting a communicable disease.
- 4H1I 12. Define traits and identify the relationship between traits and personality.
- 4H1I 13. Identify physical and emotional needs and demonstrate an understanding of how people can meet their needs.

**GRADE: FOUR**

**HEALTH EDUCATION**

**Health Education Standard 2:**

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

**Health Benchmarks Gr. K – 4**

- K-4H2B A. Identify characteristics of valid health information and health-promoting products and services.
- K-4H2B B. Demonstrate the ability to locate resources from home, school and community that provide valid health information.
- K-4H2B C. Explain how media influences the selection of health information, products and services.
- K-4H2B D. Demonstrate the ability to locate school and community health helpers.

**Grade Level Indictors Gr. 4:**

- 4H2I 1. List the names of all drugs of abuse.
- 4H2I 2. Demonstrate an understanding of the benefits and dangers of drugs.

**Health Education Standard 3:**

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

**Health Benchmarks Gr. K – 4**

- K-4H3B A. Identify responsible health behaviors.
- K-4H3B B. Identify personal health needs.
- K-4H3B C. Compare behaviors that are safe to those that are risky or harmful.
- K-4H3B D. Demonstrate strategies to improve or maintain personal health.
- K-4H3B E. Develop injury prevention and management strategies for personal health.
- K-4H3B F. Demonstrate ways to avoid and reduce threatening situations.
- K-4H3B G. Apply skills to manage stress.

**Grade Level Indicators Gr. 4:**

- 4H3I 1. Identify possible dangers when riding a bicycle and walking.
- 4H3I 2. Identify ways to help someone who is in trouble in the water and what to do when alone and in trouble in the water.
- 4H3I 3. Identify safety hazards in a place for playing.
- 4H3I 4. Identify important rules to avoid accidents.
- 4H3I 5. Identify ways to escape sexual assault.
- 4H3I 6. Practice correct conduct during Fire Drills and use regular and alternate routes for escape from the school building.
- 4H3I 7. Demonstrate knowledge of Fire Safety Rules.
- 4H3I 8. Draw a map of fire alarms and fire extinguishers in the school building.
- 4H3I 9. Identify the way AIDS is transmitted through drug abuse.
- 4H3I 10. Describe how to give basic first-aid for choking, bleeding, poisoning, shock, dislocations, fractures, and burns.
- 4H3I 11. Describe first-aid procedures for heat, cramp, heat exhaustion, heatstroke, sunburn, frostbite, and hypothermia.
- 4H3I 12. Demonstrate an understanding of personal safety and assault prevention.

**GRADE: FOUR**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. K – 4**

- K-4H4B A. Describe how culture influences personal health behaviors.
- K-4H4B B. Explain how media influences thoughts, feelings, and health behaviors.
- K-4H4B C. Describe ways technology can influence personal health.
- K-4H4B D. Explain how information from school and family influences health.

**Grade Level Indicators Gr. 4:**

- 4H4I 1. Explain how information learned from school and family influences your day-to-day life.
- 4H4I 2. Dealing with peer pressure.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. K - 4**

- K-4H5B A. Distinguish between verbal and non-verbal communication.
- K-4H5B B. Describe characteristics needed to be a responsible friend and family member.
- K-4H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- K-4H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- K-4H5B E. Demonstrate attentive listening skills to build and maintain healthy relationships.
- K-4H5B F. Demonstrate refusal skills to enhance health.
- K-4H5B G. Differentiate between negative and positive behaviors used in conflict situations.
- K-4H5B H. Demonstrate non-violent strategies to resolve conflicts.

**Grade Level Indicators Gr. 4:**

- 4H5I 1. Describe healthful ways to express emotions.
- 4H5I 2. Describe how to show respect in relationships.
- 4H5I 3. Define self-control.
- 4H5I 4. Demonstrate an understanding of what to do in an emergency.
- 4H5I 5. Define traits and identify the relationship between traits and personality.

**GRADE: FOUR**

**HEALTH EDUCATION**

**Health Education Standard 6:**

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

**Health Benchmarks Gr. K – 4:**

- K-4H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems.
- K-4H6B B. Explain when to ask for assistance in making health-related decisions and setting health goals.
- K-4H6B C. Predict outcomes of positive health decisions.
- K-4H6B D. Set a personal health goal and track progress toward its achievement.

**Grade Level Indicators Gr. 4:**

- 4H6I 1. Discuss the concept of “Get High on Life.”
- 4H6I 2. Set a personal health goal and track progress toward its achievement.
- 4H6I 3. Discuss ways and when to communicate with responsible adults about health decisions.
- 4H6I 4. Demonstrate an understanding of personal safety and assault prevention.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. K – 4:**

- K-4H7B A. Describe a variety of methods to convey accurate health information and ideas.
- K-4H7B B. Express information and opinions about health issues.
- K-4H7B C. Identify community agencies that advocate for healthy individuals, families, and communities.
- K-4H7B D. Demonstrate the ability to influence and support others in making positive health choices.

**Grade Level Indicators Gr. 4:**

- 4H7I 1. List ways to help others be healthy.
- 4H7I 2. Compile a personal health record (can be done with parent).
- 4H7I 3. Describe what an emergency alert is.
- 4H7I 4. List items needed to put together a first aid kit with a teacher/parent/guardian.
- 4H7I 5. Identify kinds of air, land, water, and noise pollution.
- 4H7I 6. Explain how to keep air, land, and water clean.
- 4H7I 7. List ways to reduce, recycle, and reuse.
- 4H7I 8. Describe ways to save energy.
- 4H7I 9. Identify ways to keep environment clean.
- 4H7I 10. Demonstrate an understanding of body types and the impact of heredity and the environment on body appearance.
- 4H7I 11. Define traits and identify the relationship between traits and personality.
- 4H7I 12. Demonstrate an understanding of growth and development and concept of physical education.
- 4H7I 13. Demonstrate an understanding of hygiene for sexually mature adolescents (Menstruation).

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H1B A. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- 5-8H1B B. Describe the interrelationship of mental, emotional, social and physical health during adolescence.
- 5-8H1B C. Explain how health is influenced by the interaction of body systems.
- 5-8H1B D. Describe how family and peers influence the health of adolescents.
- 5-8H1B E. Analyze how environment and personal health are interrelated.
- 5-8H1B F. Describe ways to reduce risks related to adolescent health problems.
- 5-8H1B G. Explain how appropriate health care can prevent premature death and disability.
- 5-8H1B H. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

**Grade Level Indicators Gr. 5:**

- 5H1I 1. Identify the nervous system and name its three main parts and how it works.
- 5H1I 2. Identify the endocrine system and demonstrate an understanding of how it works.
- 5H1I 3. Identify the parts of the respiratory system and function of each part.
- 5H1I 4. Identify the parts of the circulatory system and the function of each part.
- 5H1I 5. Discuss the function of the male and female reproductive system.
- 5H1I 6. Demonstrate an understanding of how each type of pollution affects people's health.
- 5H1I 7. Identify individual and community actions that can help prevent the main types of pollution.
- 5H1I 8. Identify practices that minimize a person's chances of contracting a communicable disease.
- 5H1I 9. Identify the body's defenses and disease and health practices that can strengthen those defenses.
- 5H1I 10. Identify the risks of drug misuse and drug abuse.
- 5H1I 11. Identify the effects and hazards of tobacco use.
- 5H1I 12. Identify the effects and hazards of alcohol use.
- 5H1I 13. Demonstrate an understanding of how the body eliminates waste.

- 5H1I 14. Demonstrate an understanding of the value of drugs used as medicine.
- 5H1I 15. Demonstrate an understanding of the human body as a structure made up of cells, tissues, organs, and body cells.
- 5H1I 16. Demonstrate an understanding of the structure of the brain and spinal cord.
- 5H1I 17. Identify the parts that make up each of the five main sense organs and demonstrate an understanding of how these organs work.
- 5H1I 18. Demonstrate an understanding of cell division.
- 5H1I 19. Demonstrate an understanding of growth, development, and maturation.
- 5H1I 20. Identify the layers of skin.
- 5H1I 21. Understand the teeth and dental health.
- 5H1I 22. Identify the relationship between microorganisms and communicable disease.
- 5H1I 23. Identify practices that minimize a person's chances of contracting a communicable disease.
- 5H1I 24. Identify the body's defenses and disease and health practices that can strengthen those defenses.
- 5H1I 25. Identify some of the main procedures used by doctors to diagnose illness.
- 5H1I 26. Identify the main nutrients needed by the body and describe what each one does.
- 5H1I 27. Plan a balanced diet based on knowledge of the food pyramid or the four basic food groups.

**GRADE: FIVE**

**HEALTH EDUCATION**

**Health Education Standard 2:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H2B A. Analyze the validity of health information, products, and services.
- 5-8H2B B. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- 5-8H2B C. Analyze how media influences the selection of health information and products.
- 5-8H2B D. Demonstrate the ability to locate health products and services.
- 5-8H2B E. Compare the costs and validity of health products.
- 5-8H2B F. Describe situations requiring professional health services.

**Grade Level Indicators Gr. 5:**

- 5H2I 1. Describe what information is contained on a food label.
- 5H2I 2. Identify the components of a personal health plan.
- 5H2I 3. Demonstrate knowledge regarding agencies available to help a student, family member, or significant other with questions regarding Sexual Assault or Sexual Abuse.

**GRADE: FIVE**

**HEALTH EDUCATION**

**Health Education Standard 3:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H3B A. Explain the importance of assuming responsibility for personal health behaviors.
- 5-8H3B B. Analyze a personal health assessment to determine health strengths and risks.
- 5-8H3B C. Distinguish between safe and risky or harmful behaviors in relationships.
- 5-8H3B D. Demonstrate strategies to improve or maintain personal and family health.
- 5-8H3B E. Develop injury prevention and management strategies for personal and family health.
- 5-8H3B F. Demonstrate ways to avoid and reduce threatening situations.
- 5-8H3B G. Demonstrate strategies to manage stress.

**Grade Level Indicators Gr. 5:**

- 5H3I 1. Identify the main nutrients needed by the body and describe what each one does.
- 5H3I 2. Plan a balanced diet based on knowledge of the food pyramid, or the four basic food groups.
- 5H3I 3. Identify hazards of drug, tobacco, and alcohol use.
- 5H3I 4. Identify the ways in which regular exercise improves physical fitness.
- 5H3I 5. Practice correct conduct during Fire Drills and use regular and alternate routes for escape from school building.
- 5H3I 6. Draw an escape plan from the home dwelling.
- 5H3I 7. Be introduced to the concept of reporting fires from community fireboxes.
- 5H3I 8. Discuss safe behaviors if confronted by a fire.
- 5H3I 9. Discuss smoke alarms and fire extinguisher for the home dwelling.

**GRADE: FIVE**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H4B A. Describe the influence of cultural beliefs on health behaviors and the use of health services.
- 5-8H4B B. Analyze how messages from media and other sources influence health behaviors.
- 5-8H4B C. Analyze the influence of technology on personal and family health.
- 5-8H4B D. Analyze how information from peers influences health.

**Grade Level Indicators Gr. 5:**

- 5H4I 1. Demonstrate the effects of peer pressure on behavior.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H5B A. Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 5-8H5B B. Describe how the behavior of family and peers affects interpersonal communication.
- 5-8H5B C. Demonstrate healthy ways to express needs, wants and feelings.
- 5-8H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5-8H5B E. Demonstrate communication skills to build and maintain healthy relationships.
- 5-8H5B F. Demonstrate refusal and negotiation skills to enhance health.
- 5-8H5B G. Analyze the possible causes of conflict among youth in schools and communities.
- 5-8H5B H. Demonstrate strategies to manage conflict in healthy ways.

**Grade Level Indicators Gr. 5:**

- 5H5I 1. Identify basic human needs.
- 5H5I 2. Demonstrate an understanding of the relationship between actions, feelings, and basic human needs.
- 5H5I 3. Describe healthful ways to respond to feelings.
- 5H5I 4. Identify basic human needs.
- 5H5I 5. Demonstrate an understanding of the relationship between actions, feelings, and basic human needs.
- 5H5I 6. Identify healthful ways to respond to feelings.

**Health Education Standard 6:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
- 5-8H6B B. Analyze how health-related decisions are influenced by individuals, family, and community values.
- 5-8H6B C. Predict how decisions regarding health behaviors have consequences for self and others.
- 5-8H6B D. Apply strategies and skills needed to attain personal health goals.
- 5-8H6B E. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- 5-8H6B F. Develop a plan that addresses personal strengths, needs, and health risks.

**Grade Level Indicators Gr. 5:**

- 5H6I 1. Demonstrate an understanding and acceptance of one's self and individual differences in body types.
- 5H6I 2. Demonstrate an understanding of personal safety and assault prevention.
- 5H6I 3. Identify the effects of peer pressure on behavior.
- 5H6I 4. Identify the ways in which regular exercise improves physical fitness.
- 5H6I 5. Identify the risks of drug misuse and drug abuse.
- 5H6I 6. Identify the effects and hazards of tobacco use.
- 5H6I 7. Identify the effects and hazards of alcohol use.
- 5H6I 8. Use manners and good effective communication skills.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H7B A. Analyze various communication methods to accurately express health information and ideas.
- 5-8H7B B. Express information and opinions about health issues.
- 5-8H7B C. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
- 5-8H7B D. Demonstrate the ability to influence and support others in making positive health choices.
- 5-8H7B E. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

**Grade Level Indicators Gr. 5:**

- 5H7I 1. Demonstrate an understanding of the relationship between actions, feelings, and basic human needs.
- 5H7I 2. Express healthful ways to respond to feelings.
- 5H7I 3. Identify risks of drug misuse and drug abuse.
- 5H7I 4. Identify the relationship between microorganisms and communicable disease.
- 5H7I 5. Identify main types of pollution.
- 5H7I 6. Demonstrate an understanding of how each type of pollution affects people's health.
- 5H7I 7. Identify individual and community actions that can help prevent the main types of pollution.
- 5H7I 8. Demonstrate an understanding of growth, development, and maturation.
- 5H7I 9. Demonstrate an understanding and acceptance of one's self and individual differences in body types.
- 5H7I 10. Discuss the structure and function of the male and female reproductive system.
- 5H7I 11. Understand puberty and its effects on the male/female body.
- 5H7I 12. Discuss the male/female role as it related to Human Sexuality, Love, and Relationships.

**GRADE: SIX**

**HEALTH EDUCATION**

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H1B A. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- 5-8H1B B. Describe the interrelationship of mental, emotional, social and physical health during adolescence.
- 5-8H1B C. Explain how health is influenced by the interaction of body systems.
- 5-8H1B D. Describe how family and peers influence the health of adolescents.
- 5-8H1B E. Analyze how environment and personal health are interrelated.
- 5-8H1B F. Describe ways to reduce risks related to adolescent health problems.
- 5-8H1B G. Explain how appropriate health care can prevent premature death and disability.
- 5-8H1B H. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

**Grade Level Indicators Grade 6:**

- 6H1I 1. Describe structure, function, care of respiratory system.
- 6H1I 2. Describe the physical, mental and social characteristics of adolescent years.
- 6H1I 3. Describe healthful behaviors, risk behaviors and risk situations.
- 6H1I 4. Tell how HIV/AIDS is spread and the stages through which they progress.
- 6H1I 5. Demonstrate an understanding of the meaning of sexually transmitted diseases.
- 6H1I 6. List scientific names of all parts of reproduction system.
- 6H1I 7. Identify the effect of drugs, alcohol and tobacco.
- 6H1I 8. Identify how second hand smoke and smokeless tobacco affect the body.
- 6H1I 9. Identify mental, physical and social effects of alcohol.
- 6H1I 10. Discuss how peer pressure affects decision-making skills concerning tobacco.
- 6H1I 11. Discuss ways tobacco users can be helped.
- 6H1I 12. Choose ways to be alcohol-free.

- 6H1I 13. Discuss harmful effects of tobacco on health.
- 6H1I 14. Identify characteristics of community health agencies and services.
- 6H1I 15. Describe unique characteristics of the life cycle from infancy through adolescence.
- 6H1I 16. Describe how heart disease and cancer can be treated and prevented.

**GRADE: SIX**

**HEALTH EDUCATION**

**Health Education Standard 2:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H2B A. Analyze the validity of health information, products, and services.
- 5-8H2B B. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- 5-8H2B C. Analyze how media influences the selection of health information and products.
- 5-8H2B D. Demonstrate the ability to locate health products and services.
- 5-8H2B E. Compare the costs and validity of health products.
- 5-8H2B F. Describe situations requiring professional health services.

**Grade Level Indicators Gr. 6**

- 6H2I 1. Identify characteristics of community health agencies and services.
- 6H2I 2. Discuss ways tobacco users can be helped.
- 6H2I 3. Describe different drugs and their unique characteristics.
- 6H2I 4. Identify characteristics of community health agencies and services.

**GRADE: SIX**

**HEALTH EDUCATION**

**Health Education Standard 3:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H3B A. Explain the importance of assuming responsibility for personal health behaviors.
- 5-8H3B B. Analyze a personal health assessment to determine health strengths and risks.
- 5-8H3B C. Distinguish between safe and risky or harmful behaviors in relationships.
- 5-8H3B D. Demonstrate strategies to improve or maintain personal and family health.
- 5-8H3B E. Develop injury prevention and management strategies for personal and family health.
- 5-8H3B F. Demonstrate ways to avoid and reduce threatening situations.
- 5-8H3B G. Demonstrate strategies to manage stress.

**Grade Level Indicators Gr. 6:**

- 6H3I 1. Understand sexual intercourse, pregnancy, and procreation.
- 6H3I 2. Demonstrate an understanding and be able to list a plan for preventing sexual abuse or sexual assault.
- 6H3I 3. Review the concept of “your body as your own”.
- 6H3I 4. Discuss ways to adjust to family changes.
- 6H3I 5. Use a responsible decision-making model and refusal skills.
- 6H3I 6. Practice correct fire drill procedures.
- 6H3I 7. Develop fire safety steps for home.
- 6H3I 8. Describe first-aid procedures for choking, CPR procedures for an infant and child.
- 6H3I 9. Describe healthful behaviors, risk behaviors, and risk situations.

**GRADE: SIX**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H4B A. Describe the influence of cultural beliefs on health behaviors and the use of health services.
- 5-8H4B B. Analyze how messages from media and other sources influence health behaviors.
- 5-8H4B C. Analyze the influence of technology on personal and family health.
- 5-8H4B D. Analyze how information from peers influences health.

**Grade Level Indicators Gr. 6:**

- 6H4I 1. Identify the characteristics of community health agencies and services.
- 6H4I 2. Operation Keepsake will analyze how media influences adolescent sexual choices.
- 6H4I 3. Analyze how the media shows or portrays love, attraction, and infatuation.
- 6H4I 4. Analyze how the Internet can influence pornography.
- 6H4I 5. Discuss how peer pressure affects decision-making skills concerning tobacco.

**Health Education Standard 5:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H5B A. Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 5-8H5B B. Describe how the behavior of family and peers affects interpersonal communication.
- 5-8H5B C. Demonstrate healthy ways to express needs, wants and feelings.
- 5-8H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others and life skills.
- 5-8H5B E. Demonstrate communication skills to build and maintain healthy relationships.
- 5-8H5B F. Demonstrate refusal and negotiation skills to enhance health.
- 5-8H5B G. Analyze the possible causes of conflict among youth in schools and communities.
- 5-8H5B H. Demonstrate strategies to manage conflict in healthy ways.

**Grade Level Indicators Gr. 6:**

- 6H5I 1. Use manners and good effective communication skills.
- 6H5I 2. Use a responsible decision-making model and refusal skills.
- 6H5I 3. Discuss how peer pressure affects decision-making skills concerning peer conflicts.

**GRADE: SIX**

**HEALTH EDUCATION**

**Health Education Standard 6:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
- 5-8H6B B. Analyze how health-related decisions are influenced by individuals, family, and community values.
- 5-8H6B C. Predict how decisions regarding health behaviors have consequences for self and others.
- 5-8H6B D. Apply strategies and skills needed to attain personal health goals.
- 5-8H6B E. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- 5-8H6B F. Develop a plan that addresses personal strengths, needs, and health risks.

**Grade Level Indicators Gr. 6:**

- 6H6I 1. Use a responsible decision-making model and refusal skills.
- 6H6I 2. Demonstrate an understanding and be able to list a plan for preventing sexual abuse or sexual assault.
- 6H6I 3. Choose ways to be alcohol-free. (DARE Program).
- 6H6I 4. Discuss how peer pressure affects decision-making skills concerning tobacco.

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H7B A. Analyze various communication methods to accurately express health information and ideas.
- 5-8H7B B. Express information and opinions about health issues.
- 5-8H7B C. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues, life skills.
- 5-8H7B D. Demonstrate the ability to influence and support others in making positive health choices.
- 5-8H7B E. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

**Grade Level Indicators Gr. 6:**

- 6H7I 1. Choose an STD and create a pamphlet to share health information.
- 6H7I 2. Operation Keepsake will work with students in making healthy choices sexually.
- 6H7I 3. Practicing abstinence.
- 6H7I 4. Understand emotional changes during adolescence.
- 6H7I 5. Discuss ways to adjust to family changes.
- 6H7I 6. List the scientific names of all parts of the reproductive system.
- 6H7I 7. Understand sexual intercourse, pregnancy, and procreation.
- 6H7I 8. Demonstrate an understanding of the difference between love, attraction, and infatuation.
- 6H7I 9. Demonstrate an understanding of the meaning of Sexually Transmitted Diseases.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H1B A. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- 5-8H1B B. Describe the interrelationship of mental, emotional, social and physical health during adolescence.
- 5-8H1B C. Explain how health is influenced by the interaction of body systems.
- 5-8H1B D. Describe how family and peers influence the health of adolescents.
- 5-8H1B E. Analyze how environment and personal health are interrelated.
- 5-8H1B F. Describe ways to reduce risks related to adolescent health problems.
- 5-8H1B G. Explain how appropriate health care can prevent premature death and disability.
- 5-8H1B H. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

**Grade Level Indicators Grade 7:**

- 7H1I 1. Describe diseases and provide examples of how they can be physical, mental, or social.
- 7H1I 2. Identify foods that reduce the chances of heart disease.
- 7H1I 3. Explain how self-concept, personality, and philosophy of life influence health.
- 7H1I 4. Select a balanced meal with servings from the five food groups of the food pyramid.
- 7H1I 5. Identify the body's disease defenses.
- 7H1I 6. Name the four stages of disease.
- 7H1I 7. Identify the signs and symptoms of some communicable diseases.
- 7H1I 8. Define cardiovascular disease and list four symptoms of a heart attack.
- 7H1I 9. Define cancer and list its seven danger signals.
- 7H1I 10. Describe spreading and prevention of communicable diseases.
- 7H1I 11. Compare and contrast different communicable diseases.
- 7H1I 12. Understand warning signs of suicide.
- 7H1I 13. Express emotions in healthful ways and manage stress.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 2:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H2B A. Analyze the validity of health information, products, and services.
- 5-8H2B B. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- 5-8H2B C. Analyze how media influences the selection of health information and products.
- 5-8H2B D. Demonstrate the ability to locate health products and services.
- 5-8H2B E. Compare the costs and validity of health products.
- 5-8H2B F. Describe situations requiring professional health services.

**Grade Level Indicators Gr. 7:**

- 7H2I 1. Read food labels and choose foods that reduce the risk of heart disease and cancer.
- 7H2I 2. Evaluate healthcare products.
- 7H2I 3. Evaluate healthcare services.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 3:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H3B A. Explain the importance of assuming responsibility for personal health behaviors.
- 5-8H3B B. Analyze a personal health assessment to determine health strengths and risks.
- 5-8H3B C. Distinguish between safe and risky or harmful behaviors in relationships.
- 5-8H3B D. Demonstrate strategies to improve or maintain personal and family health.
- 5-8H3B E. Develop injury prevention and management strategies for personal and family health.
- 5-8H3B F. Demonstrate ways to avoid and reduce threatening situations.
- 5-8H3B G. Demonstrate strategies to manage stress.

**Grade Level Indicators Gr. 7:**

- 7H3I 1. Describe the five components of physical fitness and demonstrate exercises that can be used to develop it. (Phys. Ed.)
- 7H3I 2. Identify the five components of physical fitness and demonstrate exercises that can be used to develop it. (Phys. Ed.)
- 7H3I 3. Understand warning signs of suicide.
- 7H3I 4. Express emotions in healthful ways and manage stress.
- 7H3I 5. Make and follow a weight management plan.
- 7H3I 6. Describe eating disorders.
- 7H3I 7. Develop a plan to balance energy intake and expenditure.
- 7H3I 8. Differentiate between mature and immature behavior.
- 7H3I 9. Select a balanced meal with servings from the five food groups of the food pyramid.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H4B A. Describe the influence of cultural beliefs on health behaviors and the use of health services.
- 5-8H4B B. Analyze how messages from media and other sources influence health behaviors.
- 5-8H4B C. Analyze the influence of technology on personal and family health.
- 5-8H4B D. Analyze how information from peers influences health.

**Grade Level Indicators Gr. 7:**

- 7H4I 1. Outline two ways to deal with peer pressure.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 5:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H5B A. Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 5-8H5B B. Describe how the behavior of family and peers affects interpersonal communication.
- 5-8H5B C. Demonstrate healthy ways to express needs, wants and feelings.
- 5-8H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5-8H5B E. Demonstrate communication skills to build and maintain healthy relationships.
- 5-8H5B F. Demonstrate refusal and negotiation skills to enhance health.
- 5-8H5B G. Analyze the possible causes of conflict among youth in schools and communities.
- 5-8H5B H. Demonstrate strategies to manage conflict in healthy ways.

**Grade Level Indicators Gr. 7:**

- 7H5I 1. Demonstrate ways to handle feelings appropriately.
- 7H5I 2. Express emotions in healthful ways and manage stress.
- 7H5I 3. Handle their feelings appropriately.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 6:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
- 5-8H6B B. Analyze how health-related decisions are influenced by individuals, family, and community values.
- 5-8H6B C. Predict how decisions regarding health behaviors have consequences for self and others.
- 5-8H6B D. Apply strategies and skills needed to attain personal health goals.
- 5-8H6B E. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- 5-8H6B F. Develop a plan that addresses personal strengths, needs, and health risks.

**Grade Level Indicators Gr. 7:**

- 7H6I 1. Identify three needs that improve self-concept.
- 7H6I 2. Demonstrate making wise decisions.
- 7H6I 3. Explain how self-concept, personality, and philosophy of life influence health.

**GRADE: SEVEN**

**HEALTH EDUCATION**

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H7B A. Analyze various communication methods to accurately express health information and ideas.
- 5-8H7B B. Express information and opinions about health issues.
- 5-8H7B C. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues, life skills.
- 5-8H7B D. Demonstrate the ability to influence and support others in making positive health choices.
- 5-8H7B E. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

**Grade Level Indicators Gr. 7:**

- 7H7I 1. Demonstrate advocacy for personal, family and community health through class discussions and projects.
- 7H7I 2. Describe the connection between distress and eustress.
- 7H7I 3. Understanding warning signs of suicide.
- 7H7I 4. Explain how self-concept, personality, and philosophy of life influence health.
- 7H7I 5. Express emotions in healthful ways and manage stress.
- 7H7I 6. Handle their feelings appropriately.
- 7H7I 7. Name three inherited traits.

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H1B A. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.
- 5-8H1B B. Describe the interrelationship of mental, emotional, social and physical health during adolescence.
- 5-8H1B C. Explain how health is influenced by the interaction of body systems.
- 5-8H1B D. Describe how family and peers influence the health of adolescents.
- 5-8H1B E. Analyze how environment and personal health are interrelated.
- 5-8H1B F. Describe ways to reduce risks related to adolescent health problems.
- 5-8H1B G. Explain how appropriate health care can prevent premature death and disability.
- 5-8H1B H. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.

**Grade Level Indicators Grade 8:**

- 8H1I 1. Describe ways that cardiovascular fitness strengthens heart and prevents arteriosclerosis.
- 8H1I 2. Explain differences between fractures, sprains, and strains.
- 8H1I 3. Identify first-aid procedures for respiratory obstructions.
- 8H1I 4. Discuss structure and function of the human reproductive systems.
- 8H1I 5. Understand the physical and emotional changes that occur during adolescence.
- 8H1I 6. Define puberty.
- 8H1I 7. Understand the similarities between sexually transmitted diseases and other communicable diseases.
- 8H1I 8. Identify the effects of over the counter/prescription drugs, medicines, alcohol, tobacco, and illegal drugs.
- 8H1I 9. Describe different classes of drugs and their characteristics.
- 8H1I 10. Identify foods that reduce the chances of heart disease.
- 8H1I 11. Define cardiovascular disease and list four symptoms of a heart attack.
- 8H1I 12. Describe cancer-screening tests of the male and female reproductive system.
- 8H1I 13. Describe symptoms of certain STD's.
- 8H1I 14. Identify the mental, physical and social effects of drugs.

**Health Education Standard 2:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H2B A. Analyze the validity of health information, products, and services.
- 5-8H2B B. Demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- 5-8H2B C. Analyze how media influences the selection of health information and products.
- 5-8H2B D. Demonstrate the ability to locate health products and services.
- 5-8H2B E. Compare the costs and validity of health products.
- 5-8H2B F. Describe situations requiring professional health services.

**Grade Level Indicators Gr. 8:**

- 8H2I 1. Analyze magazine advertisements for validity.
- 8H2I 2. Research different products from different stores and compare costs.

**GRADE: EIGHT**

**HEALTH EDUCATION**

**Health Education Standard 3:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H3B A. Explain the importance of assuming responsibility for personal health behaviors.
- 5-8H3B B. Analyze a personal health assessment to determine health strengths and risks.
- 5-8H3B C. Distinguish between safe and risky or harmful behaviors in relationships.
- 5-8H3B D. Demonstrate strategies to improve or maintain personal and family health.
- 5-8H3B E. Develop injury prevention and management strategies for personal and family health.
- 5-8H3B F. Demonstrate ways to avoid and reduce threatening situations.
- 5-8H3B G. Demonstrate strategies to manage stress.

**Grade Level Indicators Gr. 8:**

- 8H3I 1. Identify foods that reduce the chances of heart disease.
- 8H3I 2. Abstinence – “Say No” – how to.
- 8H3I 3. Describe preventive measures that could be used concerning STD’s.
- 8H3I 4. Identify the mental, physical, and social effects of drugs.
- 8H3I 5. Identify strategies to stay drug free.
- 8H3I 6. Identify characteristics of those harmfully involved in substance abuse.
- 8H3I 7. Demonstrate CPR procedures.
- 8H3I 8. Discuss proper adult hygiene.
- 8H3I 9. Describe first-aid procedures for shock, bleeding, head wounds.
- 8H3I 10. Identify first-aid procedures for respiratory obstructions.
- 8H3I 11. Demonstrate CPR procedures.

**GRADE: EIGHT**

**HEALTH EDUCATION**

**Health Education Standard 4:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H4B A. Describe the influence of cultural beliefs on health behaviors and the use of health services.
- 5-8H4B B. Analyze how messages from media and other sources influence health behaviors.
- 5-8H4B C. Analyze the influence of technology on personal and family health.
- 5-8H4B D. Analyze how information from peers influences health.

**Grade Level Indicators Gr. 8:**

- 8H4I 1. Analyze magazine advertisements for validity.
- 8H4I 2. Research different products from different stores and compare costs.
- 8H4I 3. Understand the physical and emotional changes that occur during adolescence.

**GRADE: EIGHT**

**HEALTH EDUCATION**

**Health Education Standard 5:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H5B A. Demonstrate effective verbal and non-verbal communication skills to enhance health.
- 5-8H5B B. Describe how the behavior of family and peers affects interpersonal communication.
- 5-8H5B C. Demonstrate healthy ways to express needs, wants and feelings.
- 5-8H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- 5-8H5B E. Demonstrate communication skills to build and maintain healthy relationships.
- 5-8H5B F. Demonstrate refusal and negotiation skills to enhance health.
- 5-8H5B G. Analyze the possible causes of conflict among youth in schools and communities.
- 5-8H5B H. Demonstrate strategies to manage conflict in healthy ways.

**Grade Level Indicators Gr. 8:**

- 8H5I 1. Know how to “Say No”.
- 8H5I 2. Identify strategies to stay drug free.
- 8H5I 3. List constructive alternatives for drug addicted person and what steps need to be taken.

**GRADE: EIGHT**

**HEALTH EDUCATION**

**Health Education Standard 6:**

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

**Health Benchmarks Gr. 5 - 8:**

- 5-8H6B A. Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
- 5-8H6B B. Analyze how health-related decisions are influenced by individuals, family, and community values.
- 5-8H6B C. Predict how decisions regarding health behaviors have consequences for self and others.
- 5-8H6B D. Apply strategies and skills needed to attain personal health goals.
- 5-8H6B E. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- 5-8H6B F. Develop a plan that addresses personal strengths, needs, and health risks.

**Grade Level Indicators Gr. 8:**

- 8H6I 1. Describe cancer screenings tests of the male and female reproductive system.
- 8H6I 2. Know how to “Say No” – abstinence.
- 8H6I 3. Describe symptoms of certain STD’s.
- 8H6I 4. Identify the effects of over the counter/prescription drugs, medicine, alcohol, tobacco, illegal drugs.
- 8H6I 5. List constructive alternatives for drug addicted person and what steps need to be taken.

**GRADE: EIGHT**

**HEALTH EDUCATION**

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health.

**Health Benchmarks Gr. 5 - 8:**

- 5-8H7B A. Analyze various communication methods to accurately express health information and ideas.
- 5-8H7B B. Express information and opinions about health issues.
- 5-8H7B C. Identify barriers to effective communication of information, ideas, feelings, and opinions about health issues, life skills.
- 5-8H7B D. Demonstrate the ability to influence and support others in making positive health choices.
- 5-8H7B E. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.

**Grade Level Indicators Gr. 8:**

- 8H7I 1. Discuss the complexities of pregnancy.
- 8H7I 2. Identify the mental, physical and social effects of drugs.
- 8H7I 3. Discuss the structure and function of the human reproductive systems.
- 8H7I 4. Discuss proper adult hygiene.
- 8H7I 5. Describe cancer-screening tests of the male and female reproductive system.

**GRADE: TEN**

**HEALTH EDUCATION**

**Health Education Standard 1:**

Students will comprehend concepts related to health promotion and disease prevention.

**Health Benchmarks Gr. 9 – 12:**

- 9-12H1B A. Analyze how behavior can impact health maintenance and disease prevention.
- 9-12H1B B. Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.
- 9-12H1B C. Explain the impact of personal health behaviors on the functioning of body systems.
- 9-12H1B D. Analyze how the family, peers and community influence the health of individuals.
- 9-12H1B E. Analyze how the environment influences the health of the community.
- 9-12H1B F. Describe how to delay onset and reduce risks of potential health problems during adulthood.
- 9-12H1B G. Analyze how public health policies and government regulations influence health promotion and disease prevention.
- 9-12H1B H. Analyze how the prevention and control of health problems are influenced by research and medical advances.

**Grade Level Indicators Gr. 10:**

- 10H1I 1. Inventory their own behavior and analyze the health and wellness significance. [9-12H1BA]
- 10H1I 2. Demonstrate how physical inactivity can contribute to increased risk of diabetes, osteoporosis and heart disease. [9-12H1BA]
- 10H1I 3. Identify risks of food born illness from incorrect food-handling and storage techniques. [9-12H1BA]
- 10H1I 4. Identify the role of calories in gaining or losing body weight. [9-12H1BA]
- 10H1I 5. Correctly identify what lifestyles typically lead to various diseases. [9-12H1BA]
- 10H1I 6. Define and list three hereditary, congenital, infectious and environmental diseases. [9-12H1BB]
- 10H1I 7. Appreciate that one's health is a combination of physical, mental/emotional/psychological, and social well-being. [9-12H1BB]
- 10H1I 8. Recognize how substance use and family stresses can be connected. [9-12H1BB]

- 10H1I 9. Describe the relationship of the varied health components and their relationship: [9-12H1BB]
- a. Now
  - b. Future adulthood
- 10H1I 10. Recognize sexually-transmitted diseases as the most commonly reported communicable disease in the United States at the present time. [9-12H1BB]
- 10H1I 11. Appreciate that the occurrence of most diseases can be delayed, minimized, or prevented completely by intelligent health practices. [9-12H1BC]
- 10H1I 12. Describe the impact of negative and positive behaviors on the functioning of body systems (smoking /lungs; alcohol/brain; exercise/heart). [9-12H1BC]
- 10H1I 13. Recognize the role of heredity in determining or influencing one’s health. [9-12H1BC]
- 10H1I 14. Identify the basic nutrients and their role in preserving health. [9-12H1BC]
- 10H1I 15. Identify common food allergies and intolerances. [9-12H1BC]
- 10H1I 16. Correctly identify the usual signs and symptoms of cancer, diabetes, allergies, and degenerative diseases. [9-12H1BC]
- 10H1I 17. Appreciate the consequences of sexual activity before marriage. [9-12H1BD]
- 10H1I 18. Recognize their individual responsibilities in terms of prevention and control of disease. [9-12H1BF]
- 10H1I 19. Describe how to delay onset and reduce risks of potential health problems during adulthood. [9-12H1BF]
- a. Positive behaviors; good nutritional selection, exercise, “saying No!” to risky choices
  - b. Negative behaviors; smoking, drinking alcohol and other drugs; sexual activity, risky weight gain/loss strategies
- 10H1I 20. Describe how public health policies and government regulations influence our health and disease prevention. [9-12H1BG]
- a. International and National events and policy
    1. describe the goals of “Healthy People 2010” <http://www.healthypeople.gov/LHI/>
    2. discuss to what degree you believe the government should get involved in individual health choices.
  - b. State and Local policies
  - c. Identify environment concerns that can effect us now and in the future
    1. air, water, noise
    2. extreme temperature risks (heat stroke and frostbite/exposure)
- 10H1I 21. Analyze how the prevention and control of health problems are influenced by research and medical advances. [9-12H1BH]
- 10H1I 22. Discuss why many deaths still occur because we fail to apply the knowledge we have. [9-12H1BH]

**Health Education Standard 2:**

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

**Health Benchmarks Gr. 9 – 12:**

- 9-12H2B A. Evaluate the validity of health information, products, and services.
- 9-12H2B B. Demonstrate the ability to evaluate home, school, and community resources that provide valid health information.
- 9-12H2B C. Evaluate factors that influence personal selection of health products and services.
- 9-12H2B D. Demonstrate the ability to access school and community health services for self and others.
- 9-12H2B E. Analyze the cost and accessibility of health care services.
- 9-12H2B F. Analyze situations requiring professional health services.

**Grade Level Indicators Grade 10:**

- 10H2I 1. Locate and critique three of the best sources of health information sites on the internet: [9-12H2BA]
  - a. Medical
    - 1. Selection of M.D.'s
    - 2. Selection of consumer medical products
  - b. Fitness
  - c. Nutrition and Weight Control
- 10H2I 2. Illustrate why it is important to have regular blood pressure checks. [9-12H2BA]
- 10H2I 3. Evaluate safe and effective products and valid resources for health information. [9-12H2BB]
- 10H2I 4. Give examples of why early detection and treatment are vital to disease control. [9-12H2BB]
- 10H2I 5. Be exposed to positive health practices for the early detection of cancer in both men and women. [9-12H2BB]
- 10H2I 6. Analyze commercials and advertisements to de-program their attack on us as consumers. [9-12H2BC]
  - a. Identify fraudulent, distorted or deceptive advertisements that take advantage of the consumer's condition or ignorance.
  - b. Be aware of the various consumer protection agencies and the value of an educated consumer.

- 10H2I 7. Through case studies, find school and community resources to help deal with these issues. [9-12H2BD]
- a. Identify many available health support services.
  - b. Recognize that health service careers are available in every community, and they need to consider them as legitimate vocation choices.
- 10H2I 8. Increase their awareness about AIDS by presenting the facts about its prevention, symptoms, transmission and treatment. [9-12H2BD]
- 10H2I 9. Identify community services for families in crisis. [9-12H2BD]
- 10H2I 10. Determine the cost of varied medical processes. [9-12H2BE]
- a. Delivery of a baby (complicated and basic)
  - b. Open Heart Surgery (Triple By-Pass)
  - c. Lung cancer surgery
- 10H2I 11. Give examples of why the prevention of disease is less expensive than the treatment of illness and injury. [9-12H2BE]
- 10H2I 12. Through case studies, determine when referral is necessary in heart pain, migraine headaches, depression, and anger management. [9-12H2BF]
- 10H2I 13. Identify community support groups, such as A.A. and their role in intervention for the individual and family. [9-12H2BG]

**Health Education Standard 3**

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

**Health Benchmarks Gr. 9 – 12:**

- 9-12H3B A. Analyze the role of individual responsibility for enhancing health.
- 9-12H3B B. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- 9-12H3B C. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.
- 9-12H3B D. Develop strategies to improve or maintain personal, family and community health.
- 9-12H3B E. Develop injury prevention and management strategies for personal, family and community health.
- 9-12H3B F. Demonstrate ways to avoid and reduce threatening situations.
- 9-12H3B G. Evaluate strategies to manage stress.

**Grade Level Indicators Gr. 10:**

- 10H3I 1. Accept responsibility for your health maintenance and care. [9-12H3BA]
- 10H3I 2. Accept greater responsibility for their personal safety and for the safety of others. [9-12H3BA]
- 10H3I 3. Accept their responsibility in protecting the environment from man's abuse. [9-12H3BA]
- 10H3I 4. Inventory their own behavior and analyze the health and wellness significance. [9-12H3BB]
- 10H3I 5. Identify common potential hazards in their environment. [9-12H3BB]
- 10H3I 6. Identify the impact of foods high in cholesterol, saturated fats, salt, and food additives as being potential health hazards over time. [9-12H3BB]
- 10H3I 7. Apply their increased nutritional knowledge through dietary analysis into sound dietary habits. [9-12H3BB]
- 10H3I 8. Compare and contrast nutritive levels and caloric values to determine the intake, which is most appropriate for them at this time. [9-12H3BC]
- 10H3I 9. Identify the most common societal table manners. [9-12H3BD]
- 10H3I 10. List the nutritive value of many common food items. [9-12H3BD]
- 10H3I 11. Describe how nutritional intake influences one's health. [9-12H3BD]

- 10H3I 12. Describe the benefits of regular physical fitness activities to developing one's personal health and wellness. [9-12H3BD]
- a. Have the opportunity to access their target body weight by percentage of body fat determined by skin fold calipers.
  - b. Be skeptical of fad diets that are dramatic or easy as being deceptive, medically unsound, and often potentially dangerous.
  - c. List the physical and emotional benefits of regular, physical exercise.
  - d. Identify the body's various responses to exercise.
  - e. Recognize regular exercise as an important component of a weight reduction program.
- 10H3I 13. Develop your own personal fitness plan covering the major components of physical fitness. [9-12H3BD]
- a. Identify the five most important considerations in a fitness program.
  - b. Test and analyze their current fitness levels.
  - c. Give examples of how sex and love may not be synonymous terms.
- 10H3I 14. Practice healthy dating behaviors. [9-12H3BD]
- 10H3I 15. Make responsible decisions regarding sexual behavior and parenting. [9-12H3BD]
- 10H3I 16. Recognize that emotions, attitudes, and behavior patterns all play a significant role in the causes and prevention of accidents. [9-12H3BE]
- 10H3I 17. Plan their schedule of activities to still get an adequate amount of rest, relaxation and sleep. [9-12H3BE]
- 10H3I 18. Demonstrate proper first aid for injuries from everyday life and from physical activity. [9-12H3BE]
- a. Identify the first-aid significance of knowing the basic skeletal and circulatory system.
  - b. Perform control of severe bleeding, prevention and treatment of shock, the splinting of broken bones, and the transportation of injured party if necessary.
  - c. Display knowledge of correct procedure in dealing with burns, poisoning, eye injuries, and heat-related emergencies.
  - d. List at least six risk factors involved in cardiovascular diseases.
  - e. Demonstrate knowledge and/or competency to A.H.A. standards in:
    1. Establishing unconsciousness.
    2. Opening the airway and checking breathing.
    3. Checking pulse.
    4. Performing one rescuer artificial respiration and cardio-pulmonary resuscitation.
    5. Clearing obstructed airways.
    6. Infant resuscitation.
  - f. Display a willingness to become involved in helping with emergencies if necessary.

- 10H3I 19. Develop a plan for safe activity in a sporting environment. [9-12H3BE]
- a. Conduct themselves in a responsible manner during the school day that shows a regard for safety rules and procedures.
  - b. Promptly activate the Emergency Medical System when needed.
- 10H3I 20. Recognize when someone has/is about to violate personal space. [9-12H3BF]
- a. Identify the risk factors that may lead to a sexual assault.
  - b. Describe three different self-defense techniques.
- 10H3I 21. Recognize the need to protect one self and family from common dangers around the home. [9-12H3BF]
- 10H3I 22. Describe how to delay onset and reduce risks of potential health problems during adulthood. [9-12H3BF]
- a. Positive behaviors; good nutritional selection, exercise, “saying No!” to risky choices.
  - b. Negative behaviors; smoking, drinking alcohol and other drugs; sexual activity, risky weight gain/loss strategies.
- 10H3I 23. Recognizing the role of the traditional family and coping with changing family structures/dynamics. [9-12H3BG]

**Health Education Standard 4:**

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

**Health Benchmarks Gr. 9 – 12**

- 9-12H4B A. Analyze how cultural diversity enriches and challenges health behaviors.
- 9-12H4B B. Evaluate the effect of media and other factors on personal, family, and community health.
- 9-12H4B C. Evaluate the impact of technology on personal, family, and community health.
- 9-12H4B D. Analyze how information from the community influences health.

**Grade Level Indicators Gr. 10:**

- 10H4I 1. Appreciate the cultural differences in nutritional selections and habits. [9-12H4BA]
- 10H4I 2. Be sensitive to the many societal, cultural, and religious customs related to marriage and sexual behavior. [9-12H4BA]
- 10H4I 3. Recognize that cultural differences exist in family and child-rearing standards. [9-12H4BA]
- 10H4I 4. Delineate differences in culture in conflict-resolution and family decision-making. [9-12H4BA]
- 10H4I 5. Summarize why accurate sex information is directly related to a stable and fulfilling sex life. [9-12H4BB]
- 10H4I 6. Be aware of how other people, movies, magazines, and the media may not truly and accurately represent normal sexual behavior. [9-12H4BB]
- 10H4I 7. Investigate the direct and hidden agendas in the media through news, shows, advertising, magazine articles, newspaper commentaries, etc. [9-12H4BB]
- 10H4I 8. Demonstrate how the information explosion of the internet and cable TV has positively and negatively impacted our health and our perspective of health. [9-12H4BC]
- 10H4I 9. Appreciate that social organizations (i.e. religious, clubs and groups) have different perspectives on family issues. [9-12H4BD]
- 10H4I 10. Recognize hidden community factors may impact the interpretation of health issues (child abuse, suicide, depression, bullying, sexual harassment, etc.). [9-12H4BD]
- 10H4I 11. Explore the variety of family “traditions” surrounding various holidays and how they solidify the unit. [9-12H4BD]

**GRADE: TEN**

**HEALTH EDUCATION**

**Health Education Standard 5:**

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

**Health Benchmarks Gr. 9 – 12:**

- 9-12H5B A. Demonstrate skills for communicating effectively with family, peers, and others.
- 9-12H5B B. Analyze how interpersonal communication affects relationships.
- 9-12H5B C. Demonstrate healthy ways to express needs, wants, and feelings.
- 9-12H5B D. Demonstrate ways to communicate care, consideration, and respect of self and others.
- 9-12H5B E. Demonstrate strategies for solving interpersonal conflicts without harming self or others.
- 9-12H5B F. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situation.
- 9-12H5B G. Analyze the possible causes of conflict in schools, families, and communities.
- 9-12H5B H. Demonstrate strategies used to prevent conflict.

**Grade Level Indicators Grade 10:**

- 10H5I 1. Inventory their own behavior. [9-12H5BA]
- 10H5I 2. Learn and develop decision-making skills and goal-setting steps. [9-12H5BA]
- 10H5I 3. Have the opportunity to ask questions in anonymous format to correct misconceptions and irresponsible attitudes. [9-12H5BA]
- 10H5I 4. Analyze the health and wellness significance. [9-12H5BB]
- 10H5I 5. List factors involved in the maintenance or general improvement of one's mental health. [9-12H5BC]
- 10H5I 6. Volunteer information as to why more than love between two people is needed to make a marriage work. [9-12H5BC]
- 10H5I 7. Examine the attitudes, roles and responsibilities within the traditional family. [9-12H5BC]
- 10H5I 8. Examine the attitudes, roles and responsibilities within the non-traditional family. [9-12H5BC]
- 10H5I 9. Identify how relationships within the family influence the health and happiness of its members. [9-12H5BC]
- 10H5I 10. Describe the roles and responsibilities within the family. [9-12H5BC]
- 10H5I 11. Recognize the physiological and emotional changes that correspond with puberty. [9-12H5BC]
- 10H5I 12. Examine and discuss the peer values and pressures that may influence sexual behavior. [9-12H5BC]

- 10H5I 13. Be sensitive to the importance of discussing family planning with their partner before they have started to be sexually active. [9-12H5BC]
- 10H5I 14. Make responsible decisions regarding sexual behavior and parenting. [9-12H5BD]
- 10H5I 15. List at least four stressful situations that most people can expect to experience during each decade of life. [9-12H5BE]
- 10H5I 16. Give examples of how being a parent is a constant challenge, and not just fun. [9-12H5BF]
- 10H5I 17. Identify the major problems some couples encounter as they mature sexually. [9-12H5BG]
- 10H5I 18. Demonstrate interpersonal communication skills, including refusal skills and conflict resolution techniques. [9-12H5BH]

**Health Education Standard 6:**

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

**Health Benchmark Gr. 9 – 12:**

- 9-12H6B A. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
- 9-12H6B B. Analyze health concerns that require collaborative decision making.
- 9-12H6B C. Predict immediate and long-term impact of health decisions on the individual, family, and community.
- 9-12H6B D. Implement a plan for attaining a personal health goal.
- 9-12H6B E. Evaluate progress toward achieving personal health goals.
- 9-12H6B F. Formulate an effective plan for lifelong health.

**Grade Level Indicators Gr. 10:**

- 10H6I 1. Identify their own strengths and weaknesses in health behavioral practices. [9-12H6BA]
- 10H6I 2. Appreciate the differences between pro-active and re-active approaches to our health. [9-12H6BA]
- 10H6I 3. List five personal practices that are crisis-oriented and five that are prevention-oriented. [9-12H6BA]
- 10H6I 4. Modify their personal health practices in accordance with current, scientific knowledge. [9-12H6BA]
- 10H6I 5. Identify health as not just the absence of illness but a higher state of well-being. [9-12H6BA]
- 10H6I 6. Outline five general steps that can be used in decision-making process. [9-12H6BA]
- 10H6I 7. Identify a personal health area that they would like to improve. [9-12H6BA]
- 10H6I 8. Implement a health improvement plan and set appropriate goals. [9-12H6BA]
- 10H6I 9. Evaluate their progress to their goal/s and reassess as needed. [9-12H6BA]
- 10H6I 10. Formulate a life plan to promote their health. [9-12H6BA]
- 10H6I 11. Learn and develop decision-making skills and goal-setting steps. [9-12H6BA]
- 10H6I 12. Recognize that personal desires and social pressures often influence health behaviors. [9-12H6BB]
- 10H6I 13. Acknowledge that as medicine advances occur, the corresponding health concepts may change. [9-12H6BB]
- 10H6I 14. Recognize that they will experience different feelings when biological, emotional, and environmental changes occur. [9-12H6BC]
- 10H6I 15. List and explain the five leading causes of death in the United States. [9-12H6BC]

**GRADE: TEN**

**HEALTH EDUCATION**

**Health Education Standard 7:**

Students will demonstrate the ability to advocate for personal, family and community health and demonstrate the ability to work with others to improve the health of the community.

**Health Benchmarks Gr. 9 - 12:**

- 9-12H7B A. Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- 9-12H7B B. Express information and opinions about health issues.
- 9-12H7B C. Utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.
- 9-12H7B D. Demonstrate the ability to influence and support others in making positive health choices.
- 9-12H7B E. Demonstrate the ability to work cooperatively when advocating for health communities.
- 9-12H7B F. Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

**Grade Level Indicators Grade 10:**

- 10H7I 1. Accurately assess their own personal and intra-personal communication skills and make conscious choices to appropriately alter them if necessary. [9-12H7BA]
- 10H7I 2. Appreciate that so-called “soft drugs”, primarily tobacco and alcohol, cause tremendously serious health problems in our society every day. [9-12H7BB]
- 10H7I 3. Define and list three hereditary, congenital, infectious and environmental diseases. [9-12H7BB]
- 10H7I 4. Recognize how substance use and family stresses can be connected. [9-12H7BB]
- 10H7I 5. Possess the ability to ask for help in socially uncomfortable situations (child abuse, sexual assault, suicidal thoughts, etc.) [9-12H7BC]
- 10H7I 6. Identify the psychological, social, physical, and economic factors that frequently lead to use of chemicals. [9-12H7BC]
- 10H7I 7. List at least six alternative ways of dealing with stressful situations other than the misuse of drugs. [9-12H7BC]

- 10H7I 8. Develop their self-concept and interpersonal skills that will result in a positive difference in their attitude toward drug use. [9-12H7BC]
- 10H7I 9. Say “NO” in social pressure situations. [9-12H7BC]
- 10H7I 10. Conduct themselves in a responsible manner during the school day that shows a regard for themselves by abstaining from all chemical use. [9-12H7BC]
- 10H7I 11. Recognize the role of heredity in determining or influencing one’s health. [9-12H7BC]
- 10H7I 12. Describe how the family, peers and community can or have influenced the students health status. [9-12H7BD]
- 10H7I 13. Recognize the factors that separate non-use, misuse, use, and abuse of chemicals. [9-12G7BD]
- 10H7I 14. Recognize the hidden community factors may impact on the interpretation of health issues (child abuse, suicide, depression, bullying, sexual harassment, etc.). [9-12H7BD]
- 10H1I 15. List and analyze how the environment influences the health of the community. [9-12H7BE]
- a. Air, Water and Noise
  - b. Urban, suburban and rural situations
- 10H7I 16. Comply to proper environmental practices in dealing with air, water, noise levels, and waste disposal (not littering). [9-12H7BE]
- 10H7I 17. Appreciate the urgency of solving environmental health problems. [9-12H7BE]
- 10H7I 18. Realize scientific advances and technology often help man but frequently also contribute to some additional environmental problems and concerns. [9-12H7BE]
- 10H7I 19. List four ways in which every individual can help to maintain a healthy environment. [9-12H7BE]
- 10H7I 20. List four of the positive results of responsible use of medications for the treatment of disease. [9-12H7BF]
- 10H7I 21. Demonstrate an increase in their ability to make responsible decisions regarding the non-use of tobacco, alcohol, and other drug substances. [9-12H7BF]
- 10H7I 22. Discover that abusers will recognize the benefits of stopping or cutting down use of addictive substances. [9-12H7BF]
- 10H7I 23. Recognize chemical dependency as a disease that can occur in any person; that it is not a personal weakness or sin; and they can be helped if they choose to survive. [9-12H7BF]
- 10H7I 24. Understand the importance of pregnancy and the complete chemical non-use policy with the exception of prescription drugs. [9-12H7BF]
- 10H7I 25. Identify community support groups, such as A.A. and their role in intervention for the individual and family. [9-12H7BG]
- 10H7I 26. Recognize the need to protect self and family from common dangers around the home. [9-12H7BF]
- 10H7I 27. Recognize the role of the traditional family and coping with changing family structures/dynamics. [9-12H7BG]

# **PHYSICAL EDUCATION COURSES**

## **APPLIED WELLNESS**

*(HEALTH CREDIT)*

GRADES: ELEVEN/TWELVE

## **INTRODUCTION TO ATHLETIC TRAINING COURSES**

*(HEALTH CREDIT)*

GRADES: TEN/ELEVEN/TWELVE

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 1:**

Demonstrates knowledge and competency in many strength training movement forms and proficiency in several movement forms.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC1B A. Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport/lift.
- 11-12PEAWHC1B B. Execute proficiency to minimal standards before scrimmage competition is allowed.
- 11-12PEAWHC1B C. Executive skills should proceed in a natural sequence from simple to complex.
- 11-12PEAWHC1B D. Demonstrate beginning experience in a few “untraditional” sport activities.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC1I 1. Demonstrates lead up activities that incorporate skills but do not require full competition in the Core Lifts. [11-12PEAWHC1BA]
- 11-12PEAWHC1I 2. Participates actively in drills that isolate and combine complex skills. [11-12PEAWHC1BB]
- 11-12PEAWHC1I 3. Teaches several of the core lifts to a member of the class from start to finish: [11-12PEAWHC1BB]
  - a. Provides “corrective” mechanical suggestions appropriate to the lift.
  - b. Provides appropriate “constructive” encouragement to the student.
- 11-12PEAWHC1I 4. Set up application that simulates “real world” situations. [11-12PEAWHC1BC]  
Example 1: Participates in a game or match using all of the basic skills, rules and strategies with some consistency.  
Example 2: Demonstrates basic athletic stance before progressing in the parallel squat and power clean.  
Example 3: Adjusts one’s workout to appropriate intensity based on practical and scientific principles.
- 11-12PEAWHC1I 5. Set up application that simulates “untraditional” sport activities: [11-12PEAWHC1BDC]  
Example 1: Passes the Red Cross Intermediate Swimming Program.  
Example 2: Can hit the target with an arrow 8 out of 10 times from 40 feet.  
Example 3: Navigates a kayak skillfully and safely through whitewater.  
Example 4: Has the skills for a black belt in karate.

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 2:**

Applies movement concepts and principles to the learning and development of strength training and movement skills.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC2B A. Identify and apply critical physical elements that enable the development of skill proficiency.
- 11-12PEAWHC2B B. Understand and independently apply mechanical information to their own performance.
- 11-12PEAWHC2B C. Use internal and external information to modify movement during performance.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC2I 1. Demonstrates progress in “new” to them skills from start to finish. [11-12PEAWHC2BA]  
Example: Beginning juggling with tennis balls from toss and catch with alternating hands towards the entire 3-ball juggling performance.
- 11-12PEAWHC2I 2. Demonstrate a “corrective action” from a miss during a practice or competitive situation. [11-12PEAWHC2BB]  
Example 1: Readjusting the racquet face or club to more properly align the flight of the object...tennis ball, birdie, golf ball.  
Example 2: Readjusts weight, technique or body position immediately when working out in Core and Secondary Lifts.
- 11-12PEAWHC2I 3. Use “the feel” (kinesthetic awareness) and visual results to make the adjustment. [11-12PEAWHC2BC]
- 11-12PEAWHC2I 4. Uses others suggestions to improve one’s technique, if appropriate. [11-12PEAWHC2BC]

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 3:**

Exhibits a physically active lifestyle.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC3B A. Demonstrates appropriate choices in spending their “optional or leisure” time in physically active lifestyle.
- 11-12PEAWHC3B B. Schedules their day to assure time available everyday to develop and maintain their personal fitness.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC3I 1. Record their weekly physical activity and evaluate it appropriately for their present and future lifestyle. [11-12PEAWHC3BA]
- 11-12PEAWHC3I 2. Needs to complete 15 hours of outside fitness related activity per 9-week period. [11-12PEAWHC3BA]
- 11-12PEAWHC3I 3. Identifies the effect of age, gender, race, ethnicity, socioeconomic status and culture upon physical activity preferences and participation. [11-12PEAWHC3BB]
- 11-12PEAWHC3I 4. Feels empowered to maintain and improve physical fitness, motor skills and knowledge about physical activity. [11-12PEAWHC3BB]

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 4:**

Achieves and maintains a health enhancing level of physical fitness.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC4B A. Participates regularly in health enhancing fitness activities independent of physical education.
- 11-12PEAWHC4B B. Designs, implements a personal fitness program and adjusts it as necessary.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC4I 1. Maintains appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle. [11-12PEAWHC4BA]
- 11-12PEAWHC4I 2. Uses results of fitness assessments to guide changes in his or her personal fitness program. [11-12PEAWHC4BB]
- 11-12PEAWHC4I 3. Completes a battery of tests to determine strengths and weaknesses of the fitness levels. [11-12PEAWHC4BB]

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 5:**

Demonstrates responsible personal and social behavior in physical activity.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC5B A. Initiates independent and responsible personal behavior in physical activity settings.
- 11-12PEAWHC5B B. Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal.
- 11-12PEAWHC5B C. Anticipates potential dangerous consequences and outcomes of participation and non-participation in physical activity.
- 11-12PEAWHC5B D. Understands and can demonstrate various participation-limiting concerns and injuries and the appropriate course of action.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC5I 1. Sets personal goals for activity and works toward their achievement.[11-12PEAWHC5BA]
- 11-12PEAWHC5I 2. Takes personal responsibility for themselves and encourages others to follow proper etiquette in physical activity settings. [11-12PEAWHC5BB]
- 11-12PEAWHC5I 3. Responds to inflammatory situations with maturity and personal control. [11-12PEAWHC5BB]
- 11-12PEAWHC5I 4. Diffuses potential conflicts by communicating with other participants. [11-12PEAWHC5BB]
- 11-12PEAWHC5I 5. Cheers outstanding performances of opponents as well as the favored team. [11-12PEAWHC5BB]
- 11-12PEAWHC5I 6. Creates a safe environment for their own physical activity practices (water and heat related issues...cardiac/respiratory concerns and appropriate courses of actions...structure and field concerns). [11-12PEAWHC5BC]
- 11-12PEAWHC5I 7. Understands the nature of injuries and common preventions and treatments (ankle, knee, back, shoulder sprains...muscle strains...possible fracture signs). [11-12PEAWHC5BD]

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 6:**

Demonstrates understanding and respect for differences among people in physical activity settings.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC6B A. Recognizes the influence of participation in physical activity on fostering appreciation of cultural, ethnic gender and physical diversity and develops a plan to include them.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC6I 1. Identifies the influence of participation in physical activity on fostering appreciation of cultural, ethnic, gender, emotional and physical diversity. [11-12PEAWHC6BA]
- 11-12PEAWHC6I 2. Displays a willingness to experiment with sport and activities of other cultures. [11-12PEAWHC6BA]

**GRADE: ELEVEN/TWELVE**

**PHYSICAL EDUCATION - APPLIED WELLNESS (HEALTH CREDIT)**

**Physical Education – Applied Wellness (Health Credit) Standard 7:**

Understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, social interactions, and sports participation.

**Physical Education – Applied Wellness (Health Credit) Benchmarks Gr. 11 - 12:**

- 11-12PEAWHC7B A. Enjoys learning new activities.
- 11-12PEAWHC7B B. Enjoys participating regularly in physical activities.
- 11-12PEAWHC7B C. Recognizes that physical activity can provide opportunities for positive social interaction.
- 11-12PEAWHC7B D. Recognizes that positive feelings can be derived from physical activity alone and in groups.

**Grade Level Indicators Gr. 11/12:**

- 11-12PEAWHC7I 1. Willingly attempts new activities. [11-12PEAWHC7BA]
- 11-12PEAWHC7I 2. Derives genuine pleasure from participating in physical activities. [11-12PEAWHC7BB]
- 11-12PEAWHC7I 3. Enters competitions and cooperative activities voluntarily. [11-12PEAWHC7BC]
- 11-12PEAWHC7I 4. Develops positive appreciation for the activities presented in class. [11-12PEAWHC7BD]

**APPLIED WELLNESS: TOTAL PROGRAMMING**  
**OLMSTED FALLS HIGH SCHOOL**  
**2005**

**The Wellness Lifestyle**

Lifestyle, Choices and Chances  
Prevention or Crisis

**Stress Management**

Stresses: good, bad, positive, negative  
Management strategies  
Relaxation Techniques

**Mental Health**

Good and bad days  
Helping Relationships\*  
When to see professional help

**Weight Management and Control**

Genetics and Body Image  
Appropriate Body Composition and Reasonable Goals  
Calories, Energy Production and Nutrition/Weight Issues  
Techniques and Application of % Body Fat Reduction  
Techniques and Application in Gaining Lean Body Mass  
Dangerous Dietary Practices

**Nutrition and Health**

Necessary Macro and Micronutrients  
Deficiencies and Problems  
Excesses and behavioral theories

**Lab**

Life Experiences Survey  
Blood Pressure Testing

Stressors Test  
Personality Style Assess.  
Resting Heart Rate

Mental Health Assess.

Basal Metabolic Test  
Caloric Cost of Exercise

Nutritional Analysis  
Nutritional Balance Assess.  
Sleep and Relaxation

## **Exercise and Fitness**

Tailoring Your Exercise Plan to Your Lifestyle and Goals  
Training the Seven Fitness Components  
Proper Exercise Prescription  
Athletic Injuries and Treatment  
Specific Exercise Implementation and Safety  
Integration, Fun and Fitness

## **Environmental Health\***

Progress and/or problems?

## **Drugs and Society\***

Advertising suggests: Got a problem.. .pop a pill is the  
Answer!?

## **Alcohol Use and Abuses**

The body's hidden terror  
Athletes are not immune

## **Tobacco and Disease**

Micro-trauma adds up fast  
Advertising and Adverse Outcomes

## **Pregnancy, Childbirth and Parenting\***

Abstinence and beyond

## **AIDS and STDS**

Players are playing a silent, dangerous game

## **The Informed Consumer\***

Good decisions start with knowledge and discipline

## **Aging Gracefully\***

Investing in your future

## **Major Chronic Diseases\***

Micro or macro-trauma  
Early Warning Signs

Quality and Quantity  
7 Fitness Comp. Analysis  
Max. Heart Rate % Test  
Manage Low Back Pain  
Postural Evaluation  
Skill-Related Fitness

We can make a difference!

Addictive Behavior Quiz

Cancer Prevention Assess.

## **The Informed Consumer\***

Good decisions start with knowledge and discipline

## **Aging Gracefully\***

Investing in your future

## **Major Chronic Diseases\***

Micro or macro-trauma

Early Warning Signs

## **Safety and Accident Prevention**

Recognizing Risk and Hazards in Everyday Life

Identifying Injuries, Proper Treatment and Disposition

ABCD's of First Aid

Early Warning Signs

ABC Demonstration

The Prevention Index

\*Possible Individual Exploration

# **Wellness: Total Programming**

Dushkin Publishing Group, Inc. 1992

1. AIDS and STDS
2. Alcohol Use and Abuses
3. Drugs and Society
4. Environmental Health
5. Exercise and Fitness
6. Aging Gracefully
7. The Informed Consumer
8. Major Chronic Diseases
9. Mental Health
10. Nutrition and Health
11. Pregnancy, Childbirth and Parenting
12. Safety and Accident Prevention
13. Stress Management
14. Tobacco and Disease
15. Weight Management and Control
16. The Wellness Lifestyle

**GRADE: TEN/ELEVEN/TWELVE**

**INTRODUCTION TO ATHLETIC TRAINING (HEALTH CREDIT)**

**Introduction to Athletic Training (Health Credit) Standard 1:**

Demonstrates knowledge and competency in identifying and screening significant anatomical structures.

**Introduction to Athletic Training (Health Credit) Benchmarks Gr. 10-12:**

- |              |    |   |
|--------------|----|---|
| 10-12IATHC1B | A. | Demonstrate a variety of proficient basic skills necessary to provide first aid.                                |
| 10-12IATHC1B | B. | Execute proficiency in evaluating injured structures to minimal standards before actual application is allowed. |
| 10-12IATHCIB | C. | Executive skills should proceed in a natural sequence from simple to complex.                                   |
| 10-12IATHCIB | D. | Demonstrate competency in Basic First Aid Skills.   |

**Grade Level Indicators Gr. 10/12:**

- |              |    |  |
|--------------|----|--|
| 10-12IATHC1I | 1. | Demonstrates lead up activities that incorporate skills but do not require injury evaluation. [10-12IATHC1BA]<br>a. Develops a good working knowledge of normal anatomical structures.<br>b. Becomes aware of signs and symptoms of variance from the norm of anatomic landmarks.<br>c. Appreciates the difference between basic first aid and athletic training.                                  |
| 10-12IATHC1I | 2. | Participates actively in sessions that isolate and combine injury mechanism and probable involved structures. [10-12IATHC1BB]  |
| 10-12IATHC1I | 3. | Teaches several of the first aid techniques to a number of the class from start to finish. [10-12IATHC1BB]<br>a. Provides “corrective” mechanical suggestions appropriate to the procedure.<br>b. Provides appropriate “constructive” encouragement to the student.  |
| 10-12IATHC1I | 4. | Set up application that simulate “real world” situations according to the American Red Cross, American Health Association, etc. [10-12IATHC1BC]<br>Example 1: Correctly follows the UABCD’s of Emergency Care for an Unconscious person.<br>Example 2: Demonstrates composure and logic in calling “911” in a simulated emergency situation.<br>Example 3: Understands the basic triage protocols. |

10-12IATHC1I

5. Student shall: [10-12IATHC1BD]  
Example 1: Achieve Certification in the Red Cross or American Heart Association Basic First Aid/Rescuer Program.  
Example 2: Achieve Certification in the Red Cross CPR/AED Basic Rescuer Step.  
Example 3: Develops confidence in oneself to appropriately handle simple emergencies to the best of their ability.  
Example 4: Has the skills for achieving success in further advanced emergency/medical raining.

**GRADE: TEN/ELEVEN/TWELVE**

**INTRODUCTION TO ATHLETIC TRAINING (HEALTH CREDIT)**

**Introduction to Athletic Training (Health Credit) Standard 2:**

Applies essential concepts and principles to the development of comprehensive injury/illness prevention program.

**Introduction to Athletic Training (Health Credit) Benchmarks Gr. 10-12:**

- 10-12IATHC2B A. Identify and apply critical physical and emotional elements that put athletes at significant risk for injury or illness.
- 10-12IATHC2B B. Understand and independently apply scientific and subjective information to their own fitness plan.
- 10-12IATHC2B C. Recognize the role of the allied health professionals in designing a comprehensive medical plan.

**Grade Level Indicators Gr. 10/12:**

- 10-12IATHC2I 1. Demonstrate basic knowledge of the health screening exam to identify “high risk” individuals: [10-12IATHC2BA]
  - a. Identify cardiac “lub-dub” sounds.
  - b. Identify the normal breathe sounds.
  - c. Identify the medical history as the single most important aspect of the comprehensive.
  - d. Identify the “disqualifying” flags for non-limited athletic participation.
  - e. Analyze the neurological system for roots and innervations and its significance to the brain.
- 10-12IATHC2I 2. Demonstrate the correct steps in assessing ones blood pressure/pulse. [10-12IATHC2BA]
- 10-12IATHC2I 3. Know and demonstrate the use of standard terminology of athletic training/medical field and the communication necessary in emergency situations. [10-12IATHC2BA]
- 10-12IATHC2I 4. Complete a pre-season fitness test for a specific sport that assesses one’s physical preparation to participate in the sport. [10-12IATHC2BB]
  - a. Pre-season fitness test design.
  - b. Actually have several persons take the test.
  - c. Make recommendations of appropriate adjustments to their program (if necessary).
- 10-12IATHC2I 5. Identify environmental risk factors that could predispose the athlete to injury. [10-12IATHC2BB]
  - a. Hot-cold environmental concerns.
  - b. Surface and court integrity.
  - c. Equipment concerns.

- |              |    |   |
|--------------|----|---|
| 10-12IATHC2I | 6. | Others, etc. [10-12IATHC2BB]  |
| 10-12IATHC2I | 7. | Record their weekly physical activity and evaluate it appropriately for their present and future lifestyle. [10-12IATHC2BB]   |
| 10-12IATHC2I | 8. | Investigate allied health professional career choices. [10-12IATHC2BC]<br>a. What health careers are available?<br>b. What are the general/specific qualities possessed by the typical professional in their field?<br>c. What are my own personal qualities and where do my interests lie? |
| 10-12IATHC2I | 9. | Field experience or career shadowing options. [10-12IATHC2BC]   |

**GRADE: TEN/ELEVEN/TWELVE**

**INTRODUCTION TO ATHLETIC TRAINING (HEALTH CREDIT)**

**Introduction to Athletic Training (Health Credit) Standard 3:**

Exhibits a knowledge how the body's anatomical structures and the body's systems function to create one's physiology.

**Introduction to Athletic Training (Health Credit) Benchmarks Gr. 10-12:**

- 10-12IATHC3B A. Identifies anatomical structure connected with one's chemical balance.
- 10-12IATHC3B B. Understands the trauma-healing response in the body.

**Grade Level Indicators Gr. 10/12:**

- 10-12IATHC3I 1. Connects the body part with its inherent role in the individual's physiology. [10-12IATHC3BA]
- 10-12IATHC3I 2. Identifies the significance if one system over-runs or lags in its role, i.e., diabetes, cholesterol, etc. [10-12IATHC3BA]
- 10-12IATHC3I 3. Creates a practical "holistic" approach to the MD's plan in creating positive change. [10-12IATHC3BA]
- 10-12IATHC3I 4. Identifies the possible effect of age, gender, race, ethnicity, socioeconomic status and culture upon physiology. [10-12IATHC3BA]
- 10-12IATHC3I 5. Identifies the typical response of the body from trauma. [10-12IATHC3BB]
  - a. Bruising.
  - b. Sprains-strains.
  - c. Concussion.
  - d. Boney response and healing.
- 10-12IATHC3I 6. Identifies ice as the primary modality to assist the body in healing. [10-12IATHC3BB]
- 10-12IATHC3I 7. May have a chance to visit other facilities to become aware of various treatment modalities. [10-12IATHC3BB]

**GRADE: TEN/ELEVEN/TWELVE**

**INTRODUCTION TO ATHLETIC TRAINING (HEALTH CREDIT)**

**Introduction to Athletic Training (Health Credit) Standard 4:**

Demonstrates responsible personal and social behavior in dealing with the injured athlete.

**Introduction to Athletic Training (Health Credit) Benchmarks Gr. 10-12:**

- |              |    |  |
|--------------|----|--|
| 10-12IATHC4B | A. | Initiates independent and responsible personal behavior in caring for the sick or injured.                                 |
| 10-12IATHC4B | B. | Accepts the responsibility for taking a leadership role and willingly follows as appropriate to accomplish the group goal. |
| 10-12IATHC4B | C. | Anticipates potential dangerous consequences and outcomes of participation and non-participation in physical activity.     |
| 10-12IATHC4B | D. | Understands and can demonstrate various participation-limiting concern and injuries and the appropriate course of action.  |

**Grade Level Indicators Gr. 10/12:**

- |              |     |  |
|--------------|-----|--|
| 10-12IATHC4I | 1.  | Recognize that our actions often speak louder than our words. [10-12IATHC4BA]  |
| 10-12IATHC4I | 2.  | Recognize that a free society is based on responsibility for oneself and others...Golden Rule. [10-12IATHC4BA]   |
| 10-12IATHC4I | 3.  | Reflects empathy for the sick and/or injured. [10-12IATHC4BA]  |
| 10-12IATHC4I | 4.  | Understands the legal, moral and ethical parameters associated with the care of the injured. [10-12IATHC4BA]   |
| 10-12IATHC4I | 5.  | Takes personal responsibility for themselves and encourages others to follow proper etiquette in emergency situations. [10-12IATHC4BB]   |
| 10-12IATHC4I | 6.  | Responds to inflammatory situations with maturity and personal control. [10-12IATHC4BB]  |
| 10-12IATHC4I | 7.  | Diffuses potential conflicts by communicating with other participants. [10-12IATHC4BB]   |
| 10-12IATHC4I | 8.  | Cheers outstanding performances of opponents as well as the favored team. [10-12IATHC4BB]  |
| 10-12IATHC4I | 9.  | Creates a safe environment for their own physical activity practices (water and heat-related issues...cardiac/respiratory concerns and appropriate courses of actions...structure and field concerns). [10-12IATHC4BC] |
| 10-12IATHC4I | 10. | Understands the nature of injuries and common preventions and treatments (ankle, knee, back, shoulder, sprains...muscle strains...possible fracture signs). [10-12IATHC4BD]  |

# **INTRODUCTION TO ATHLETIC TRAINING**

## **SCOPE AND SEQUENCE**

Allied Health Care and Sports Medicine  
The Incidence of Sport-Related Injuries  
History of AT/SM  
Limitations/Delineations Of ATC  
Role of the Athletic Trainer  
Personal Qualities of the ATC  
AT Umbrella  
The Team Physician/Orthopedics  
Legal Implications and Ethics  
The AT Room  
Budget and Facilities  
Skeletal Bones  
Body Characteristics and Injury Potential  
Muscle and Movement  
Nervous System  
    Flexibility  
    Speed Training  
    Relaxation Training and Recovery  
    Strength Training  
    Physiology  
Cardio-Respiratory System  
Female considerations in Sport  
Children in Sport  
The Athletic Psyche  
Acclimatization and Heat Stress  
Conditioning Principles  
    Off-Season - Pre-Season - In-Season  
Principle and Value of Warm-up  
Resistance Training  
    General  
    Sport-Specific

Nutrition and the Athlete  
    The Pre-Game Meal  
    Food Fallacies  
    Dietary Supplements  
Weight Loss  
Weight Gain  
Weight Loss in Wrestling/Gymnastics  
Dangerous Practices and Steroids  
The Athletes Enemy: Drugs, Alcohol and Tobacco  
Cardio-Pulmonary Resuscitation  
Sports First Aid  
Head Injury and Protection  
    Head Trauma and Concussions  
    Facial Injuries  
Protective Equipment  
Dental Issues  
Stress and Athletics  
The Psychology of Sport  
The Psychology of Sport Injuries  
Classifying Injuries  
HOPS/SOAP Notes  
Injury Healing  
    Soft Tissue Healing  
    Fracture Healing  
    Psychological Aspect of Pain  
Acute Foot, Ankle, Lower Leg Injuries  
Chronic/Overuse Ankle/Shin Injuries  
Knee Injuries  
Thigh, Hip and Pelvis Injuries  
Abdominal and Thorax  
Low Back Involvement  
Head, Neck and Upper Back Involvement

Facial Injuries  
The Shoulder Complex  
Elbow and Forearm  
Wrist and Hand  
Common Illness and Conditions  
    Diabetic Athlete and Blood Sugar Issues  
    The Asthmatic Athlete  
    Common Skin Problems and Infections  
    Allergic Reactions  
Emergency Procedures in Sport Vital Signs  
    Pulse - Respiration  
    Consciousness - Pupils  
    Movement and Nerve  
    Temperature/Skin Color  
    Blood Pressure  
Emergency Principles and Procedures  
ABCs of Cervically-Injured Athlete  
Obstructed Airway Management/Choking  
Transporting the Injured Athlete  
Emergency Splinting of Fractures/Dislocations  
Preventing and Treating Shock  
Control Severe Bleeding Dressing and Bandaging  
Fitting Crutches and Immobilizers  
Protective Padding  
Taping and Wrapping Techniques  
Pads and Orthosis  
Therapeutic Modalities  
    Cold - Heat  
    Electrical - Sound  
    Massage  
Rehabilitation Techniques  
    Biofeedback - PNF  
Return to Play Decisions  
Medications  
    Basic Pharmacology

Medications..continued  
    Safety and Legal Concerns  
STDs  
The Physically-Impaired Athlete  
Vocational Considerations  
    ATC  
    Physical Therapy (Lifeworks)  
    Exercise Physiologist  
    Paramedic  
    Orthopedic Surgeon  
    Massage Therapist  
    ER. Nurse  
    Intensive Care Nurse  
    X-ray Tech.  
    Pediatric Specialist  
    Sport Psychologist  
    Disaster Manager (Airport)  
    OBGYN  
    Spinal Cord Trauma(Metro)  
    Burn Specialist(Metro) In-depth Health Careers  
Case Study  
    History  
    Pre-Injury Status  
    Mechanism of Injury  
    Injury Degree  
    Recognition and Evaluation  
    Treatment  
    Surgery?  
    Rehab.  
    Return to Function In-depth Sport Analysis  
    Typical Injuries  
    Necessary Pre-Condition  
    Strength Training Program  
    Skill Acquisition  
Rehabilitation

**PUPIL EVALUATION POLICY  
(HEALTH – GRADES K – 12)**

Evaluation of student progress should be a continuous process. It may utilize, but not be limited to:

1. Written Test and Quizzes
2. Demonstrations and Presentations
3. Written and oral Reports
4. Regular Class Attendance and Tardiness
5. Teach Observation of skills or Health Practices
6. Notebook Check (With all Course Content)
7. Readings of Text/Magazine/Internet/Newspaper Article with Critiques
8. Projects/Research Papers
9. Worksheets
10. Class Participation in Discussion (contributing, Respect for Others, Listening)
11. Maturity Evident in Handling Serious Health Topics
12. Interactions with classmates and School Personnel/Guest Speakers
13. Class Behaviors and Attitude Toward Learning
14. Compliance with Health-Related School Policies
15. Interviews
16. Self-Disclosure Essays/Self-assessments
17. Debates
18. Evidence of Coping with Personal Concerns
19. Outline of Problem-Solving Techniques
20. Personal Improvement of Health Practices or Attitudes
21. Video, film, slides, TV programs, features
22. Appropriate Internet exploration/(Self-directed video): role playing, portfolios, scrap booking, journals, applications/evaluation, conflict resolutions, book reports, conferencing, art work, group work, peer evaluations.
23. Others.

## Section 3313.6011

- (A) As used in this section, “sexual activity” has the same meaning as in Section 2907.01.
- (B) Instruction in venereal disease education pursuant to Division (A)(5)(c) of Section 3313.60 of the revised code shall emphasize that abstinence from sexual activity is the only protection that is one hundred percent (100%) effective against unwanted pregnancy, sexually transmitted disease, and the sexual transmission of a virus that causes acquired immunodeficiency syndrome.
- (C) In adopting minimum standards under Section 3301.07 of the Revised Code, the State Board of Education shall require course material and instruction in venereal disease education courses taught pursuant to Division (A)(5)(c) of Section 3313.60 of the Revised Code to do all of the following:
  - (1) Stress that students should abstain from sexual activity until after marriage;
  - (2) Teach the potential physical, psychological, emotional, and social side effects of participating in sexual activity outside of marriage;
  - (3) Teach that conceiving children out of wedlock is likely to have harmful consequences for the child, the child’s parents and society;
  - (4) Stress that sexually transmitted diseases are serious possible hazards of sexual activity;
  - (5) Advise students of the laws pertaining to financial responsibility of parents to children born in and out of wedlock;
  - (6) Advise students of the circumstances under which it is criminal to have sexual contact with a person under the age of sixteen pursuant to Section 2907.04 of the Revised Code.
- (D) Any model competency-based education program for health education the State Board of Education adopts under Section 3301.0716 of the Revised Code shall conform to the requirements of this section.
- (E) On and after the effective date of this section and notwithstanding, Section 3302.07 of the Revised Code, the Superintendent of Public Instruction shall not approve, pursuant to Section 3302.07 of the Revised code, any waiver of any requirement of this section or of any rule adopted by the State Board of Education pursuant to this section.