

Helena Public Schools
Health Enhancement
K-12 Critical Competencies
DRAFT

The HPS Critical Competencies represent content that students are expected to know at each grade level. The Critical Competencies are not the entire curriculum, but learner outcomes should be taught in sequential, systematic approach to promote an appropriate foundation to health & wellness.

The Technology profiles suggested for each critical competency are suggested applications only. The district's philosophy is to apply the state technology standards across the curriculum with teachers utilizing these connections in these curricular areas and others at their discretion.

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The Whole Child

Helena Public Schools' Board of Trustees has adopted the Association of Supervision & Curriculum Development (ASCD) position on "THE WHOLE CHILD" as their guiding principles. In addition to Montana's State Standards & Benchmarks, the K-12 Health Curriculum reflects not only a comprehensive approach but also a framework that personalizes education, decision-making, a commitment to keeping the "whole child" at the center of education.

According to ASCD, a "Whole Child" is...

- intellectually active
- physically, verbally, socially, & academically competent
- empathetic, kind, caring, & fair
- creative & curious
- disciplined, self-directed, & goal oriented
- free
- a critical thinker
- confident
- cared for & valued

ASCD's has called upon educators, communities, & policymakers to work together in fulfilling "The New Compact."

- Each student enters school healthy & learns about practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically & emotionally safe for students & adults.
- Each student is actively engaged in learning & is connected to the school & broader community.
- Each student has access to personalized learning & to qualified, caring adults.
- Each graduate is prepared for success in college or further study & for employment in a global environment.

Helena Public Schools offers a variety of screenings to support the focus on the academic, health, & wellness of "The Whole Child."

- Height Screenings (Grades K, 1, 2, 3, 4, 5)
- Weight Screenings (Grades K, 1, 2, 3, 4, 5)
- Hearing Screenings (Grades K, 1, 9, new students, student referrals)
- Visual Screenings (Grades K, 1, 3, 5, 8, new students, student referrals)
- Fitness Screening (Grades 4, 7, 9, 10)
- Dental Screenings (Grades 3, 4)
- Scoliosis Screenings (Grades 5, 6, 7, 8)
- Teen Screen (optional Grades 9 – 12)
- Career Screenings
- Insight Screenings (Substance Use)
- Youth Risk Behavior Survey (Grades 7-12)

Montana Standards for Health Enhancement

Health Enhancement combines the disciplines of “health” & “physical education” into a single curriculum with its focus on health-related outcomes. Concepts learned in the classroom are reinforced in the gymnasium & vice versa. Health is essential to a quality of life & leads directly to improved learning. Health enhancement develops the skills & behaviors necessary for students to become healthy, productive citizens who take personal responsibility for their own well-being as well as a social responsibility for the health of their community.

Early initiation of healthy behaviors is a predictor of enhanced school performance as well as less risk for morbidity & premature mortality in adulthood. Health enhancement is a critical component of the educational process.

Montana Standards for Health Enhancement Kindergarten – Grade 12	
Content Standard 1	Students have a basic knowledge & understanding of concepts that promote comprehensive health.
Content Standard 2	Students demonstrate competency in a variety of movement forms.
Content Standard 3	Students apply movement concepts & principles while learning & developing motor skills.
Content Standard 4	Students achieve & maintain a challenging level of health-related physical fitness.
Content Standard 5	Students demonstrate the ability to use critical thinking & decision making to enhance health.
Content Standard 6	Students demonstrate interpersonal communication skills to enhance health.
Content Standard 7	Students demonstrate health-enhancing behaviors.

Content Standards indicate what students should know, understand, & be able to do in a specific content area.



Benchmarks define expectations for students' knowledge, skills, & abilities along a developmental continuum focused at three points in each content area.

- The end of grade 4
- The end of grade 8
- Upon Graduation

Content Standard 1				Students have a basic knowledge & understanding of concepts that promote comprehensive health.			
Rationale		Basic to health enhancement is the foundation of knowledge about the relationships of behavior & health, the interactions within the human body that promote health fitness, & actions to prevent disease & other health problems. Comprehensive application of health-enhancing strategies enables the student to be health literate, self-directed lifelong learners.					
State Established Benchmark At the end of 4th grade, a proficient student will:		State Established Benchmark At the end of 8th grade, a proficient student will:		State Established Benchmark At the end of 12th grade, a proficient student will:			
<ol style="list-style-type: none"> describe relationships between personal health behaviors & individual well-being. describe the basic structure & function of the major human body systems, emphasizing growth & development. identify common health problems (e.g., eyes, ears, teeth, skin) that should be detected & treated early. identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, & stress management. identify the potential sources of environmental hazards. 		<ol style="list-style-type: none"> explain relationships between positive health behaviors & the prevention of injury, illness, disease, & premature death. explain the function & maintenance of body systems, including the reproduction system. analyze how peers, family, heredity, & environment influence personal health. explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, & stress management. explain how appropriate health care can prevent premature death & disability. 		<ol style="list-style-type: none"> analyze how attitudes & behaviors can impact health maintenance, disease prevention, & injury. explain the impact of personal health behaviors on the functioning of body systems, including the reproductive system. analyze how the environment, public health policies, government regulations, research, & medical advances influence personal & community health. develop personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activities, injury/disease prevention including HIV/AIDS prevention, & stress management. advocate for personal, family, & community health. 			
Content Standard 2				Students demonstrate competency in a variety of movement forms.			
Rationale		Basic movement skills are the foundation students need in order to lead a more active & productive life. It is the daily application of fundamental motor skills by which skillful movers are developed.					
State Established Benchmark At the end of 4th grade, a proficient student will:		State Established Benchmark At the end of 8th grade, a proficient student will:		State Established Benchmark At the end of 12th grade, a proficient student will:			
<ol style="list-style-type: none"> demonstrate mature form in all locomotor patterns & selected manipulatives & non-locomotor skills. combine movement skills in applied & dynamic settings or lead-up games. acquire skills including perceptual, motor, & rhythm. 		<ol style="list-style-type: none"> demonstrate a variety of physical skills which encompass lead-up games, rhythms & dance, & individual, dual, & team sports. 		<ol style="list-style-type: none"> demonstrate a variety of physical skills which encompass dance, individual, dual & team sports, & lifetime physical activities. 			
Content Standard 3				Students apply movement concepts & principles while learning & developing motor skills.			
Rationale		The ability of the learner to use cognitive information is essential in understanding & enhancing motor skill acquisition & performance					
State Established Benchmark At the end of 4th grade, a proficient student will:		State Established Benchmark At the end of 8th grade, a proficient student will:		State Established Benchmark At the end of 12th grade, a proficient student will:			
<ol style="list-style-type: none"> apply critical elements to improve personal performance in fundamental motor skills & some specialized skills. recognize & apply movement concepts that impact the quality of performance. 		<ol style="list-style-type: none"> understand & apply movement concepts to game strategies. identify & refine the critical elements of advanced movement skills. identify & understand the application of basic rules & strategies in a variety of physical activities. 		<ol style="list-style-type: none"> identify the characteristics of technically correct performance in a variety of movement forms. apply rules & advanced strategies to a variety of physical activities. know & understand & scientifically based information regarding movement performance. 			
Content Standard 4				Students achieve & maintain a challenging level of health-related physical fitness.			
Rationale		Physical fitness, developed through regular physical activity, is essential in enjoying an active, productive, & healthy life.					
State Established Benchmark At the end of 4th grade, a proficient student will:		State Established Benchmark At the end of 8th grade, a proficient student will:		State Established Benchmark At the end of 12th grade, a proficient student will:			
<ol style="list-style-type: none"> participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. identify each component of health-related physical fitness. associate each health-related physical fitness component to the improvement of personal health. demonstrate individual progress toward each component of health-related physical fitness. 		<ol style="list-style-type: none"> participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. understand & apply basic principles of training to improve health-related physical fitness. identify personal fitness goals. demonstrate individual progress toward each component of health-related physical fitness. 		<ol style="list-style-type: none"> participate in a variety of fitness activities involving each component of health-related physical fitness. demonstrate the knowledge, skills, & desire to monitor & adjust levels to meet personal fitness needs. design a personal fitness program. demonstrate individual progress toward each component of health-related physical fitness. 			

Content Standard 5 Students demonstrate the ability to use critical thinking & decision making to enhance health.		
Rationale	Problem-solving processes are lifelong skills needed in order to implement & sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into health lifestyles.	
State Established Benchmark At the end of 4th grade, a proficient student will:	State Established Benchmark At the end of 8th grade, a proficient student will:	State Established Benchmark At the end of 12th grade, a proficient student will:
<ol style="list-style-type: none"> 1. identify problem-solving processes specific to health-related issues. 2. access valid health information & resources. 3. explain how basic health information & resources are used in setting goals & decision-making. 4. set personal health goals & record progress toward achievement. 5. predict results of positive health decisions. 	<ol style="list-style-type: none"> 1. individually & collaboratively, apply problem-solving processes to health issues. 2. analyze how health-related decisions are influenced by the attributes & values of individuals, families, & the community. 3. predict how decisions specific to health behavior have consequences for self & others. 4. describe personal factors that influence an individual's health goals. 5. explain a personal health plan that addresses needs, strengths, & risks. 6. identify the validity of health information & how culture, media, & technology influence choices. 	<ol style="list-style-type: none"> 1. utilize various problem-solving strategies when making health decisions related to needs & risks of young adults. 2. predict immediate long-term impacts of health decision on the individual, family, & community. 3. implement a plan for achieving personal health goals. 4. evaluate progress toward attaining personal health goals. 5. formulate an effective plan for lifelong health. 6. locate, evaluate, & utilize credible health information.
Content Standard 6 Students demonstrate interpersonal communication skills to enhance health.		
Rationale	Self-concept & personal family & community health are enhanced through effective verbal & nonverbal communication.	
State Established Benchmark At the end of 4th grade, a proficient student will:	State Established Benchmark At the end of 8th grade, a proficient student will:	State Established Benchmark At the end of 12th grade, a proficient student will:
<ol style="list-style-type: none"> 1. describe characteristics needed to be a responsible friend & family member. 2. demonstrate ways to communicate care, consideration, & respect of self & others. 3. demonstrate healthy ways to express needs, wants, & feelings. 4. demonstrate refusal skills. 5. demonstrate active listening skills. 6. demonstrate nonviolent strategies to resolve conflicts. 	<ol style="list-style-type: none"> 1. describe how the behavior of family & peers affects interpersonal communication. 2. demonstrate ways to communicate care, consideration, & respect of self & others. 3. demonstrate healthy ways to express needs, wants, & feelings. 4. demonstrate refusal & mediation skills to enhance health. 5. demonstrate strategies to analyze & manage conflict in healthy ways. 6. demonstrate nonviolent strategies to resolve conflicts. 	<ol style="list-style-type: none"> 1. demonstrate skills for communicating effectively with family, peers, & others. 2. demonstrate ways to communicate care, consideration, & respect of self & others. 3. demonstrate healthy ways to express needs, wants, & feelings. 4. demonstrate refusal, mediation, & collaboration skills for solving interpersonal conflict without harming self or others. 5. analyze how interpersonal communication affects relationships. 6. analyze the possible causes of conflict & demonstrate strategies to manage conflict.
Content Standard 7 Students demonstrate health-enhancing behaviors.		
Rationale	Many diseases & injuries can be prevented by reducing risk-taking behaviors. In addition, practicing health-enhancing behaviors contributes to a positive quality of life. Students will have a foundation for living a healthy life by accepting responsibility for their personal health.	
State Established Benchmark At the end of 4th grade, a proficient student will:	State Established Benchmark At the end of 8th grade, a proficient student will:	State Established Benchmark At the end of 12th grade, a proficient student will:
<ol style="list-style-type: none"> 1. interact with friends & others through participation. 2. use physical activity as a means of self-expression. 3. experience enjoyment through physical activity. 4. regularly participate in physical activity. 5. demonstrate strategies to improve or maintain personal health. 	<ol style="list-style-type: none"> 1. enjoy participation in physical activity. 2. recognize the social benefits of physical activity. 3. participate in health-enhancing physical activity outside of school. 4. work cooperatively with a group to achieve group goals in both cooperative & competitive settings. 5. demonstrate strategies to improve or maintain personal & community health. 	<ol style="list-style-type: none"> 1. regularly participate in health-enhancing physical fitness activities to promote personal well-being on a voluntary basis. 2. experience enjoyment from physical activity & a healthy lifestyle. 3. participate in activities that promote community well-being. 4. initiate independent & responsible health-enhancing personal behavior. 5. demonstrate strategies to improve or maintain personal, family, & community health.

Health Maintenance & Enhancement

Personal & Family Health											
Personal Health and Preventative Care	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Identify behaviors that keep a person healthy	Show the cause & effect of healthy behaviors	Identify & show good oral hygiene (e.g., brushing, flossing, dental exams)	Describe how personal health is enhanced by behaviors	Classify activities as they relate to the health related fitness components	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Identify body changes during puberty & proper hygiene practices (for example but not limited to: acne)	Critique personal behaviors & their cause & effect that relate to healthy life style choices	Analyze how social, emotional, physical, & mental health affect wellness	Show the steps used in the problem solving model to examine system functions & disease formation encountered in daily living situations (for example but not limited to: lead poisoning, second hand smoke)	
	Demonstrate a willingness to try new activities & identify those that are enjoyable	Explain why teeth are important and how to take care of teeth and keep them clean and healthy	Discuss the importance of mouth and teeth	Describe importance of teeth and injury prevention	Identify behaviors that if performed regularly, can contribute to a healthy lifestyle	Identify 5 lifestyle activities that qualify as daily activity	Describe how personal health is enhanced by behaviors	Demonstrate an understanding of hygiene practices	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Describe how personal health is enhanced by behaviors (including but not limited to: care of skin, teeth, gums, hair, eyes, nose, ears, nails)	
	Identify & demonstrate proper hand washing techniques & respiratory hygiene	Discuss people in the community who can help take care of teeth	Understand tooth development	Identify the different teeth, shapes and functions	Identify hygiene practices (for example but not limited to: acne)	Recognizes the characteristics and importance of good posture	Identify the range of health needs during adolescence	Predict problems that may occur due to insufficient or lack of preventive care for health needs	Assess personal health needs during adolescence & apply strategies to address those needs or problems	Discuss the concept of preventive care & its importance in maintaining & improving health	
		Discuss foods that are good for you and foods that are bad for your teeth	Explain the process of dental decay	Understand what bacteria and plaque are	Describe the importance of good oral health	Describe importance of taking responsibility for personal and oral health care	Identify & demonstrate proper hand washing techniques & respiratory hygiene	Identify & demonstrate understanding of the role of physical activity in preventing life style diseases.	Predict the role of physical activity in preventing life style diseases.	Predict the role of physical activity in preventing life style diseases.	
		Identify preventive health care (e.g., immunizations, physical activity, regular health & dental check-ups)	Identify steps to prevent dental decay	Demonstrate how to brush and floss	Identify & demonstrate proper hand washing techniques & respiratory hygiene	Identify & demonstrate proper hand washing techniques & respiratory hygiene	Recognize the role of physical activity in preventing life style diseases.	Know what abstinence means and the significance of saying no	Know what abstinence means and the significance of saying no	Know what abstinence means and the significance of saying no	
		Identify & demonstrate proper hand washing techniques & respiratory hygiene	Discuss foods that are good for you and foods that are bad for your teeth	Summarize how preventive health care enhances one's health	Know what abstinence means and the significance of saying no						
			Identify & demonstrate proper hand washing techniques & respiratory hygiene	Identify & demonstrate proper hand washing techniques & respiratory hygiene							
	Technology Profile									 2 & 7	 1 & 4
	Standards & Benchmarks	1.1, 1.4, 4.1, 6.3, 7.1-7.5	1.1, 4.1-4.4, 5.5, 7.1-7.7	1.1, 1.4, 5.1, 5.5	1.1, 1.3, 1.4, 4.2-4.4, 5.1-5.5	1.1, 1.4, 4.2-4.4, 5.1-5.5	1.1-1.5, 5.1-5.6, 7.1-7.5	1.1-1.5, 5.1-5.6	1.1, 1.4, 1.5, 4.1, 5.1-5.6, 7.1-7.5	1.1-1.5, 4.1-4.4, 5.1-5.6, 6.1-6.5	1.1-1.5, 2.1, 4.1-4.2, 6.1, 7.1-7.5
Class/course where taught	Classroom Teacher P.E. Teacher Nurse Librarian	Classroom Teacher P.E. Teacher Nurse Librarian	Classroom Teacher P.E. Teacher Nurse Librarian	Classroom Teacher P.E. Teacher Nurse Librarian	Classroom Teacher P.E. Teacher Nurse Librarian	Classroom Teacher P.E. Teacher Nurse Librarian	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher P.E. Teacher Biology Teacher	

Health Maintenance & Enhancement

Personal & Family Health










	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Physically Fit / Health and Skill Related Fitness	Distinguish between activities that are healthy & unhealthy	Identify healthy activities	Awareness of rules used in games & activities	Explain why it is important to participate in healthy activities	Identify objectives & benefits from frequent physical activity	Identify objectives & benefits from frequent physical activity	Participates in activities with goals for personal success	Self-assess their health-related components of physical fitness	Analyze influences on body image & weight management	Self-test, understand & interpret personal fitness status related to cardio respiratory endurance, muscular strength & endurance, flexibility & body composition as measured by Fitnessgram.
	Sustain moderate physical activity	Recognize and participate in physical activity that increases the heart rate	Participate in physical activity that increases the heart rate	Monitor heart rate	Monitor heart rate	Monitor heart rate	Figure their personal target heart rate	Design a personal fitness plan that identifies the five health-related components of fitness	Recognize or identify & categorize activities & exercises according to the five health-related components of fitness	Sustain aerobic workout for a minimum of 20 minutes or longer with heart rate in the target heart rate zone
	Participates in class activities	Identifies cardio-respiratory endurance, muscular strength, flexibility	Identifies cardio respiratory endurance, muscular strength, flexibility	Identifies cardio respiratory endurance, muscular strength, flexibility	Identifies cardio respiratory endurance, muscular strength, flexibility	Identifies cardio respiratory endurance, muscular strength, flexibility	Identifies cardio respiratory endurance, muscular strength, flexibility	Monitor heart rate before, during, & after activity	Sustain aerobic workout for 20 minutes or longer with heart rate in the target heart rate zone	Participate in a individualized fitness program that identifies the five health-related components of fitness
	Recognize that active play makes people strong & healthy	Participates in class activities	Participates in class activities	Participates in class activities	Participates in class activities	Participates in physical activity for improvement of performance & fitness	Participates in physical activity for improvement of performance & fitness	Participate in vigorous activity for a sustained period of time while maintaining a target heart rate for a minimum of 20 minutes	Demonstrate knowledge & skills to manage diet & exercise for a healthy life	Understand and participate in recreation lifetime activities
			Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility)			Participates in class activities	Participates in class activities	Be aware of appropriate recovery time	Sustain aerobic workout for a minimum of 20 minutes or longer with heart rate in the target heart rate zone	Analyze the physical and psychological factors & benefits related to regular participation in physical activity
			Uses appropriate feedback to improve individual performance			Demonstrates a level of flexibility, strength & endurance	Demonstrates a level of flexibility, strength & endurance	Design a personal fitness plan	Participate in activities with goals for personal success	Participate in activities with goals for personal success
								Assess a personal fitness plan	Participate in class activities	Identify the FITT principle as it pertains to individual health
								Analyzes influences on body image & weight management	Analyzes influences on body image & weight management	Practices the principles of overload, specificity, progression, individuality, & regularity as they relate to physical fitness

Health Maintenance & Enhancement

Personal & Family Health

Physically Fit Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
							Participate in class activities	Self-test, understand & interpret personal fitness status related to cardio-respiratory endurance, muscular strength & endurance, flexibility & body composition as measured by Fitnessgram	Self-test, understand, & interpret personal fitness status related to cardio-respiratory endurance, muscular strength & endurance, flexibility & body composition as measured by Fitnessgram.	Demonstrate individual progress toward each component of health related physical fitness Design an appropriate personal fitness program that enables them to achieve & or maintain desired levels of fitness Analyze current health issues impacting youth & adults such as body image and weight control Assesses an individual program to improve upon the five components of health-related physical fitness
	7 & 8	7, 8, 9	7, 8, 9	4, 8 & 9	4, 8 & 9	4, 8 & 9	6 & 7	6 & 7	6 & 7	1, 3, & 5
	1.1, 4.1, 4.2, 4.4, 7.1-7.5	1.1, 4.1 - 4.4, 7.1-7.5	1.1, 3.1, 4.1-4.4, 7.1-7.5	1.1, 4.1 - 4.4, 5.5, 7.1-7.5	1.1, 2.1-2.3, 3.1, 3.2, 4.1-4.4, 5.1, 5.4, 7.1-7.5	1.1, 2.1-2.3, 3.1, 3.2, 4.1-4.4, 5.1, 5.4, 7.1-7.5	1.1, 1.4, 2.1, 3.1-3.3, 4.1-1.4, 5.1-5.6, 7.1-7.5	1.1, 1.4, 2.1, 3.1-3.3, 4.1-1.4, 5.1-5.6, 7.1-7.5	1.1, 1.4, 2.1, 3.1-3.3, 4.1-4.4, 5.1-5.6, 6.3, 7.1-7.5	1.1, 1.4, 2.1, 3.1-3.3, 4.1-4.4, 5.1-5.6, 6.3, 7.1-7.5
	Classroom Teacher P.E. Teacher	Classroom Teacher P.E. Teacher	Classroom Teacher P.E. Teacher	Classroom Teacher P.E. Teacher	Classroom Teacher P.E. Teacher	Classroom Teacher P.E. Teacher	P.E. Teacher Health Teacher	P.E. Teacher Health Teacher	P.E. Teacher Health Teacher	P.E. Teacher Health Teacher

Health Maintenance & Enhancement

Personal & Family Health										
Growth & Development	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	Explore how people grow and change	Explore how people grow and change	Describe how people grow & change throughout life (physically, mentally, emotionally, & socially)	Describe how people grow & change throughout life (physically, mentally, emotionally, & socially)	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)	Recognize the changes in development (e.g., emotional, physical, intellectual growth)	Compare & contrast factors that can affect growth & development	Sequence the process & events of the human life cycle from fertilization to adolescence	Sequence the process & events of the human life cycle from young adulthood through death	Sequence the process & events of the human life cycle from fertilization through death
	 6	 6	 6		 7	 7	 1 & 3	 1 & 3	 1 & 3	 1
	1.1	1.1	1.1, 1.2, 1.4, 5.1, 5.5, 6.3	1.1, 1.2, 1.4, 6.3	1.1, 1.2	1.1, 1.4, 5.1, 5.2	1.1, 1.4, 5.2, 5.4, 5.6, 6.1-6.5, 7.1-7.5	1.1, 1.2, 5.2	1.1-1.3, 4.1-4.4, 5.1, 7.1-7.5	1.3, 4.1-4.4, 5.1-5.6, 6.1, 7.1-7.4
	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	P.E. Teacher Health Teacher Nurse	P.E. Teacher Health Teacher Nurse

Health Maintenance & Enhancement

Personal & Family Health





	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Motor Skills	Locomotor walk, skip, run, gallop, hop, jump, jog, slide sideways	Locomotor walk, skip, run, gallop, hop, jump, jog, slide sideways, leap	Throwing overhand, underhand Catching one h&, two hands Dribbling hands, feet	Locomotor walk, skip, run, gallop, hop, jump, jog, slide sideways, grapevine (carioca), sprint, leap or combinations.	Locomotor walk, skip, run, gallop, hop, jump, jog, slide sideways, grapevine (carioca), sprint, leap or combinations.	Locomotor walk, skip, run, gallop, hop, jump, jog, slide sideways, grapevine (carioca), sprint, leap or combination	Catch an object while moving Demonstrate ball control while dribbling with right & left foot	Transfer catching skills to a variety of lead-up games & activities Dribble a ball using right & left foot with control	Transfer catching skills to a variety of sports, games & activities Dribble a ball using right & left foot while moving & changing directions	Utilize the following skills in a variety of sports, games, & activities: catching skills, kicking skills, volley skills, balancing skills, and striking skills
	Throwing overhand, underhand	Throwing overhand, underhand		Throwing overhand, underhand with control, accuracy & distance	Throwing overhand, underhand with control, accuracy & distance	Throwing overhand, underhand with control, accuracy & distance	Dribble a ball with right & left hand while moving & changing directions	Dribble a ball with right & left h& while moving without looking at the ball	Dribble a ball with either h& in a game situation	Demonstrate accuracy when shooting at a target
	Catching one hand, two hands	Catching one hand, two hands	Kick objects using an approach	Catching one hand / two hands	Catching one hand/ two hands using a mature motor pattern	Catching one h&/two hands using a mature motor pattern	Demonstrate a variety of kicks using a mature motor pattern	Transfer kicking skills to a variety of lead-up games & activities	Transfer kicking skills to a variety of sports, games & activities	Throw with velocity & accuracy in a game situation
	Dribbling with hands	Dribbling with hands	Volley an object using hands or paddle	Dribbling hands / feet	Dribbling hands/feet using a mature motor pattern	Dribbling hands/ feet using a mature motor pattern	Strike a moving object using a variety of equipment	Transfer striking skills to a variety of lead-up games & activities	Transfer striking skills to a variety of sports, games & activities	Continuously jump rope utilizing a short &/or long rope performing various skills
	Dribbling with feet	Dribbling with feet	Rhythms, follow a combination of rhythmic movements led by teacher	Volley an object using hands/racquet & with a partner	Kicking- punting, place kicking, drop kicking with a mature approach	Kicking - punting, place kicking, drop kicking with a mature approach	Throw an object while showing trunk rotation & accuracy	Throw an object at a moving target	Throw an object with accuracy in a game situation	Demonstrate appropriate locomotor techniques
	Kick a stationary object	Kick stationary objects using an approach	Perform balances on equipment, perform forward & backward rolls, transfer weight from feet to other body parts while traveling	Rhythm-follow a variety of rhythmic movements to music	Volley a tossed object using a mature motor pattern	Volley a tossed object using a mature motor pattern	Volley an object using hands, arms, or equipment back & forth with a partner	Volley an object using hands, arms, or equipment back & forth with a partner	Volley a object using hands, arms, or equipment back & forth continuously with a partner	Demonstrate appropriate rolling techniques
	Volley an object using hands	Volley an object using hands & using a paddle	Balance-perform a sequence on a mat that combines stationary & traveling balances, balance with a partner, balance on equipment, perform forward, backward, shoulder & side rolls in a sequence, transfer weight from feet to hands	Balance-perform a sequence on a mat that combines stationary & traveling balances, balance with a partner, balance on equipment, perform forward, backward, shoulder & side rolls in a sequence, transfer weight from feet to hands	Rhythm-incorporate a variety of equipment to rhythmic movements, patterns & sounds	Rhythm-incorporate a variety of equipment to rhythmic movements, patterns & sounds	Perform tricks &/or use equipment while jumping a long rope	Perform tricks &/or use equipment while jumping a long rope	Perform tricks &/or use equipment while jumping a long rope	
	Volley an object with a paddle	Follow a combination of rhythmic movements led by teacher								
	Repeat a basic rhythm led by teacher									

Health Maintenance & Enhancement

Personal & Family Health

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Motor Skills Continued	Balances travel & stop in a balance, balance on different body parts as a base of support, travel on a combination of body parts, perform a rocking motion, log roll & egg roll	Perform balances on equipment, perform forward & backward rolls, transfer weight from feet to other body parts while traveling	Jump Rope single rope, long rope	Jump for height, jump for distance, jump rhythmically, fall with control	Balance –perform a variety of static & dynamic balances	Balance –perform a variety of static & dynamic balances	Continuously jump rope & perform intermediate tricks	Demonstrate appropriate locomotor techniques where required during physical activity	Move to a rhythmic beat individually, with a partner, or in a set pattern	Demonstrate appropriate ways to transfer weight from feet to other body parts	
	Jump rope	Jump for height, jump for distance, jump rhythmically, fall with control		Jump a single rope, long rope	Jump for height, jump for distance, jump rhythmically & fall with control	Jump for height, jump for distance, jump rhythmically & fall with control	Follow an instructor using correct steps to music	Use balancing skills in a variety of activities to enhance performance & safety	Demonstrate appropriate locomotor techniques where required during physical activity to enhance performance & safety	Demonstrate appropriate jumping & landing techniques	
	Jump for height, jump for distance, jump rhythmically, fall with control	Jump for height, jump for distance, jump rhythmically, fall with control			Jump rope	Jump rope	Demonstrate appropriate locomotor techniques where required during physical activity	Combine rolling, transfer of weight, jumping, landing, & balance into a sequence on a mat	Use balancing skills in a variety of activities to enhance performance & safety	Demonstrate correct technique when performing a variety of resistance training skills	
		Jump rope					Use balancing skills in a variety of activities to enhance performance & safety	Demonstrate appropriate ways to transfer weight from feet to other body parts where required during physical activity	Combine rolling, transfer of weight, jumping, landing, & balance into a sequence on a mat	Move to a rhythmic beat individually, with a partner, or in a set pattern	
							Roll in different directions, speeds & pathways, starting from different heights & positions	Demonstrate appropriate ways to transfer weight from feet to other body parts where required during physical activity	Demonstrate appropriate ways to transfer weight from feet to other body parts where required during physical activity	Demonstrates proper/safe body alignment & movement transitions during activity	
							Combine transfer of weight, rolling, & balance into a sequence on mats & apparatus	Demonstrate appropriate jumping & landing when jumping & landing during physical activity	Demonstrate appropriate ways to transfer weight from feet to other body parts where required during physical activity		
									Demonstrate appropriate jumping & landing when jumping & landing during physical activity		
	Technology Profile					2	2	2	2	2	3
	Standards & Benchmarks	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1-2.3, 3.1, 3.2, 4.1-4.4	2.1, 3.1-3.3, 4.1-4.4	2.1, 3.1-3.3, 4.1-4.4	2.1, 3.1-3.3, 4.1-4.4	2.1, 3.1-3.3, 4.1-4.4
Class/course where taught	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	

Health Maintenance & Enhancement

Personal & Family Health											
Learning Concepts	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Listen & respond appropriately to feedback in regard to motor skills	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance	Uses appropriate feedback to improve individual performance
	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)	Develop a basic movement vocabulary (e.g. spatial awareness, effort, relationships, locomotor skills, non-manipulative, manipulative)
		Awareness of rules used in games & activities	Awareness of rules used in games & activities	Awareness of rules used in games & activities	Awareness of rules used in games & activities	Awareness of rules used in games & activities	Demonstrate knowledge of rules used in games & activities	Demonstrate knowledge of rules used in games & activities	Understand and demonstrate rules in games and activities	Understand and demonstrate rules in games and activities	Analyze the role of rules in developing game strategies
	Technology Profile						 2 & 4	 2 & 4	 2 & 4	 1	
	Standards & Benchmarks	3.1-3.2, 6.5, 7.1	3.1-3.2, 6.5, 7.1	3.1-3.2, 6.5, 7.1	3.1-3.2, 6.5, 7.1	3.1-3.2, 6.5, 7.1	3.1-3.2, 6.5, 7.1	3.1-3.3, 7.1	3.1-3.3, 7.1	3.1-3.3, 7.1	3.1-3.3, 7.1
	Class/course where taught	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher	P.E. Teacher

Health Maintenance & Enhancement


Nutrition											
Understanding Nutrition	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Begin to explore that food comes from plants and animals.	Recognize that foods come from plant & animal sources & provide the body with fuel (e.g. energy)	Identify healthy food choices and snacks in each of the six food groups	Demonstrate ability to select healthy foods	Describe the relationship between food intake & energy	Understand the role of food (nutrients) play in relationship to their current growth and development and the role food plays in providing energy to the body	Understand how food provides energy for physical & mental activity	Understand the effects of food choices on feelings and behavior.	Identify & recognize food sources that supply each of the essential nutrients.	Assess how nutritional needs change throughout the life cycle	
	Introduce how whole foods fit into diet and meal planning	Recognize that food fits into different groups & that different amounts are needed from each food group for healthy eating (e.g. grains, fruits, vegetables, dairy, beans, meats)	Introduce how whole foods fit into diet and meal planning	Identifies whole vs. packaged/processed foods	Identify foods on the food pyramid in relationship to their diet	Understand the role of food (nutrients) plays in childhood obesity, type II diabetes and eating disorders.	Compare & contrast the effects of nutrient-dense & empty-calorie foods on the body	Demonstrate the ability to make healthy food and portion choices	Understand the effects of food choices on self - concept and behaviors	Identify foods on the food pyramids and design a simple balanced menu	
	Recognize we need a variety of foods each day	Identify proper portion size in each food group	Recognize that eating healthy & being active will help maintain a healthy body	Understands that a nutritionally adequate diet includes a variety of whole foods	Incorporate the idea of moderate and mindful eating	Understand the role of food (nutrients) plays in childhood obesity, type II diabetes and eating disorders.	Incorporate the idea of moderate and mindful eating	Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.	Recognize the relationship of whole and/or locally produced foods in optimum nutrition.	Recognize the relationship of whole and/or locally produced foods in optimum nutrition.	
	Identify proper portion size in each food group	Identify feeling of hunger and feelings of fullness	Identify proper portion size in each food group	Identify foods on food pyramid	Compare and contrast packaged vs. whole foods	Incorporate the idea of moderate and mindful eating	Analyze ingredient list on food labels for understanding of sequence	Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution	Design a nutritional plan & fitness program based on the relationship between food intake & activity level with regard to weight management & healthy living		
	Identify feeling of hunger and feelings of fullness	Introduce how whole foods fit into diet and meal planning	Identify the basic parts of the Nutrition facts label on packaged foods	Compare and contrast packaged vs. whole foods	Identifying hunger and fullness cues in determining how much to eat	Compare & contrast the effects of nutrient-dense & empty-calorie foods on the body	Design a simple menu to provide the body with long-lasting energy for thinking & physical activity				
		Identify proper portion size in each food group	Identify feeling of hunger and feelings of fullness			Compare and contrast packaged vs. whole foods					
		Recognize that packaged food products contain labels									
		Identify feeling of hunger and feelings of fullness									
	Technology Profile			10	3, 5 & 7	3, 5 & 7	3, 5 & 7	1, 5, 7	1, 5, 7	1, 5, 8	5, 7 & 9
Standards & Benchmarks	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4, 5.3	1.1, 1.4, 5.3	1.1, 1.4, 5.3	1.1, 1.4, 5.2, 5.3, 5.6, 7.5	5.2, 5.3, 5.6, 6.3	1.1, 1.4, 5.6	1.1, 1.4, 5.1, 5.4, 5.5, 7.5	
Class/course where taught	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse Culinary Arts	

Health Maintenance & Enhancement

Nutrition											
Balance, Variety & Moderation	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
				Identify proper portion size when choosing foods Recognize that eating healthy & being active will help maintain a healthy body	Demonstrate the ability to make decisions regarding food choices based on moderation & variety Understand that eating healthy & being active will help maintain a healthy body	Use a food pyramid to construct a balanced menu Describe & assess the relationship of family preferences & culture to food choices Identify proper portion size when choosing foods Understand that eating healthy & being active will help maintain a healthy body composition	Identify proper portion size in each food group Understand that eating healthy & being active will help maintain a healthy body composition	Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, & media) & their impact on nutrition & health Recognize the signs and symptoms of various eating disorders & proper referral sources Identify proper portion size in each food group Recognize that eating healthy & being active will help maintain a healthy body composition	Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences & nutrient requirements as represented in a food pyramid Identify proper portion size when choosing foods Recognize that eating healthy & being active will help maintain a healthy body composition	Demonstrate how a well- balanced diet that is low in fat, high in fiber, vitamins & minerals can reduce risk of disease Investigate & analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, & advertising) Analyze food choices & discuss how it should be used to develop a proper diet Identify proper portion size in each food group Recognize that eating healthy & being active will help maintain a healthy body composition	
	Technology Profile			10	2, 3, 5 & 7	2, 3, 5 & 7	2, 3, 5 & 7	1, 4 & 8	1, 4 & 8	1, 4 & 8	7 & 9
	Standards & Benchmarks	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4, 3.3, 5.2, 5.4	1.1, 1.4, 3.3, 5.2, 5.4, 7.5	1.4, 5.1, 5.2, 5.5, 7.5	1.1, 1.4, 5.4, 7.5	1.4, 5.1-5.3, 7.5	1.4, 5.3	1.4, 5.2-5.6, 7.5
	Class/course where taught	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse Culinary Arts

Health Maintenance & Enhancement

Health Maintenance & Enhancement Nutrition

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Food Safety and Sanitation	<p>Recognize how germs are spread & apply practices to reduce germs in our community(e.g., h& washing, not eating food off, floor, not touching others' food, wash fruits & vegetables)</p> <p>Illustrate proper food safety procedures such as washing hands, not touching others food, and washing fruits and vegetables</p>	<p>Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping, washing fruits and vegetables)</p>	<p>Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)</p> <p>Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping, washing fruits and vegetables)</p>	<p>Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)</p>	<p>Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)</p>	<p>Identify symptoms, causes and prevention of illnesses related to food-borne illness.</p>	<p>Identify symptoms, causes and prevention of illnesses related to food-borne illness.</p>	<p>Identify symptoms, causes and prevention of illnesses related to food-borne illness.</p>	<p>Identify symptoms, causes and prevention of illnesses related to food-borne illness.</p>	<p>Discuss the cause & effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling & production, food storage techniques, pesticides, additives, bioterrorism)</p> <p>Identify symptoms, causes, and prevention of illness related to food-borne illness</p>
Technology Profile										 5
Standards & Benchmarks	1.1, 1.5, 7.5	1.1, 1.5, 7.5	1.5, 7.5	1.5, 7.5	1.5, 7.5	1.5, 7.5	7.5	7.5	7.5	7.5
Class/course where taught	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse Culinary Arts

Health Maintenance & Enhancement











Nutrition											
Food Energy in Your Life	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades9-12	
	Knows the importance of eating breakfast	Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking & physical activity (e.g., eating fruits / vegetables versus candy / chips)	Recognize the relationship between food intake and physical activity	Recognize the relationship between food intake and physical activity	Understand the relationship between food intake & physical activity			Summarize the relationship between food intake & physical activity		
	Identify and encourage feelings of hunger and feeling full and mindful eating (appetite) exercises	Identify and encourage feelings of hunger and feeling full and mindful eating (appetite) exercises	Identify and encourage feelings of hunger and feeling full and mindful eating (appetite) exercises	Continue to	Continue to encourage identifying hunger cues and fullness cues in determining how much to eat	Continue to encourage identifying hunger cues and fullness cues in determining how much to eat					
	Identify how food fits into individual cultures and society	Identify how food fits into individual cultures and society	Identify and encourage feelings of hunger and feeling full and mindful eating (appetite) exercises			Incorporate the idea of food in moderation and mindful eating exercises					
			Identify how food fits into individual cultures and society								
	Technology Profile	3	3	3				3 & 7	3 & 7	3 & 7	7 & 9
Standards & Benchmarks	1.4	1.4	1.4, 7.5	1.4, 7.5	1.4, 7.5	1.1, 1.4, 5.5, 7.5	1.4, 5.5	1.4, 5.5	1.4, 5.5	1.4, 5.4, 7.5	
Class/course where taught	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Classroom Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse	Health Teacher Nurse Culinary Arts	

Health Maintenance & Enhancement

Consumer Health & Safety

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Media Influence on Health	Develop awareness of ways in which television & other advertising influences choices of food & other products	Develop awareness of ways in which television & other advertising influences choices of food & other products	Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters)	Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters) Identify how the media can influence the way people think, feel & behave	Understand how the media can influence a consumer decision regarding health practices & products (e.g., magazine, newspaper, commercial) Understand that a parent or trusted adult can help when media messages are confusing	Understand how the media can influence a consumer decision regarding health practices & products (e.g., magazine, newspaper, commercial) Recognize that young people may need to ask a parent or trusted adult for help in determining what information in the media is accurate & what is not	Recognize that fads, quackery, & advertising can influence health behaviors & practices Understand that the media usually does not portray sexuality and relationships realistically List rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education	Summarize marketing & advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, stereo typing, good times, status symbols / well known characters) Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased	Analyze marketing & advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, stereo typing, good times, status symbols / well known characters) Understand that teens & adults have a responsibility to help younger children avoid or deal effectively with media influences Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image & elite performance levels of famous people Analyze the health claims that the media make & their impact on physical, mental / emotional, & social health Analyze the reliability of health care information, services & products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, & emergency rooms)

Health Maintenance & Enhancement

Consumer health & Safety										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades9-12
Media Influence on Health Continued							Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased			
	 7 & 10	 7 & 10	 7 & 10	 3	 3	 1, 3	 1, 5, 7, 11	 5, 7, 11	 5, 7, 11	 3 & 5
	1.4, 5.3	1.4, 5.3	1.4, 5.3	1.4, 5.3	1.4, 5.3, 7.5	1.4, 5.3, 7.5	1.1, 1.3-1.5, 5.2, 5.3, 5.6, 6.5, 7.5	1.1, 1.3-1.5, 5.2, 5.3, 5.6, 6.5, 7.5	1.1, 1.3-1.5, 5.2, 5.3, 5.6, 6.5, 7.5	1.1, 1.3-1.5, 5.1-5.6
	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher Dare Officer Nurse	Health Teacher Language Arts Teacher Youth Connections Dare and SRO CSCT	Health Teacher Language Arts Teacher Youth Connections CSCT	Health Teacher Language Arts Teacher Youth Connections CSCT

Health Maintenance & Enhancement

Consumer Health & Safety

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Community Service / Careers	Identify community helpers & health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)	Describe the responsibilities of various community helpers	Recognizes safety hazards Becomes familiar with community health professionals and their jobs	Reviews needs for obeying safety rules at home, school, work or play	Compare & contrast community helpers & agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)	Compare & contrast community helpers & agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)	Recognize how the collaboration efforts of individuals, communities, & government affect the health of a community (e.g., recycling effort, pollution centers) Identify & explore health-related careers	Connect the appropriate resource in the community to determine their role in prevention & treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Heart Association) Examine the different types of health care systems (e.g., HMOs – employer- provided health insurance)	Examine the viewpoints & efforts of individuals, communities, & government regarding societal health issues in order to make decisions that are informed & responsible: managing waste, conserving energy & water, pollution control, tobacco free facilities Identify career opportunities in health-related professions & how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)	Analyze governmental agencies & explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
Technology Profile	5	5	5		1	1	4 & 7	4 & 7	4 & 7	4
Standards & Benchmarks	5.2	5.2	5.2	5.2	5.2	5.2	5.1, 5.2	5.1, 5.2	5.1, 5.2	1.3-1.5, 5.2, 5.6
Class/course where taught	Classroom Teacher Safety Trunks Outside Resources	Classroom Teacher Outside Guests Nurse Health Instructional Coach	Classroom Teacher Field Trip(s) Outside Resources Health Instructional Coach	Classroom Teacher Outside Resources Health Instructional Coach	Classroom Teacher Outside Resources DARE	Classroom Teacher Outside Resources DARE Career Cruising (Counseling Staff)	Health Teacher Outside Resources Nurse Science Teacher Career Cruising (Counseling Staff)	Health Teacher Outside Resources Family & Consumer Science Teacher Science Teacher Career Cruising (Counseling Staff)	Health Teacher Science Teacher Outside Resources Career Cruising (Counseling Staff)	Government Teacher Health Teacher Family Consumer Science Teacher Outside Resources Career Cruising (Counseling Staff)

Health Maintenance & Enhancement

Life Management Skills “THE WHOLE CHILD”

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Decision Making & Problem Solving	Recognize that people have disagreements & choices on how to resolve them	Recognize that decisions have consequences	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, & “I” messages)	Identify steps of the decision making process	Explain & cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)	Apply strategies to solve or prevent problems (e.g., listen attentively, claim down, find a compromise)	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, & conflict resolution) can be applied to personal situations that adolescents encounter	Analyze & evaluate how the decision making process can help an individual in life situations	Distinguish between problems that can be solved independently & those that need the help of a peer, adult, or Professional	Apply practices that preserve & enhance the safety & health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, resisting peer pressure, asset development)
	Identify safety rules & procedures and demonstrate self control	Demonstrates peaceful resolutions	Identify safety rules & procedures and demonstrate self control	Identify safety rules & procedures and demonstrate self control	Identify safety rules & procedures and demonstrate self control	Shows self control	Understand& the importance of participating in activity outside of physical education	Understand& the importance of participating in activity outside of physical education	Understand& the importance of making positive decisions to improve & maintain a healthy lifestyle on a regular basis	Understand& the importance of making positive decisions to improve & maintain a healthy lifestyle on a regular basis
	Demonstrates self-directed behavior without external rewards	Identify safety rules & procedures and demonstrate self control	Identify safety rules & procedures and demonstrate self control	Demonstrates self-directed behavior without external rewards	Demonstrates self-directed behavior without external rewards	Analyze the importance of safety rules & procedures on a positive school climate	Demonstrate 4 appropriate ways to manage stress	Analyze the importance of safety rules & procedures on a positive school climate	Analyze the importance of safety rules & procedures on a positive school climate	Analyze the importance of safety rules & procedures on a positive school climate
		Demonstrates self-directed behavior without external rewards	Demonstrates self-directed behavior without external rewards	Demonstrates self-directed behavior without external rewards	Demonstrates self-directed behavior without external rewards	Demonstrates self-directed behavior without external rewards	Experience & identify opportunities for regular participation in physical activity	Demonstrate self-directed behavior without external rewards	Demonstrate self-directed behavior without external rewards	Demonstrate self-directed behavior without external rewards
Technology Profile				7	7	7	7 & 11	7 & 11	MT 7 & 11	4 & 11
Standards & Benchmarks	1.4, 6.1, 6.2, 6.6, 7.5	1.4, 6.1, 6.2, 6.6, 7.5	1.4, 6.1, 6.2, 6.6, 7.5	1.4, 6.1-6.6, 7.5	1.4, 6.1-6.6, 7.5	1.4, 6.1-6.6, 7.5	1.4, 6.1-6.6, 7.5	1.4, 6.1-6.6, 7.5	1.4, 6.1-6.6, 7.5	1.1, 1.3-1.5, 4.3, 4.4, 4.2-5.6, 6.1-6.6, 7.1, 7.2, 7.4, 7.5
Class/course where taught	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers	P.E. / Health Teacher All Educators & staff including Administrators All Building Personnel CSCT Providers

Health Maintenance & Enhancement

Life Management Skills

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Harassment/Bullying/Refusal and Conflict Resolution	<p>Recognize & practice saying “no” to unhealthy actions & behaviors</p> <p>Recognize that there are parts of one’s body that are considered to be private and that no one should touch the genitals of a child’s body except for health reasons or to clean them</p> <p>Identify that child sexual abuse is when someone (stranger or someone you know) touches the private parts of his/her body without a health or hygiene reason and the child is never at fault</p>	<p>Describe what causes disagreements / fights & how to avoid them</p> <p>Recognize that there are parts of one’s body that are considered to be private and that no one should touch the genitals of a child’s body except for health reasons or to clean them</p> <p>Identify that child sexual abuse is when someone (stranger or someone you know) touches the private parts of his/her body without a health or hygiene reason and the child is never at fault</p> <p>Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors</p>	<p>Describe what causes disagreements / fights & how to avoid them</p> <p>Define refusal skills (strategies that help you say no) & assertive skills (skills that allow you to behave with confidence)</p> <p>Recognize that there are parts of one’s body that are considered to be private and that no one should touch the genitals of a child’s body except for health reasons or to clean them</p> <p>Recognize that there are parts of one’s body that are considered to be private and that no one should touch the genitals of a child’s body except for health reasons or to clean them</p> <p>Identify that child sexual abuse is when someone (stranger or someone you know) touches the private parts of his/her body without a health or hygiene reason and the child is never at fault</p> <p>Identify that child sexual abuse is when someone (stranger or someone you know) touches the private parts of his/her body without a health or hygiene reason and the child is never at fault</p>	<p>Define refusal skills (strategies that help you say no) & assertive skills (skills that allow you to behave with confidence)</p> <p>Recognize that there are parts of one’s body that are considered to be private and that no one should touch the genitals of a child’s body except for health reasons or to clean them</p> <p>Identify that child sexual abuse is when someone (stranger or someone you know) touches the private parts of his/her body without a health or hygiene reason and the child is never at fault</p> <p>Define bullying, cyber-bullying harassment & violence</p>	<p>Identify steps of conflict resolution</p> <p>Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows</p> <p>Understand how a child experiencing unwanted or uncomfortable touching, he/she should tell a trusted adult</p> <p>Understand that chatting and meeting people online can be unsafe</p> <p>Describe strategies to prevent bullying, cyber-bullying harassment & violence</p>	<p>Identify steps of conflict resolution:</p> <p>Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting and is against the law</p> <p>Understand that chatting and meeting people online can be unsafe</p> <p>Describe strategies to prevent bullying, cyber-bullying harassment & violence</p> <p>Explore how people are sometimes discriminated against because of race, culture, ethnicity or biological factors</p>	<p>Apply & assess conflict / mediation strategies to a variety of conflict situations</p> <p>Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows</p> <p>Understand how a child experiencing unwanted or uncomfortable touching, should tell a trusted adult</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>	<p>Examine the impact that peer pressure has on self-perception & the perception of others</p> <p>Recognize that sexual abuse happens, even though many people do not want to talk about it and is most often committed by someone that the child knows</p> <p>Understand how a child experiencing unwanted or uncomfortable touching, should tell a trusted adult</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p> <p>Understand that sexual assault can occur with physical or psychological force</p>	<p>Examine the impact that peer pressure has on self-perception & the perception of others</p> <p>Recognize that sexual abuse can involve physical abuse or exposure to inappropriate media or watching sexual acts</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p> <p>Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person</p> <p>Understand that sexual assault can occur with physical or psychological force</p>	<p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting and is against the law</p> <p>Recognize that sexual abuse can involve physical abuse or exposure to inappropriate media or watching sexual acts</p> <p>Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>


Health Maintenance & Enhancement

Life Management Skills										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Harassment/Bullying/Refusal and Conflict Resolution Continued					<p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting and is against the law</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>	<p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>	<p>Know that when people are sexually abused they can have many conflicting emotions</p> <p>Understand that chatting and meeting people online can be unsafe</p> <p>Understand Discrimination is illegal and has negative consequences for the individual, family, community, & society</p>	<p>Know that people who are sexually assaulted are never at fault and should report to a trusted adult</p> <p>Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape</p> <p>Know that when people are sexually abused they can have many conflicting emotions</p> <p>Understand that although chatting or meeting people online can be unsafe</p> <p>Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person</p>	<p>Know that sexual assault may or may not involve penetration of the vagina, mouth or anus and it is called rape</p> <p>Know that people who are sexually assaulted are never at fault and should report to a trusted adult.</p> <p>Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult</p> <p>Identify skills that can help protect individuals in potential sexual assault situations</p>	<p>Understand that sexual assault can occur with physical or psychological force</p> <p>Know that sexual assault involves penetration of the vagina, mouth or anus and it is called rape</p> <p>Know that people who are sexually assaulted are never at fault and should report to a trusted adult.</p> <p>Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult</p> <p>Identify skills that can help protect individuals in potential sexual assault situations</p>

Health Maintenance & Enhancement

Life Management Skills										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Harassment/Bullying/Refusal and Conflict Resolution Continued								Understand that sexual assault can occur with physical or psychological force	Analyze dating violence and domestic violence	Recognize that not all sexual abuse, assault, violence, & harassment can be prevented
								Know that when sexual assault involves penetration of the vagina, mouth or anus and it is called rape	Recognize that not all sexual abuse, assault, violence, & harassment can be prevented	Analyze dating violence and domestic violence
										Develop intervention skills that can be used to prevent violence
Technology Profile	7	7	7	11	11	11	4 & 11	4 & 11	4 & 11	1, 5, & 11
Standards & Benchmarks	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6	1.4, 7.5, 5.1, 5.3, 6.1-6.6
Class/course where taught	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Instructional Coach Classroom Teacher DARE Social Service Coordinator Nurse	"All Skills are taught by every personnel in the buildings" Health Teacher Social Service Coordinator Counselors Principal/Asst. Principal SIP Team SRO	"All Skills are taught by every personnel in the buildings" Health Teacher Social Service Coordinator Counselors Principal/Asst. Principal SIP Team SRO	"All Skills are taught by every personnel in the buildings" Health Teacher Counselors Outside Resources

Health Maintenance & Enhancement

Life Management Skills											
Goal Setting & Asset Development	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Explore goal setting and rewards for a healthy life style	Identify how goal-setting can help a person make a difference in having a healthy life style	Identify positive influences in a person's life (e.g. school community, family)	Demonstrate positive influences in a person's life (e.g., school community, family) Explore situation that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations	Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) & list assets that would help address these situations	Establish short & long term goals for a specific health issue	Evaluate current assets (positive influences in one's life) & determine ways to enhance those qualities	Understands the decision-making process that relates choices to consequences	Demonstrate a positive decision-making process that relates choices to consequences	Create, implement and evaluate a semester goal in your life	
	Technology Profile									 1	
	Standards & Benchmarks	5.3, 5.4	5.3, 5.4	5.3, 5.4, 6.1	5.2-5.5, 6.1, 6.4, 6.5	5.2-5.5, 6.1, 6.4, 6.5	5.2-5.4, 6.1, 6.4, 6.5	5.1, 5.3-5.5, 6.2, 6.5	5.1, 5.3-5.5, 6.2, 6.5	5.1, 5.3-5.5, 6.2, 6.5	1.4, 5.1-5.6, 6.1-6.3, 6.5
	Class/course where taught	Classroom Teacher Health Instructional Coach Social Service Coordinator	Classroom Teacher Health Instructional Coach Social Service Coordinator	Classroom Teacher Health Instructional Coach Social Service Coordinator	Classroom Teacher P.E. Teacher Health Instructional Coach Social Service Coordinator	Classroom Teacher Health Instructional Coach Social Service Coordinator	Classroom Teacher Health Instructional Coach Social Service Coordinator	Health Teacher All Staff	Health Teacher All Staff	Health Teacher All Staff	Health Teacher All Staff

Health Maintenance & Enhancement

Life Management Skills										
Stress Management & Coping Skills	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	Identify and demonstrate calming strategies for stress-like behaviors Recognize what stress is & how it affects the body	Recognize what stress is & how it affects the body Identify and demonstrate calming strategies for stress-like behaviors	Identify healthy activities that can relieve uncomfortable feelings & emotions	Identify and demonstrate healthy activities & coping strategies to deal with uncomfortable feelings & emotions (e.g., ask a trusted adult, make a plan of action, exercise, speak up) Differentiate positive & negative stress & how they can affect a person	Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) Demonstrate strategies to deal with these stressors (coping, exercise, time management, decision-making)	Describe the short & long term effects of stress on the body Recognize the positive affect that exercise has on stress management	Describe and demonstrate positive stress management skills to reduce stress related problems	Identify various techniques designed to enhance coping abilities & manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)	Recognize and understand the consequences of self-destructive acts, including suicide, alcohol, drug abuse, hazardous driving, eating disorders, & gang involvement	Create a plan using life management skills to address personal & social concerns that are a part of daily living (e.g., learning to manage time & stress, setting goals, dealing with conflicts, working collaboratively) Recognize the signs of depression and be aware that it is treatable with counseling, medical expertise or exercise
Technology Profile					8	8				4
Standards & Benchmarks	1.4, 5.1, 6.3, 7.5	1.4, 5.1, 6.3, 7.5	1.4, 5.1, 6.3, 7.5	1.4, 5.1, 6.3, 7.5	1.4, 5.1, 6.3, 7.5	1.4, 5.1, 6.3, 7.5	1.4, 6.3, 7.5	1.4, 6.3, 7.5	1.4, 6.3, 7.5	1.4, 5.1-5.4, 5.6, 6.1-6.6, 7.5
Class/course where taught	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Classroom Teacher, Health Instructional Coach, P.E. / Music / Library Teachers, Playground Para's, Social Service Coordinator Nurse	Health Teacher P.E. Teacher All Teachers CSCT Providers	Health Teacher P.E. Teacher All Teachers CSCT Providers	Health Teacher P.E. Teacher All Teachers CSCT Providers	Health Teacher Med. Prep. Counselors Outside Resources Youth Connections CSCT Providers

Functions & Interrelationships of Systems

Structure & Functions of the Body

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Sensory and Nervous System	<p>Identify the five senses</p> <p>Recognize how to protect vision & hearing</p> <p>Show location of central nervous system (brain, spinal cord)</p>	<p>Illustrate the functions of the five senses (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) & explain how the five senses are used in personal & social environment (e.g., gathering information, making observations, drawing conclusions)</p> <p>Introduce how nutrition & exercise maintain healthy brain function</p>	<p>Illustrate the functions of the five senses (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) & explain how the five senses are used in personal & social environment (e.g., gathering information, making observations, drawing conclusions)</p> <p>Introduce how nutrition & exercise maintain healthy brain function</p>	<p>Classify the five sense organs & their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) & explain how the five senses are used in personal & social environment (e.g., gathering information, making observations, drawing conclusions)</p>	<p>Identify the major components & functions of the nervous system (i.e., brain, spinal cord, nerves)</p>	<p>Name the major parts, functions, & disorders of the sensory organs (e.g., nearsightedness, farsightedness, hearing loss)</p> <p>Summarize the functions of the nervous system (e.g., sending & receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, & learning)</p>	<p>Distinguish between the CNS & PNS (Central Nervous System & Peripheral Nervous System)</p> <p>Identify central nervous system components</p> <p>Identify the different learning styles</p>	<p>Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system & peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)</p> <p>Identify peripheral nervous system components</p>	<p>Investigate disorders, their treatment, & prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)</p> <p>Distinguish the relationship between the CNS & PNS</p>	<p>Analyze how learning is influenced by the brain's short term & long term memory, environmental learning styles & learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)</p>	
	Technology Profile	10	10	10	2 & 7	2 & 7	2 & 7				
	Standards & Benchmarks	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5
	Class/course where taught	Classroom Teacher P.E. Specialist Health Instructional Coach	Classroom Teacher P.E. Specialist Health Instructional Coach	Classroom Teacher Health Instructional Coach	Classroom Teacher Community Member Nurse Health Instructional Coach	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Health Teacher	Health Teacher	Health Teacher	Health Teacher







Functions & Interrelationships of Systems

Structure & Functions of the Body

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Muscular/Skeletal System	Tell why people have muscles Explain why people have bones	Identify a muscle in each region of the body (e.g., arms, torso, legs) Identify a bone in each region of the body (e.g., head, arms, torso, & legs)	Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)	Recognize the major muscles of the muscular system (e.g., deltoid, triceps, abdominal, quadriceps) Identify the different types of bones (i.e., long, flat, wide, short, & curved & their functions)	Describe the functions of the muscular systems & provide examples (e.g., muscles pull on bones to move the joints, move food through the body) Explain how the skeletal system supports & protects other body systems (e.g., circulatory, muscular, nervous)	Explain ways in which the muscular & other body systems work together Differentiate among the types of joints in the skeletal system (e.g., ball & socket, hinge, gliding, pivot, moveable & immovable)	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) & differentiate between voluntary & involuntary muscle movement Explain how muscles work in pairs for movement to occur & provide examples (e.g., flexors & extensors, bicep contracts & triceps extends to flex your elbow bringing h& to shoulder) Categorize & label different bones by body parts (e.g., leg-tibia, arms-humorous, head-skull, torso-spine)	Investigate disorders, their treatment, & prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains) Investigate disorders, their treatment & prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)	Differentiate between muscle strength & endurance Differentiate the types of muscle fibers Demonstrate understanding of the musculoskeletal system by creating a personal muscular health program Demonstrate knowledge & concepts of skeletal system	
	Technology Profile	10	10	10	2 & 7	2 & 7	2 & 7				
	Standards & Benchmarks	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1.2, 3.1, 3.2	1-1-1.5, 3.2, 5.4-5.5	1-1-1.5, 3.1-3.2, 5.3-5.5
	Class/course where taught	Classroom Teacher P.E. Specialist	Classroom Teacher P.E. Specialist	Classroom Teacher P.E. Specialist	Classroom Teacher P.E. Specialist	Health Instructional Coach Classroom Teacher	Health Instructional Coach Physical Therapist Classroom Teacher	Health Teacher Physical Therapist	Health Teacher Physical Therapist	Health Teacher Physical Therapist	Health Teacher P.E. Teacher Physical Therapist

Functions & Interrelationships of Systems

Structure & Functions of the Body







	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Integumentary (Skin System)	Awareness that people have different skin	Describe the function of the skin (e.g., protection)	Identify the major components & functions of the integumentary system (i.e., skin, hair, nails)	Identify the three layers of skin	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)	Formulate ways to protect skin from environmental damage Explain ways in which the integumentary system works with the sensory organs Recognize the importance of self & regular checkups for skin care and skin conditions	Identify the major components & functions of the integumentary system (i.e., skin, hair, nails) Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise, tanning, tattooing, piercing)	Understand the functions of the skin Explain ways in which the integumentary system works with the sensory organs Recognize the importance of self & regular checkups for skin care and skin conditions Understand dermatological health as it relates to body piercing, tattooing and tanning	Recognize the importance of self & regular checkups for skin abnormalities (skin cancer) Understand dermatological health as it relates to body piercing, tattooing and tanning	Understand that body piercing, tattooing, and tanning may relate to cultural traditions and beliefs	
	 10	 10	 10	 2 & 7	 2 & 7	 2 & 7					
	Technology Profile										
	Standards & Benchmarks			1.2	1.2	1.2, 1.3	1.2, 1.4, 1.5, 5.1-5.6	1.2, 1.4, 1.5, 5.1-5.6	1.2, 1.4, 1.5, 5.1-5.6	1.2, 1.4, 1.5, 5.1-5.6	1.1, 1.2, 5.1, 5.2, 5.6
Class/course where taught	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Health Teacher Community Member Medical Practitioner	Health Teacher Community Member Medical Practitioner	Health Teacher Community Member Medical Practitioner	Health Teacher Community Member Medical Practitioner	

Utilize EPA Programs / Community Health Programs

Functions & Interrelationships of Systems

Structure & Functions of the Body										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Circulatory/Respiratory System Cardio-Respiratory	<p>Show the location of the heart and lungs</p> <p>Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)</p>	<p>Predict what happens to your heart rate and respiratory cycle during physical activity</p>	<p>Identify the major components (e.g., blood vessels, heart) & functions (e.g., transport blood throughout the body) of the cardio-respiratory system</p>	<p>Monitor pulse/ heart rate</p> <p>Recognize the functions of the respiratory system (e.g., exchange of carbon dioxide & oxygen)</p>	<p>Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio- respiratory system & relate how the cardio-respiratory system affects quality of life</p> <p>Identifies cardio-respiratory endurance, muscular endurance, & flexibility</p> <p>Identify the cause & effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)</p> <p>Name the major functions of the cardio-respiratory system</p>	<p>Identify the types of blood vessels (e.g., arteries, veins, capillaries)</p> <p>Identify the chambers of the heart (i.e., atrium, ventricle)</p> <p>Identify types of blood cells (i.e., red, white, platelets)</p> <p>Explain ways in which the cardio-respiratory system interacts with other systems</p>	<p>Analyze how aerobic exercise impacts an individual physically, mentally, & emotionally</p> <p>Monitor heart rate before, during, & after activity</p> <p>Demonstrates awareness of recovery time after strenuous activity</p> <p>Design & assess personal fitness plan</p> <p>Sustains aerobic workout for 20 minutes or longer with heart rate in the target heart rate zone</p> <p>Illustrate air flow through the respiratory system & it's relationship to the circulatory system</p>	<p>Identify the cause & effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)</p> <p>Identify the cause & effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart & lungs)</p> <p>Design & assess personal fitness plan</p> <p>Identify circulatory & respiratory anatomy</p> <p>Describe the relationship between respiratory rates during inactivity & activity</p>	<p>Calculate target heart-rate zone</p> <p>Investigate disorders, their treatments, & prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)</p> <p>Design & assess personal fitness plan</p> <p>Identify circulatory & respiratory anatomy</p> <p>Identify common problems, symptoms, & treatment of respiratory disorders (e.g., asthma, bronchitis)</p>	<p>Calculates & utilize target heart rate & perceived rate of exertion during aerobic exercise</p> <p>Design & assess personal fitness plan</p> <p>Identify circulatory & respiratory anatomy & function</p> <p>Investigate disorders, their treatments, & prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)</p>


Functions & Interrelationships of Systems

Structure & Functions of the Body										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Circulatory/Respiratory System Cardio-Respiratory Continued							Identify common problems, symptoms, & treatment of respiratory disorders (e.g., asthma, bronchitis, emphysema)	Describe the function of the respiratory system (e.g., exchange of carbon dioxide & oxygen)	Identify the cause & effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)	Demonstrate understanding of the cause & effect of lifestyle choices on cardio-respiratory system (e.g., inactivity, tobacco)
	 10	 10	 10	 2 & 7	 2 & 7	 2 & 7				
	1.2	1.2, 4.2, 4.3	1.2, 1.3, 4.2-4.4	1.2, 1.3, 4.2-4.4	1.2, 1.3, 4.2-4.4, 7.5	1.2, 1.3, 4.2-4.4	1.1, 1.2, 1.4, 1.5, 4.2-4.4, 7.1, 7.5	1.1-1.5, 4.1-4.4, 5.4-5.6, 7.1-7.3, 7.5	1.2, 4.1-4.4, 5.4-5.5, 6.3-6.5, 7.3, 7.5	1.2-1.4, 4.1-4.4, 5.3-5.4, 6.3-6.5, 7.5
	Classroom teacher Health Instructional Coach	Classroom teacher Health Instructional Coach	Classroom teacher Health Instructional Coach	Classroom teacher Health Instructional Coach P.E. Specialist	Classroom teacher Health Instructional Coach P.E. Specialist	Classroom teacher Health Instructional Coach P.E. Specialist	Health / P.E. Teacher Nutritionist American Lung Assoc. American Heart Assoc.	Health / P.E. Teacher Nutritionist American Lung Assoc. American Heart Assoc.	Health / P.E. Teacher Nutritionist American Lung Assoc. American Heart Assoc.	Health / P.E. Teacher Nutritionist American Lung Assoc. American Heart Assoc.

Functions & Interrelationships of Systems

Structure & Functions of the Body										
Digestive System	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	Identify the location of the stomach	Demonstrate understanding of the parts of the digestive system	Identify the parts of the digestive system	Identify the path of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, & saliva begin the digestive process) & how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive & other body systems work together Assess risk of unhealthy lifestyle (e.g. smoking, alcohol, drugs, nutrition) on digestive anatomy	Identify the major components & functions of the digestive system (e.g., mouth, esophagus, stomach, small intestine, large intestine)	Identify the function of each organ in the digestive system as it relates to overall health (e.g., stomach- digestive juices, pancreas- insulin, gall bladder- storage of bile, liver- removes toxins, small intestines- absorbs nutrients, large intestines- removes solid waste)	Investigate the most common disorders, describe how to treat them & identify prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, diarrhea, constipation, gall stones, colon cancer)	Analyze & describe the function of each organ in the digestive system & the major components. Assess risk of unhealthy lifestyle on digestive anatomy (e.g. smoking, alcohol, drugs, nutrition)
	10	10	10	2 & 7	2 & 7	2 & 7				
	1.2	1.2	1.2	1.2	1.1-1.5, 5.1, 5.2, 5.5	1.2-1.5, 5.1-5.6	1.2-1.5, 5.1-5.6	1.2-1.5, 5.1-5.6	1.2-1.5, 5.1-5.6	1.1-1.5, 5.1, 5.2, 5.5, 5.6
	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom teacher Health Instructional Coach	Classroom teacher Health Instructional Coach Dental Hygienist	Health Teacher	Health Teacher	Health Teacher	Health Teacher

Functions & Interrelationships of Systems

Structure & Functions of the Body											
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Urinary / Excretory System							Describe the anatomy of the urinary/excretory system	Explain ways in which the urinary/excretory works with other body systems	Assess the risk life style choices have on the urinary/excretory system Identify the major components (i.e., kidneys, ureters, bladder, urethra) & functions of the urinary / excretory system (e.g., removes liquid waste from the body)	Investigate disorders, their treatment, & prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)	Analyze and describe the major components (i.e., kidneys, ureters, bladder, urethra) & functions of the urinary/excretory system (e.g., removes liquid waste from the body) Investigate disorders, their treatment, & prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
	Technology Profile						 2 & 7				
	Standards & Benchmarks						1.2	1.2	1.1 1.2	1.2-1.4	1.2
	Class/course where taught						Classroom Teacher Health Instructional Coach	Health Teacher	Health Teacher	Health Teacher	Health Teacher



Functions & Interrelationships of Systems

Structure & Functions of the Body											
Endocrine System	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
								Recognize the purpose of the endocrine system Explain how the endocrine system works	Identify & describe the basic structure & functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Relate a function of each endocrine gland & how it is impacted by lifestyle choices (e.g., thyroid-metabolism; pituitary-master hormonal gland & height; adrenal-fight or flight; pancreas- insulin; ovaries- eggs; testes-sperm)	Investigate disorders, their treatments, & prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances) List the causes of type II diabetes & describe management procedures & prevention techniques
	Technology Profile										
	Standards & Benchmarks					1.2	1.2	1.1, 1.2	1.2-1.4	1.2	
	Class/course where taught						Classroom Teacher Health Instructional Coach	Health Teacher	Health Teacher	Health Teacher	Health Teacher

Functions & Interrelationships of Systems

Structure & Functions of the Body											
Reproductive System	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	<p>Introduce basic reproductive body parts (penis, vagina, breast, nipples, testicles, scrotum, uterus)</p> <p>Understand that a baby grows in a woman's uterus</p> <p>Concepts will be introduced by a school nurse, Health Instructional Coach or physician prior to grade 4.</p>	<p>Introduce basic reproductive body parts (penis, vagina, breast, nipples, testicles, scrotum, uterus)</p> <p>Understand that a baby grows in a woman's uterus</p> <p>Concepts will be introduced by a school nurse, Health Instructional Coach or physician prior to grade 4.</p>	<p>Introduce basic reproductive body parts (penis, vagina, breast, nipples, testicles, scrotum, uterus)</p> <p>Understand that a baby grows in a woman's uterus</p> <p>Concepts will be introduced by a school nurse, Health Instructional Coach or physician prior to grade 4.</p>	<p>Introduce basic reproductive body parts (penis, vagina, breast, nipples, testicles, ovaries, scrotum, uterus)</p> <p>Understand that the ovary produces eggs and the testicles produce sperm</p> <p>Concepts will be introduced by a school nurse, Health Instructional Coach or physician prior to grade 4.</p>	<p>Identify physical changes associated with puberty</p> <p>Identify the reproductive body parts with correct terminology (penis, vagina, breast, nipples, testicles, ovaries, scrotum, uterus)</p> <p>Understand that men produce sperm their entire life and that women are born with all the eggs</p>	<p>Identify & discuss the physical, emotional, social, & intellectual changes occurring during puberty</p> <p>Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth.</p> <p>Identify & describe the basic structure & function of the male & female reproductive system (e.g., menstrual cycle, nocturnal emissions)</p>	<p>Identify & describe the basic structure & function of the male & female reproductive system (e.g., menstrual cycle, nocturnal emissions)</p> <p>Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth</p>	<p>Describe how hormones are responsible for the development of secondary sex characteristics & for the production & release of reproductive cells, allowing the opportunity for fertilization</p> <p>Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth</p>	<p>Describe the impact heredity & lifestyle choices have on the reproductive system functions & disease formation</p> <p>Explain how to maintain a healthy reproductive system</p> <p>Identify cancer signs & symptoms & explain the importance of monthly self-examinations</p> <p>Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth</p>	<p>Recognize normal vs. abnormal conditions of the reproductive system</p> <p>Explain how diseases can affect the functioning of the reproductive system.(e.g., ovarian cysts, HPV / cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, & prostate cancer)</p> <p>Discuss the importance of routine physical examinations & tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer & other chronic diseases</p> <p>Compare and contrast the three trimesters from fertilization to birth</p>	
	Technology Profile	10	10	10	2 & 7	2 & 7	2 & 7				
	Standards & Benchmarks	1.2	1.2	1.2	1.2	1.1-1.5, 5.1-5.3	1.2	1.2	1.2	1.2-1.5	1.2, 1.4, 1.5
	Class/course where taught	Health Instructional Coach Nurse	Health Instructional Coach Nurse	Health Instructional Coach Nurse	Health Instructional Coach Nurse	Nurse Health Instructional Coach	Nurse Health Instructional Coach	Health Teacher	Health Teacher	Health Teacher	Health Teacher

Functions & Interrelationships of Systems

Structure & Functions of the Body										
Lymphatic-Immune System										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
					Recognize the roles of the immune system	Describe how to keep the immune system healthy & explain the principles of vaccination & immunization	<p>Identify the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen)</p> <p>Identify the functions of the lymphatic system (e.g., recognizes & destroys invading pathogens, immunity)</p>	<p>Identify the functions of the lymphatic system (e.g., recognizes & destroys invading pathogens, immunity, HIV / AIDS)</p>	Investigate disorders, their treatments, & prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)	Analyze the impact of HIV/AIDS to the lymphatic-immune system
Technology Profile					 2 & 7	 2 & 7				
Standards & Benchmarks					1.1-1.5, 5.1-5.3	1.1, 1.2	1.2	1.2	1.2	1.2
Class/course where taught					Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Health Teacher	Health Teacher	Health Teacher	Health Teacher

Functions & Interrelationships of Systems

Social, Emotional & Mental Health										
Influence of Family & Peers & Society										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
State qualities of a good friend	Identify responsibilities within a family & describe characteristics needed to be a responsible family member	Recognize the influence peers have on people (shared interest, goals, & values)	Recognize the influence peers have on people (shared interest, goals, & values)	Recognize the influence peers have on people (shared interest, goals, & values)	Differentiate between negative & positive peer pressure & discuss refusal techniques	Differentiate between negative & positive peer pressure & discuss refusal techniques	Differentiate between negative & positive peer pressure & discuss refusal techniques	Recognize the influence peers have on people (shared interest, goals, & values)	Research individual and community right when making social health decision	
Recognize that family structures differ	Understand that people can experience different types of love (friends, family, community etc.)	Understand that family structures differ	Understand that people are capable of giving & receiving love	Identify how family, friends, & culture can influence personal health practices & decisions	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Differentiate between negative & positive peer pressure & discuss refusal techniques	Describe patterns of physical, social, & mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, & marriage)	
Understand that love means having deep & warm feelings about oneself & others	Recognize that people express love differently to their parents, families, and friends	Recognize that people express love differently to their parents, families, and friends	Recognize that there are a variety of reasons why people may end a committed relationship.	Identify ways a person can show love for another person in many ways	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Evaluate ideas & perspectives regarding the influence that family, friends, & culture have on health choices & behaviors during adolescence	Understand that family structures and dynamics differ		
Recognize that people express love differently to their parents, families, and friends	Recognize that people express love differently to their parents, families, and friends	Acknowledge that most people who marry intend the relationship to be lifelong	Demonstrate empathy and understanding towards families who have ended or are in the process of ending committed relationships	Appreciate that values help people decide how to behave & interact with others	Recognize that feeling good about oneself enhances loving relationships	Identify the differences between healthy & unhealthy relationships	Acknowledge that people may confuse love with other intense emotions such as sexual attraction, lust, infatuation, jealousy, and control	Understand that family structures and dynamics differ	Demonstrate respect for the diversity of values & beliefs of other people	
		Acknowledge that Individuals & families have a variety of values as it pertains to sexual behaviors	Explore how values help people decide how to behave & interact with others	Define stereotype - the belief that all people of the same gender should behave the same way	Establish that parents & other adults teach values to children through explanation & example	Understand that friends can influence each other both positively & negatively	Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money	Assess how people in loving relationships encourage each other to develop as individuals	Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money	
				Acknowledge that boys & girls can have equal talents, characteristics, strengths, & hopes for their future	Appreciate that while some values are universal, others differ among individuals, families, communities, religions, & cultures	Establish that love is not the same as sexual involvement or attraction although it can happen at the same time	Recognize that acceptance of gender role stereotypes can limit a person's life	Acceptance that loving someone can involve taking risks & being vulnerable & that love is not always returned	Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money	






Functions & Interrelationships of Systems

Social, Emotional & Mental Health										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Influence of Family & Peers & Society Continued						<p>Understand that individuals should not make decisions about sex based solely on what their peers are doing</p> <p>Establish that love is not the same as sexual involvement or attraction although it can happen at the same time</p>	<p>Understand that marriage is considered a commitment by two people to love, help, and support one another</p> <p>Investigate how values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money</p> <p>Emphasize that no one has the right to impose their values on others</p> <p>Acknowledge that boys & girls get messages early in their life about how they are supposed to act, dating, & sexual behaviors</p> <p>Know that certain laws & rules protect women's & men's rights</p>	<p>Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals</p> <p>Establish that Individuals should be allowed to make their own choices about appropriate roles for themselves as men & women</p> <p>Recognize that the way a person expresses his/her gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual</p> <p>Understand that laws protect young women's & men's rights to participate equally in life</p>	<p>Understand that teenagers who marry are more likely to divorce than couples who marry when they are older</p> <p>Explore how being a teenage parent can be extremely difficult</p> <p>Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money</p> <p>Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals</p>	<p>Explore problems that gender role stereotypes can lead to for both men & women (e.g., poor body image, low aspirations, low paying jobs, relationship conflict, stress-related illness, anxiety about sexual performance, sexual harassment, & date rape)</p>

Functions & Interrelationships of Systems

Social, Emotional & Mental Health												
Influence of Family & Peers & Society Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12		
								<p>Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals</p> <p>Recognize that acceptance of gender role stereotypes can limit a person's life</p> <p>Recognize that the way a person expresses his/her gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual</p> <p>Understand that laws protect young women's & men's rights to participate equally in life</p>		<p>Recognize that the way a person expresses his/her gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual</p> <p>Understand that laws protect young women's & men's rights to participate equally in life</p>		
	Technology Profile						3	3 and 8	3 and 8	3 and 8	2, 5, & 9	
	Standards & Benchmarks	6.1	6.1	6.1	6.1	6.1	5.2, 6.4	5.2, 6.4	5.2, 6.4	5.2, 6.4	5.2, 5.5	
	Class/course where taught	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor

Functions & Interrelationships of Systems

Social, Emotional & Mental Health											
Responsibilities in Society	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Appreciate the uniqueness of the individual and the way in which people are the same and different.	Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)	Identify the cause & effect of one's actions on others Understand that both women & men can be involved & caring parents Recognize that boys & girls can do the same chores at home	Identify the duties & responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl / Boy Scouts, service) Identify the cause & effect of one's actions on others	Relate the effects of human actions towards people with diverse backgrounds & demonstrate ways to effectively communicate with them Identify the cause & effect of one's actions on others	Recognize situations where the perspective of others may differ from your own Identify the cause & effect of one's actions on others	Analyze the duties & responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service) Recognize the positive affect of community service	Analyze the duties & responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service) Recognize the positive affect of community service Understand that state laws govern the age of consent for sexual behaviors Understand that child pornography is illegal	Analyze the duties & responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service) Recognize the positive affect of community service Understand that the age of consent laws are gender neutral Understand that sexual abuse, assault, & harassment are illegal in all states Understand that child pornography is illegal	Develop a list of attributes needed to live effectively with others Recognize the positive affect of community service Understand that many states have laws requiring HIV prevention & sexuality education	
	Technology Profile			 2 & 5	 2 & 5	 2 & 5		 11	 11		
	Standards & Benchmarks	6.3	6.3	6.3	6.5	6.3	6.3	6.2-6.3	6.4	6.4 – 6.6	6.6
	Class/course where taught	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor


Functions & Interrelationships of Systems

Social, Emotional & Mental Health											
Communication Skills	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Recognize different emotions	Identify a variety of feelings & situations that may require adult assistance	Identify appropriate ways to express needs, wants, & feelings	Evaluate the importance of effective listening skills in building & maintaining relationships	Develop an awareness of feelings & learn to express those feelings in a way that does not hurt property, self, & others.	Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down)	Describe how to constructively manage feelings caused by disappointment, stress, separation or loss	Formulate scenarios that will illustrate potential problems or difficult situations	Analyze ways individuals can respond to the various needs & characteristics of diverse people including those with different abilities, chronic diseases, different ethnic & cultural backgrounds	Compare & contrast constructive versus destructive defense mechanisms as a means for handling one's emotions	
	Identify appropriate ways of expressing feelings & recognize verbal & nonverbal cues associated with each (e.g., happy, sad, mad, & afraid)	Respect the rights & feelings of others	Identify a variety of feelings & situations that may require adult assistance	Identify a variety of feelings & situations that may require adult assistance	Identify a variety of feelings & situations that may require adult assistance	Identify a variety of feelings & situations that may require adult assistance	Model healthy communication skills through exchange of information, questions, & ideas while recognizing the perspective of others	Identify a variety of feelings & situations that may require adult assistance	Identify a variety of feelings & situations that may require adult assistance	Predict how the dynamics of relationships with family, groups, & community change as the individual matures	
	Respect the rights & feelings of others	Demonstrate peaceful conflict resolution	Respect the rights & feelings of others	Respect the rights & feelings of others	Respect the rights & feelings of others	Respect the rights & feelings of others	Identify the social benefits of exercise including self-esteem, building relationships, cooperation, communication, refusal skills, as they relate to healthy living.	Respect the rights & feelings of others	Identify a variety of feelings & situations that may require adult assistance	Demonstrate the ability to communicate productively in written, oral, & nonverbal formats	
	Demonstrate peaceful conflict resolution	Accept & expresses feelings in a socially acceptable manner	Demonstrate peaceful conflict resolution	Demonstrate peaceful conflict resolution	Demonstrate peaceful conflict resolution	Demonstrate peaceful conflict resolution	Identify a variety of feelings & situations that may require adult assistance	Demonstrate peaceful conflict resolution	Accept & expresses feelings in a socially acceptable manner	Demonstrate peaceful conflict resolution	Develop interpersonal social skills (e.g., team member, problem-solving, following directions, job applications, appropriate dress, appropriate behavior with others)
			Accept & expresses feelings in a socially acceptable manner	Accept & expresses feelings in a socially acceptable manner	Accept & expresses feelings in a socially acceptable manner	Accept & expresses feelings in a socially acceptable manner	Respect the rights & feelings of others	Respect the rights & feelings of others	Accept & expresses feelings in a socially acceptable manner	Respect the rights & feelings of others	Respect the rights & feelings of others
				Accept & expresses feelings in a socially acceptable manner	Accept & expresses feelings in a socially acceptable manner	Accept & expresses feelings in a socially acceptable manner	Demonstrate peaceful conflict resolution	Demonstrate peaceful conflict resolution	Accept & expresses feelings in a socially acceptable manner	Demonstrate peaceful conflict resolution	Demonstrate peaceful conflict resolution

Functions & Interrelationships of Systems

Social, Emotional & Mental Health											
Communication Skills Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
								<p>Accept & expresses feelings in a socially acceptable manner</p> <p>Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification</p>	<p>Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification</p>	<p>Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification</p>	<p>Demonstrate cooperation, teamwork & show concern for the progress of others</p> <p>Describe ways to use movement activities to deal with feelings of stress & help with conflict management</p> <p>Recognize that communication about feelings, desires, & boundaries can improve relationships</p> <p>Evaluate how manipulation, trying to unfairly control someone's decision or behavior without consideration of their feelings or needs, is different from negotiation</p>
	Technology Profile	8 & 1	8 & 1	8 & 1	1 MT.2.2	1 MT.2.2	1 MT.2.2	1 & 4	1 & 4	1 & 4	1
	Standards & Benchmarks	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6	6.1-6.6
	Class/course where taught	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Social Service Coordinator Classroom Teacher Health Instructional Coach	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor	Health Teacher Counselor

Functions & Interrelationships of Systems

Social, Emotional & Mental Health											
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Mental Illness	Understand that some people have mental illnesses	Understand that some people have mental illnesses	Understand that some people have mental illnesses	Identify different types of mental illnesses e.g. depression, anxiety	Identify signs and symptoms of mental illness	Identify signs and symptoms of mental illness	Compare and contrast signs and symptoms of mental illness	Compare and contrast signs and symptoms of mental illness	Compare and contrast signs and symptoms of mental illness	Explore the brain chemistry in relation to mental illness	
	Understand that mental illness can be managed	Understand that mental illness can be managed	Understand that mental illness can be managed	Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Identify resources available in school and community	Identify resources available in school and community	Identify resources available in school and community	Identify the importance of maintaining the mental health management techniques	
							Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Understand that mental illness can be managed through exercise, therapy, lifestyle modifications and/or prescription drugs	Identify resources available in school and community	
							Understand the consequences of untreated mental illness	Understand the consequences of untreated mental illness	Understand the consequences of untreated mental illness	Analyze the consequences of untreated mental illness	
Technology Profile										 6	
Standards & Benchmarks	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	1.1-1.5	
Class/course where taught	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Social Service Coordinator Classroom Teacher Health Instructional Coach School Based Mental Health Providers	Health Teacher Counselor Social Serv. Coordinator School Based Mental Health Providers	Health Teacher Counselor Social Serv. Coordinator School Based Mental Health Providers	Health Teacher Counselor Social Serv. Coordinator School Based Mental Health Providers	Health Teacher Counselor Social Serv. Coordinator School Based Mental Health Providers

Functions & Interrelationships of Systems

Human Sexuality										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Human Sexuality	Recognize small children make many decisions, such as what clothes to wear, which toys to play with, or who to be friends	Recognize small children make many decisions, such as what clothes to wear, which toys to play with, or who to be friends	Understand children need help from adults to make some decisions	Understand children need help from adults to make some decisions	Understand to make a good decision one must consider all of the possible consequences	Understand that during puberty, many people begin to develop sexual and romantic feelings	Understand asking questions from a parent, trusted adult, teacher, or counselor is usually a wise decision	Understand asking questions from a parent, trusted adult, teacher, or counselor is usually a wise decision	Understand asking questions from a parent, trusted adult, teacher, or counselor is usually a wise decision	Understand that sexual intercourse includes but is not limited to oral, vaginal, or anal penetration; using the penis, fingers, tongue or objects
	Understand children need help from adults to make some decisions	Understand children need help from adults to make some decisions	Understand all decisions have consequences, positive and/or negative	Understand media often presents an unrealistic image of what it means to be male or female, what it means to be in love, & what parenthood & marriages are like	Understand media often presents an unrealistic image of what it means to be male or female, what it means to be in love, & what parenthood & marriages are like	Understand that sexual intercourse includes but is not limited to vaginal, oral, or anal penetration	Understand that sexual intercourse includes but is not limited to vaginal, oral, or anal penetration; using the penis, fingers, tongue or objects	Discuss the Supreme Court decision that has ruled that, to a certain extent, people have the right to make personal decisions concerning sexuality & reproductive health matters, such as abortion, sterilization, and contraception	Discuss the Supreme Court decision that has ruled that, to a certain extent, people have the right to make personal decisions concerning sexuality & reproductive health matters, such as abortion, sterilization, and contraception	Understand erotic images in art reflect society's views about sexuality & help people understand sexuality
	Understand all decisions have consequences, positive and/or negative	Understand all decisions have consequences, positive and/or negative	Understand making fun of people by calling them gay (e.g., "homo," "fag," "queer") is disrespectful & hurtful	Understand friends often try to influence each other's decisions	Understand friends often try to influence each other's decisions	Understand sexual orientation refers to a person's physical and/or romantic attraction to an individual of the same and/or different gender, and is one part of ones' personality	Understand some young people face difficult decisions about sexuality, including whether to have a sexual relationship & the limits of the relationship	Understand that sexual intercourse includes but is not limited to vaginal, oral, or anal penetration; using the penis, fingers, tongue or objects	Understand that sexual intercourse includes but is not limited to vaginal, oral, or anal penetration; using the penis, fingers, tongue or objects	Understand some decisions have legal implications
	Recognize elements of a healthy relationship I.e., respect, caring, boundaries	Understand human beings can love people of the same gender & people of another gender	Understand children learn most of their values from parents, other family members, community, cultural religious teachings, and their peers	Understand individuals are responsible for the consequences of their decisions	Understand friends often try to influence each other's decisions	Understand that sexual abstinence means choosing not to engage in sexual activities	Understand teenagers who decide to engage in sexual behavior must also decide about pregnancy & STI/HIV prevention	Discuss state laws governing the age of consent for sexual behaviors	Discuss state laws governing the age of consent for sexual behaviors	Understand seeking professional help can be a sign of strength when people are in need of guidance
		Recognize elements of a healthy relationship I.e., respect, caring, boundaries	Understand that people communicate in many ways							

Functions & Interrelationships of Systems

Human Sexuality										
Human Sexuality Continued										
Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
			<p>Understand asking for help from a trusted adult, teacher, or counselor is a wise decision</p> <p>Recognize that some values are universal, others differ among individuals, families, communities, religions, & cultures</p>	<p>Understand individuals are responsible for the consequences of their decisions</p> <p>Understand asking for help from a trusted adult, teacher, or counselor is usually a wise decision</p> <p>Understand friends should not make decisions based solely on what their peers are doing</p> <p>Understand if a child experiences unwanted or uncomfortable touching, he/she should tell a trusted adult;</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>	<p>Understand friends often try to influence each other's decisions</p> <p>Understand individuals are responsible for the consequences of their decisions</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p>	<p>Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors</p> <p>Understand gender identity is different from sexual orientation</p> <p>Understand the media usually does not portray sexuality realistically</p> <p>Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law</p> <p>Understand sexual orientation refers to a person's physical and/or romantic attraction to an individual of the same and/or different gender</p>	<p>Understand people have the right to re-evaluate decisions & change their minds or their behavior</p> <p>Understand teenagers who decide to engage in sexual behavior must also decide about pregnancy & STI/HIV prevention</p> <p>Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors</p> <p>Understand sexual abuse involving touch can include kissing, an abuser touching "genitals" touching the abusers "genitals," being asked to touch one's own "genitals," or engaging in vaginal, oral, or anal intercourse</p>	<p>Understand people have the right to re-evaluate decisions & change their minds or their behavior accordingly</p> <p>Understand teenagers who decide to engage in sexual behavior must also decide about pregnancy & STI/HIV prevention</p> <p>Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors</p> <p>Understand sexual abuse involving touch can include kissing, an abuser touching "genitals" touching the abusers "genitals," being asked to touch one's own "genitals," or engaging in vaginal, oral, or anal intercourse</p>	<p>Understand sexual abuse not involving touch can include being shown pornographic movies, magazines, websites, or other materials; taking photos, videos, or other recordings; or watching sexual acts</p> <p>Understand sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person</p> <p>Understand sexual assault can occur with physical or psychological force and is a crime</p>	

Functions & Interrelationships of Systems

Human Sexuality											
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Human Sexuality Continued											<p>Understand psychological, physical, and/or sexual abuse between people who are dating is known as dating violence</p> <p>Identify many community resources can help individuals who have survived sexual harassment, assault, or other forms of violence</p> <p>Understand sexual orientation is determined by a variety of factors</p>








Functions & Interrelationships of Systems

Human Sexuality											
Human Sexuality Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
											<p>Analyze & evaluate how teen pregnancy & parenting can impact personal, family & societal perspectives</p> <p>Investigate & analyze the cause & effect relationship between obtaining prenatal care & the health of the mother & unborn child</p> <p>Analyze the importance of parent/child communication regarding sexual intercourse & contraception choices</p>

Functions & Interrelationships of Systems

Human Sexuality										
Human Sexuality Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12







Functions & Interrelationships of Systems

Human Sexuality											
Human Sexuality Continued	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
											Evaluate the progression of reliability of various contraceptive methods from the most reliable to least reliable Analyze and discuss the psychological effects of abortion
	Technology Profile			 3	 3 & 11	 3 & 11	 5 & 8	 8	 8	 1, 2, 7, & 11	
	Standards & Benchmarks	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	
	Class/course where taught	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Health Teacher Nurse Health Care Speakers	Health Teacher Nurse Health Care Speakers	Health Teacher Nurse Health Care Speakers	Health Teacher Nurse Health Care Speakers






Risk Assessment & Reduction

Disease Prevention & Control										
Communicable vs. Non-Communicable Diseases	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	Recognize that germs cause illness	Identify signs of illness & list ways to help you recover	Define communicable & non-communicable diseases	Classify communicable & non-communicable diseases into the appropriate category	Identify & describe basic causes, symptoms, treatments, & management of common communicable diseases & health problems	Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)	Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)	Determine cause & effect relationships between non-communicable disease (e.g., Type I diabetes vs. Type II diabetes) & lifestyle behaviors	Connect causative factors, symptoms, treatment & preventative measures to their appropriate non-communicable diseases	Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
	Recognize the positive lifestyle behaviors (e.g., sunscreen physical activity, diet, sleep, stress management)	Define germs, where they are found & what harm they cause to the body	Identify how germs are spread & apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)	Identify the effects of positive lifestyle behaviors (e.g., sunscreen)	Recognize the positive lifestyle behaviors (e.g., sunscreen physical activity, diet, sleep, stress management)				Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking & emphysema or alcohol consumption & cirrhosis)	Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural & family histories)
		Recognize the positive lifestyle behaviors (e.g., sunscreen physical activity, diet, sleep, stress management)	Recognize the positive lifestyle behaviors (e.g., sunscreen physical activity, diet, sleep, stress management)	Recognize the positive lifestyle behaviors (e.g., sunscreen physical activity, diet, sleep, stress management)						
Technology Profile	10	10	10				9	9	9	3
Standards & Benchmarks	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4
Class/course where taught	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Nurse Health Care Speakers	Nurse Health Care Speakers	Nurse Health Care Speakers	Nurse Health Care Speakers


Risk Assessment & Reduction

Disease Prevention & Control											
Body Defenses & Recovery	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Model proper hand washing & hygiene Aware of the necessity for skin & eye protection	Identify behaviors that prevent & reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods) Aware of the necessity for skin & eye protection	Aware of the necessity for skin & eye protection Demonstrate by setting personal goals that reinforce healthy self-behavior i.e., hand washing, water drinking, sleep, eating healthy foods	Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells) Aware of the necessity for skin & eye protection Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices, no indoor tanning) Aware of the necessity for skin & eye protection Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Aware of the necessity for skin & eye protection Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Identify the stages of disease progression (e.g., incubation) Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Describe the body's lines of defense & the stages of disease progression (e.g., incubation) Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	Describe the primary & secondary defenses for prevention of disease Set personal goals that reinforce healthy self-care behaviors (e.g., hand washing, water drinking, sleep, eating healthy foods)	
	Technology Profile			 7	 7	 7	 1	 1	 1		
	Standards & Benchmarks	1.1	1.1, 1.3	1.1, 1.3, 5.3, 5.4, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.33	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.3	1.1, 1.3, 5.3, 5.4, 5.5, 6.4, 7.3
	Class/course where taught	Classroom Teacher Health Instructional Coach	Classroom Teacher Health Instructional Coach	Classroom Teacher Health Instructional Coach	Classroom Teacher Health Instructional Coach	Classroom Teacher Health Instructional Coach Speakers	Classroom Teacher Health Instructional Coach Speakers	Classroom Teachers Health Teachers Speakers	Classroom Teachers Health Teachers Speakers	Classroom Teachers Health Teachers Speakers	Classroom Teachers Health Teachers Speakers

Risk Assessment & Reduction

Disease Prevention & Control										
Types of Pathogens & Transmission	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
				Define pathogen & identify three major types (e.g., bacteria, virus, fungi)	Identify that there are certain conditions & lifestyle behaviors that enhance both the growth & spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)	Understand the differences between communicable and non-communicable diseases.	Analyze information about the transmission & prevention of communicable diseases	Analyze information about the transmission & prevention of communicable diseases	Hypothesize optimal conditions for growth & transmission of pathogens	Research and analyze the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staph Infection)
	Technology Profile			 4	 6		 3		 3	 7
	Standards & Benchmarks			1.4	1.4	1.4	1.4, 5.2	1.4, 5.2	1.4, 5.1, 5.2	1.4, 5.1, 5.2, 5.6
	Class/course where taught			Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Classroom Teacher Health Instructional Coach Nurse	Health Teacher	Health teacher	Health Teacher	Health Teacher

Risk Assessment & Reduction

Disease Prevention & Control											
Sexually Transmitted Infections	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
							<p>Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)</p> <p>Understand abstinence from sexual activity is the only 100% effective way to avoid STIs</p> <p>Understand anyone can get STIs if they exchange bodily fluids orally, vaginally, anally</p> <p>Understand barrier methods of contraception (e.g. male and female condoms, dental dams can greatly reduce but not prevent STIs)</p>	<p>Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)</p> <p>Identify behaviors that could enhance STI transmission & strategies to prevent infection</p> <p>Describe how STI' affects the body</p> <p>Understand abstinence from sexual activity is the only 100% effective way to avoid STIs</p> <p>Understand anyone, can get STIs if they exchange bodily fluids orally, vaginally, anally</p> <p>Understand barrier methods of contraception (e.g. male and female condoms, dental dams can greatly reduce but not prevent STIs)</p>	<p>Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)</p> <p>Identify the trends of transmission, treatments, & prevention of sexually transmitted infections</p> <p>Understand abstinence from sexual activity is the only 100% effective way to avoid STIs</p> <p>Understand anyone, can get STIs if they exchange bodily fluids orally, vaginally, anally</p> <p>Understand barrier methods of contraception (e.g. male and female condoms, dental dams can greatly reduce but not prevent STIs)</p>	<p>Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)</p> <p>Analyze and discuss the trends of transmission, treatments, & prevention of sexually transmitted infections</p> <p>Understand abstinence from sexual activity is the only 100% effective way to avoid STIs</p> <p>Understand anyone, can get STIs if they exchange bodily fluids orally, vaginally, anally</p> <p>Understand barrier methods of contraception (e.g. male and female condoms, dental dams can greatly reduce but not prevent STIs)</p>	<p>Compare signs & symptoms of common sexually transmitted infections</p> <p>Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, & economic well being</p> <p>Understand barrier methods of contraception (e.g. male and female condoms, dental dams can greatly reduce but not prevent STIs)</p>
	Technology Profile						 5				
	Standards & Benchmarks						7.5	1.4, 7.5	1.4, 7.5	1.4, 7.5	1.4, 7.5
	Class/course where taught						Classroom Teacher Nurse Health Instructional Coach Health Dept. resource Social Serv. Coordinator	Health Teacher Nurse Social Serv. Coordinator Health Dept. Resource	Health Teacher Nurse Social Serv. Coordinator Health Dept. Resource	Health Teacher Nurse Social Serv. Coordinator Health Dept. Resource	Health Teacher Nurse Social Serv. Coordinator Health Dept. Resource

Risk Assessment & Reduction

Disease Prevention & Control											
HIV / AIDS Prevention Education	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)	Recognize that bodily fluids can carry harmful diseases & that some diseases are easily transmitted while others are not	Recognize that bodily fluids can carry harmful diseases & that some diseases are easily transmitted while others are not	Define HIV / AIDS & recognize that HIV is transmitted through blood & other bodily fluids	Describe how HIV/AIDS affects the immune system	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) & strategies to prevent infection	Explain & discuss the relationship between HIV & AIDS	Compare & contrast signs & symptoms of HIV/AIDS	Analyze and discuss the trends of transmission, treatment (past & present), & prevention of AIDS	Knows when to use universal precautions	Analyze and discuss the trends of transmission, treatment (past & present), & prevention of AIDS
	Identify how gloves protect us from bodily fluids	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Understand that HIV is not spread by casual, social, or family contact, by insects, or by donating blood	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions
	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Identify safe practices for reducing a person's risk for disease (e.g., syringes & needles, sneezing, coughing, hand washing)	Understand that HIV is not spread by casual, social, or family contact, by insects, or by donating blood	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions
	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions	Know when to use universal precautions
Technology Profile				1, 5 & 9	1, 5 & 9	1, 5 & 9	4, 8, & 9	4, 8, & 9	4, 8, & 9	4, 8, & 9	
Standards & Benchmarks	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	
Class/course where taught	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach	Classroom Teacher Nurse Health Instructional Coach State/Local Health Dept.	Classroom Teacher Nurse Health Instructional Coach State/Local Health Dept.	Health Teacher State/Local Health Dept. Infectious Disease Specialists	Health Teacher State/Local Health Dept. Infectious Disease Specialists	Health Teacher State/Local Health Dept. Infectious Disease Specialists	Health Teacher State/Local Health Dept. Infectious Disease Specialists	

Risk Assessment & Reduction

Injury Prevention & Safety										
Safety for Home, School & Communities										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
	<p>Identify safe & unsafe practices & conditions at home, school, & in the community (e.g., 911, Emergency plan)</p> <p>Recognize warning labels that identify harmful items & substances (e.g., cleaning products, plastic bags)</p> <p>Identify bus & walking safety expectations</p>	<p>Identify ways to stay safe in bad weather (e.g., tornado, electric storms)</p> <p>Identify safety rules for being around strangers & using the internet, phone and text</p> <p>Identify potential hazards in & around the home (e.g., kitchen, bathroom, yard, evacuation plan)</p> <p>Identify bus & walking safety expectations</p>	<p>Describe common safety rules & laws (e.g., playground, bus, bicycle, pedestrian, vehicle)</p> <p>List common emergencies & steps to take in each situation</p> <p>Identify bus & walking safety expectations</p> <p>Recognizes hazardous substance symbols</p> <p>Identify safety rules for being around strangers & using the internet, phone and text</p>	<p>Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)</p> <p>Identify bus & walking safety expectations</p> <p>Identify safety rules for being around strangers & using the internet, phone and text</p>	<p>Assess personal environment & recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out)</p> <p>Identify bus & walking safety expectations</p> <p>Demonstrate internet, phone and text etiquette</p>	<p>Discuss problems in daily living that may contribute to self-destructive behaviors & strategies to cope with these behaviors</p> <p>Identify bus & walking safety expectations</p> <p>Demonstrate internet, phone and text etiquette</p>	<p>Discuss problems in daily living that may contribute to self-destructive behaviors & strategies to cope with these behaviors</p> <p>Identify bus & walking safety expectations</p> <p>Demonstrate internet, phone and text etiquette</p>	<p>Assess home & school environments for potential unsafe situations & recommend corrective action</p> <p>Demonstrate internet, phone and text etiquette</p>	<p>Recognize problems in daily living that may contribute to self-destructive behaviors & apply strategies to reduce the risks of harm to self & others</p> <p>Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)</p> <p>Demonstrate internet, phone and text etiquette</p>	<p>Describe & analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, & other personal safety risks, gangs)</p> <p>Demonstrate internet, phone and text etiquette</p> <p>Recognize consequences of distracted driving</p>
Technology Profile	7 & 10	7 & 10	7 & 10	MT 2.2 & 8	MT 2.2 & 8	MT 2.2 & 8	11	11	11	11
Standards & Benchmarks	1.4, 5.5	1.4, 5.5	1.4, 5.5	1.4, 5.5	1.4, 5.5	1.4, 5.6	1.4, 5.6	1.4, 5.6	1.4, 5.6	1.4, 5.6
Class/course where taught	Classroom teacher Live Examples	Classroom teacher Live Examples	Classroom teacher Live Examples	Classroom teacher Live Examples	Classroom Teacher Law Enforcement Judicial System	Classroom Teacher Law Enforcement Judicial System	Health teacher Classroom Teacher Law Enforcement Judicial System	Health teacher Classroom Teacher Law Enforcement Judicial System	Health teacher Classroom Teacher Law Enforcement Judicial System Drivers Education	Health teacher Classroom Teacher Law Enforcement Judicial System Drivers Education

Risk Assessment & Reduction

Injury Prevention & Safety											
First Aid Procedures	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Tell what first aid is & give an example Explain how to make emergency phone calls	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)	Recognizes emergency or non-emergency situation & how to respond	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, & heat exhaustion)	Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts & rescue breathing)	Recognize basic aid techniques that help save lives, reduce the severity of an injury & enhance recovery	Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing & CPR, poisoning, burns, control bleeds, RICE	Prioritize & demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care Analyze why the processes are used in sequential order (i.e., ABC of emergencies) Identify, from a given list, those situations that are life threatening & perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)	Use problem-solving strategies to determine appropriate first-aid procedure	
	Technology Profile	10	10	10	2 & 7	2 & 7	2, 6 & 7				
	Standards & Benchmarks	1.4, 5.1	1.4, 5.1	1.4.1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1
	Class/course where taught	Classroom Teacher Nurse 911 Dispatcher	Classroom Teacher Nurse 911 Dispatcher	Classroom Teacher Nurse 911 Dispatcher	Classroom Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Classroom Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Classroom Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Health Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Health Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Health Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital	Health Teacher Nurse 911 Dispatcher Search & Rescue Fire Department Red Cross Hospital Basic CPR Course

Risk Assessment & Reduction

Injury Prevention & Safety											
Activity and Water Related Injury/Emergencies	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	<p>Recognize that safety equipment is necessary to protect the body during participation in sports & recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)</p> <p>Recognize the importance of safety rules in & around water</p> <p>Identify specific safe practices in & around water (e.g., life jackets, buddy system, inclement weather)</p>	<p>Match safety equipment to the activity or sport</p> <p>Demonstrate specific safe practices & procedures in & around water (e.g., life jackets, buddy system, inclement weather)</p>	<p>Explain the use & purpose of safety equipment</p> <p>Demonstrate specific safe practices & procedures in & around water (e.g., life jackets, buddy system, inclement weather)</p>	<p>Demonstrate proper use of safety equipment</p> <p>Apply safe practices & procedures in & around water</p>	<p>Predict the outcome when safety equipment is used/not used in physical activity</p> <p>Explain the cause & effect of following water safety rules</p>	<p>Apply appropriate safety rules to situation and use of equipment.</p> <p>Explain the cause & effect of following water safety rules</p>	<p>Apply concepts about weather safety (recognize & attend to changing conditions), exercise precautions during activities, & follow appropriate safety rules & use of equipment</p> <p>Investigate the community agencies that provide water safety courses</p>	<p>Make informed decisions to reduce the risk of injuries during exercise, sports & other activities</p> <p>Investigate the community agencies that provide water safety courses</p> <p>List the common water-related emergencies & describe prevention & treatment techniques</p>	<p>Apply concepts about weather safety exercise precautions during activities, & follow appropriate safety rules & use of equipment (recognize & attend to changing conditions),</p> <p>Make informed decisions to reduce the risk of injuries during exercise, sports & other activities</p> <p>Investigate the community agencies that provide water safety courses</p> <p>List the common water-related emergencies & describe prevention & treatment techniques</p>	<p>Recognize activity-related conditions & perform appropriate first aid procedures & practices for each (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration)</p> <p>Recognize weather-related emergencies & perform appropriate first aid procedures & practices (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite)</p> <p>List the common water-related emergencies & describe prevention & treatment techniques</p>	
	Technology Profile	10	10	10	8	8	8	3	3	3	1
	Standards & Benchmarks	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1	1.4, 5.1
	Class/course where taught	Classroom Teacher P.E. Teacher Health Instructional Coach	Classroom Teacher P.E. Teacher Health Instructional Coach	Classroom Teacher P.E. Teacher Health Instructional Coach	Classroom Teacher P.E. Teacher Health Instructional Coach Guest Speakers	Classroom Teacher P.E. Teacher Health Instructional Coach Guest Speakers	Classroom Teacher P.E. Teacher Health Instructional Coach Guest Speakers	Health Teacher	Health Teacher	Health Teacher	Health Teacher E.R. Physicians Emergency Responders Search & Rescue Personnel

Risk Assessment & Reduction

Substance Education											
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Safe & Unsafe Substances	Recognize that there are safe & unsafe substances that can be taken into the body	Identify alcohol, tobacco, & medicines as drugs	Identify various types of drugs (e.g., nicotine, alcohol & street drugs)	Recognize the dangers of drugs	Classify substances in the home according to proper & improper usage	Identify consequences of tobacco, alcohol and marijuana use	Describe the short & long-term effects of performance enhancing drugs	Describe the short & long-term effects of performance enhancing drugs	List positive & negative impacts of medicine on the body	Assess the short & long-term effects that performance enhancing aids have on the body processes & on individuals & society	
	Identify ways to stay away from dangerous substances	Differentiate what is & what is not medicine & it's proper & improper use	Explain what constitutes a drug free & safe community	Recognize the role of medication in treating an illness	Identify consequences of drug use	Identify short & long term affects of marijuana & methamphetamines	Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use	List positive & negative impacts of medicine on the body	Describe the short & long-term effects of performance enhancing drugs		
	Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision	Distinguish between over-the-counter & prescription drugs	Identify substances in the home according to proper use		Know personal and family problems related to excessive use of TAOD	Know personal and family problems related to excessive use of TAOD	Know personal and family problems related to excessive use of TAOD	Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use	Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use	Describe the short & long-term effects of performance enhancing drugs	
			Recognize importance of safely storing medicine in its proper place		Identify the purposes of prescriptions, OTC drugs, & other natural substances (herbs) & how they can be used safely (e.g., treat illness, prevent health problems)	Identify the purposes of prescriptions, OTC drugs, & other natural substances (herbs) & how they can be used safely (e.g., treat illness, prevent health problems)	Explain the guidelines & precautions needed when using OTC & prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal)	Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use	Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use	Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)	
Technology Profile					5	5	3, 5, 4 & 9	3, 5, 4 & 9	3, 5, 4 & 9		
Standards & Benchmarks	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 1.4	1.1, 3.5	1.1, 3.5	1.1, 5.2, 6.4	1.4	1.4	
Class/course where taught	Social Service Coord. Nurse Classroom Teacher	Social Service Coord. Nurse Classroom Teacher	Social Service Coord. Nurse Classroom Teacher	Social Service Coord. Nurse Classroom Teacher	Social Service Coord. Nurse Classroom Teacher	Social Service Coord. Nurse National Guard Health Teacher Nurse Classroom Teacher	Social Service Coord. Law Enforcement National Guard Health Teacher Nurse Classroom Teacher	Social Service Coord. Law Enforcement National Guard Health Teacher	Social Service Coord. Law Enforcement National Guard Health Teacher	Social Service Coord. Law Enforcement National Guard Health Teacher	

Risk Assessment & Reduction

Substance Education											
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
Substance Use vs. Non-Use	Recognize that TAOD (tobacco, alcohol, & other drugs) can have dangerous effects on the body	Describe how TAOD affects the way a person thinks, feels, & acts	Describe the effects of TAOD on the body (e.g., lungs, brain, liver)	Describe the effects of TAOD on the body (e.g., lungs, brain, liver) Describe how TAOD affects the way a person thinks, feels, & acts	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous) Analyze the effects of choosing healthy alternatives rather than using or abusing substances	Discuss the issues relative to a smoke-free environment & demonstrate strategies for refusing TAOD Compare peer pressure to peer support & evaluate how each influences the making of informed & reasoned decisions regarding TAOD use	Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic) Differentiate among various types of drugs & their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry Present different opinions & arguments about the effects of TAOD on individuals, family, & society	Compare peer pressure to peer support & evaluate how each influences the making of informed & reasoned decisions regarding TAOD use Develop an informed decision regarding the use of smoked & smokeless tobacco based on knowledge of short & long-term effects on the body, individual, & society Determine the cause & effect relationship between the use of alcohol, tobacco, & other substances & emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)	Determine a cause & effect relationship regarding body system functions & the use of TAOD Describe the continuum from use, abuse, to dependency	Evaluate the short & long term effects of alcohol, tobacco, & other substances on the body & draw conclusions on the impact of these substances on personal, social, & economic threats to society Review healthy alternatives to substance use & investigate effective strategies to promote individual, family, & community health Assess the risk of chemical dependency & locate available help if alcohol, tobacco, & other substance use becomes a problem Evaluate personal risks for chemical dependency based upon personal, family, & environmental factors	
	Technology Profile	10	10	10	3 & 7	3 & 7	3 & 7	1, 4, & 9	1 & 3	1 & 3	2, 4, & 5
	Standards & Benchmarks	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
	Class/course where taught	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Health Teacher	Health Teacher	Health Teacher	Health Teacher

Risk Assessment & Reduction

Environmental Health											
Effects of Pollution on Health	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12	
	Recognize how the environment affects a person's health	Identify substances that pollute the air & harm your lungs Recognize the effects of noise pollution on the body (e.g., loud music, headsets)	Identify substances that pollute the air & harm your lungs Recognize the effects of noise pollution on the body (e.g., loud music, headsets)	Recognize different types of pollution & how they affect one's health (noise, water, air, land)	Compare the air quality between the smoking & non-smoking area of a restaurant & identify harmful effects of second hand smoke	Know about local water treatment & sewage treatment plants Learn about technology for water purification & waste disposal	Define climate change & its effects on the health of individuals worldwide	Define climate change & its effects on the health of individuals worldwide Identify present environmental health problems to past environment health problems & develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)	Describe the ways in which the environment & ecosystems can be damaged & disrupted such as overpopulation, overuse of resources, & pollution	Define climate change & its effects on the health of individuals worldwide Compare present environmental health problems to past environment health problems & develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)	
	Technology Profile		7	7	9, 11? MT 2.2	9	9	4	4 & 7	4	2 & 5
	Standards & Benchmarks	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
	Class/course where taught	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Health Teacher	Health Teacher	Health Teacher	Health Teacher Science Teacher

Risk Assessment & Reduction

Environmental Health										
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grades 9-12
Individual Responsibility	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)	Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia) Recognize that littering is against the law & promotes the spreading of pathogens	Describe what an individual can do to help preserve the environment & promote environmental health (e.g., reduce, reuse, recycle) Recognize that there are laws & regulations designed to promote & protect community & environmental health (e.g., littering, illegal dumping, noise ordinances)	Identify actual or potential risks factors & reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	Develop ways to promote recycling, reducing waste, & reusing items to prevent pollution that damages the environment, disrupts ecosystems, & affects one's personal health	Develop ways to promote recycling, reducing waste, & reusing items to prevent pollution that damages the environment, disrupts ecosystems, & affects one's personal health	Develop ways to promote recycling, reducing waste, & reusing items to prevent pollution that damages the environment, disrupts ecosystems, & affects one's personal health	Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility Examine existing & potential environmental health problems within their community & create solutions to address them	Compare ways that individuals, communities, state & federal government can cooperate to promote environmental health
Technology Profile				1	3 & 4	3, 4, & 5	2	2	3, 6, & 7	5
Standards & Benchmarks	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Class/course where taught	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Classroom Teacher	Health Teacher	Health Teacher	Health Teacher	Health Teacher

References: Virginia Department of Education, Missouri Department of Education, Alaska Department of Education, Wisconsin Department of Education, Michigan Department of Education, Harvard School of Education and Farm-based Education, *Guidelines for Comprehensive Sexuality Education*, third edition – Kindergarten through 12th grade – Copyright 2004 – Sexuality Information & Education Council for the United States.