

**CURRICULUM GUIDELINES
HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE KINDERGARTEN**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Alcohol, Tobacco, and Other Drugs

As a result of health instruction students will demonstrate the ability to:

Standard 1:

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Essential Concepts

- K.1.A.1 Explain why medicines are used.
- K.1.A.2 Explain that medicines can be helpful or harmful.
- K.1.A.3 Recognize that medicines should only be taken under the supervision of a trusted adult.
- K.1.A.4 Recognize that some household products are harmful if ingested or inhaled.
- K.1.A.5 Recognize that tobacco smoke is harmful to health and should be avoided.

Standards 2 – 8: Skills for this content area are not identified until grade two.

Growth and Development

Standard 1:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Essential Concepts

- K.1.G.1 Explain that living things grow and mature.
- K.1.G.2 Describe their physical characteristics.
- K.1.G.3 Name ways in which people are similar and ways in which they are different.
- K.1.G.4 Identify trusted adults who promote healthy growth and development (e.g. physician, nurse, dentist, and optometrist).
- K.1.G.5 Name body parts and their functions.
- K.1.G.6 Name and describe the five senses.

Standards 2 – 8: Skills for this content area are not identified until grade one.

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Avoid putting objects in ears, loud noises/music, etc. |
| _____ | _____ | _____ | Explain water pool safety and importance of swimming with someone. |

Nutrition and Physical Activity

Standard 1:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Essential Concepts

- K.1.N.1 Name a variety of healthy foods and explain why they are necessary for good health.
- K.1.N.3 Describe the benefits of being physically active.
- K.1.N.4 Recognize the importance of a healthy breakfast.

- Standard 2: Analyzing Influences**
 I R M
 ___ ___ ___
 K.2.N.5 Recognize that not all products advertised or sold are good for them.
- Standard 3: Accessing Valid Information**
 No standard statement for this grade and content area.
- Standard 4: Interpersonal Communication**
 ___ ___ ___
 K.4.N.6 Explain how to ask family members for healthy food options.
- Standard 5: Decision Making**
 ___ ___ ___
 K.5.N.7 Describe ways to participate regularly in active play and enjoyable physical activity.
- Standard 6: Goal Setting**
 No standard statement for this grade and content area.
- Standard 7: Practicing Health-Enhancing Behaviors**
 ___ ___ ___
 ___ ___ ___
 ___ ___ ___
 K.7.N.8 Select nutritious snacks.
 K.7.N.9 Plan a nutritious breakfast.
 K.7.N.10 Choose healthy foods in a variety of settings.
- Standard 8: Health Promotion**
 No standard statement for this grade and content area.
- Mental, Emotional, and Social Health**
Standard 1: Essential Concepts
 ___ ___ ___
 ___ ___ ___
 ___ ___ ___
 ___ ___ ___
 ___ ___ ___
 K.1.M.1 Identify a variety of emotions.
 K.1.M.2 Describe the characteristics of families.
 K.1.M.3 List trusted adults at home and at school.
 K.1.M.4 Examine characteristics that make each individual unique.
 K.1.M.5 Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”
- Standard 2: Analyzing Influences**
 ___ ___ ___
 K.2.M.6 Identify ways family and friends help promote well-being.
- Standard 3: Accessing Valid Information**
 ___ ___ ___
 K.3.M.7 Describe trusted adults at home and at school who can help with mental and emotional health concerns.
- Standard 4: Interpersonal Communication**
 ___ ___ ___
 ___ ___ ___
 K.4.M.8 Show how to express personal needs and wants appropriately.
 K.4.M.9 Cooperate and share with others.

Standard 5:	Decision Making	No standard statement for this grade and content area.
Standard 6:	Goal Setting	
I	R	M
_____	_____	_____
		K.6.M.10 Make a plan to help family members at home.
Standard 7:	Practicing Health-Enhancing Behaviors	
_____	_____	_____
		K.7.M.11 Express emotions appropriately.
		K.7.M.12 Describe positive ways to show care, consideration, and concern for others.
_____	_____	_____
		Develop awareness that behaviors (actions) have consequences.
Standard 8:	Health Promotion	
_____	_____	_____
		K.8.M.13 Encourage others when they engage in safe and healthy actions.
	Personal and Community Health	
Standard 1:	Essential Concepts	
_____	_____	_____
		K.1.P.1 Identify effective dental and personal hygiene practices.
_____	_____	_____
		K.1.P.2 Describe sun safety practices.
_____	_____	_____
		K.1.P.3 Define “germs.”
_____	_____	_____
		K.1.P.4 Explain why the transmission of germs may be harmful to health.
_____	_____	_____
		K.1.P.5 Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.
Standard 2:	Analyzing Influences	No standard statement for this grade and content area.
Standard 3:	Accessing Valid Information	
_____	_____	_____
		K.3.P.6 Identify health care workers who can help promote healthful practices.
Standard 4:	Interpersonal Communication	
_____	_____	_____
		K.4.P.7 Demonstrate how to ask for assistance with a health-related problem.
Standard 5:	Decision Making	No standard statement for this grade and content area.
Standard 6:	Goal Setting	No standard statement for this grade and content area.
Standard 7:	Practicing Health-Enhancing Behaviors	
_____	_____	_____
		K.7.P.8 Show effective dental and personal hygiene practices.
_____	_____	_____
		K.7.P.9 Demonstrate ways to prevent the transmission of “germs” (e.g., washing hands, using tissues).

Standard 8:

Health Promotion

No standard statement for this grade and content area.

Injury Prevention and Safety

Standard 1:

Essential Concepts

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

K.1.S.1 Identify safety rules for home, school, and community.

K.1.S.2 Identify emergency situations.

K.1.S.3 Explain ways to stay safe when riding in a bus or other vehicle.

K.1.S.4 Distinguish between appropriate and inappropriate touch.

K.1.S.5 Explain that everyone has the right to tell others not to touch his or her body.

K.1.S.6 Describe school rules about getting along with others.

K.1.S.7 Recognize the characteristics of a bullying.

K.1.S.8 Identify way to stay safe when crossing the street, riding a bicycle, or playing.

K.1.S.9 Recognize that anything may be poisonous or cause harm if used unsafely.

K.1.S.10 Identify who is a stranger and how to avoid contact with a stranger.

K.1.S.11 Demonstrate how to ask trusted adults for help.

K.1.S.12 Define and explain the dangers of weapons.

K.1.S.13 Explain the importance of telling a trusted adult if you see or have about someone having a weapon.

Develop a plan and coping strategies when lost.

Standard 2:

Analyzing Influences

No standard statement for this grade and content area.

Standard 3:

Accessing Valid Information

_____	_____	_____
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K.3.S.14 Identify trusted adults who can help in emergency situations.

Standard 4:

Interpersonal Communication

_____	_____	_____
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K.4.S.15 Demonstrate how to ask a trusted adult for help or call 9-1-1.

_____	_____	_____
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K.4.S.16 Show how to answer the phone in a safe way.

Standard 5:

Decision Making

_____	_____	_____
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K.5.S.17 Identify situations in which to seek adult help or call 9-1-1.

_____	_____	_____
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K.5.S.18 Role-play what to do if a stranger at home, car or on the street approaches you.

Standard 6:

Goal Setting

No standard statement for this grade and content area.

Standard 7:

Practicing Health-Enhancing Behaviors

_____	_____	_____
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K.7.S.19 Follow rules for safe play and safety routines.

_____	_____	_____
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Show how to cross the street safely.

I R M

Recite full name, address, and telephone number.

Standard 8:

Health Promotion

K.8.S.20 Show how to tell a trusted adult when a weapon is found by self or friend.

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE ONE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Growth and Development

As a result of health instruction all students will demonstrate the ability to:

Essential Concepts

Standard 1:

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 1.1.G.1 Describe how living things grow and mature.
- 1.1.G.2 Identify anatomical names for major internal and external body parts.
- 1.1.G.3 Identify a variety of behaviors that promote healthy growth and development.
- 1.1.G.4 Describe how members of a family have various roles, responsibilities, and individual needs.

Standard 2:

_____	_____	_____
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Analyzing Influences

- 1.2.G.5 Explain why sleep and rest are important for proper growth and good health.

Standard 3:

_____	_____	_____
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Accessing Valid Information

- 1.3.G.6 Recognize parents, guardians, and/or other trusted adults as resources for information about growth and development.

Standard 4:

Interpersonal Communication

No standard statement for this grade and content area.

Standard 5:

Decision Making

No standard statement for this grade and content area.

Standard 6:

Goal Setting

No standard statement for this grade and content area.

Standard 7:

Practicing Health-Enhancing Behaviors

No standard statement for this grade and content area.

Standard 8:

Health Promotion

No standard statement for this grade and content area.

Injury Prevention and Safety

Standard 1:

_____	_____	_____
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Essential Concepts

- 1.1.S.1 Describe characteristics of safe and unsafe places.

I	R	M	
_____	_____	_____	1.1.S.2 Identify labels of products that give information about cautions and dangers.
_____	_____	_____	1.1.S.3 Discuss the meaning of basic safety-related signs, symbols, and warning labels.
_____	_____	_____	1.1.S.4 Identify safety hazards in the home, school, and community.
_____	_____	_____	1.1.S.5 Identify ways to reduce risk of injuries at home, school, and in the community.
_____	_____	_____	1.1.S.6 Explain the importance of telling an adult if someone is in danger or being bullied.
_____	_____	_____	1.1.S.7 Distinguish between appropriate and inappropriate touch.
_____	_____	_____	1.1.S.8 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.
_____	_____	_____	1.1.S.9 Define and explain the dangers of weapons and the importance of telling a trusted adult when one is seen or heard about.
_____	_____	_____	1.1.S.10 Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
_____	_____	_____	1.1.S.11 Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
_____	_____	_____	1.1.S.12 Define simple conflict resolution techniques.
_____	_____	_____	1.1.S.13 Identify refusal skills when in personal safety situations (e.g., clear “no” statement, walk or run away, change subject, delay).
Standard 2:			Analyzing Influences
_____	_____	_____	1.2.S.14 Describe internal and external influences that could lead to or prevent injury or violence.
Standard 3:			Accessing Valid Information
_____	_____	_____	1.3.S.15 List people who will help if feeling unsafe or threatened.
Standard 4:			Interpersonal Communication
_____	_____	_____	1.4.S.16 Describe how to report dangerous situations.
_____	_____	_____	1.4.S.17 Identify ways to report inappropriate touch.
Standard 5:			Decision Making
_____	_____	_____	1.5.S.18 Analyze steps to take in emergency or potentially dangerous situations.
_____	_____	_____	1.5.S.19 Identify the benefits of using nonviolent means to solve conflicts.
_____	_____	_____	1.5.S.20 Assess reasons for reporting weapons possession.
_____	_____	_____	1.5.S.21 Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.
Standard 6:			Goal Setting
			No standard statement for this grade and content area.

Standard 7:

I R M

Practicing Health-Enhancing Behaviors

- 1.7.S.22 Practice ways to stay safe at home, school, and community.
- 1.7.S.23 Practice emergency, fire, and safety plans at home and school.
- 1.7.S.24 Explain appropriate protective gear and equipment.

Standard 8:

Health Promotion

- 1.8.S.25 Encourage others to practice safe behaviors in the classroom and on the playground.

Standard 1:

Personal and Community Health

Essential Concepts

- 1.1.P.1 Explain the importance of effective dental and personal hygiene practices.
- 1.1.P.2 Identify the importance of sun safety.
- 1.1.P.3 Discuss the importance of preventing the transmission of “germs.”
- 1.1.P.4 Identify ways to prevent the transmission of communicable diseases.
- 1.1.P.5 Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, Influenza).
- 1.1.P.6 Explain the difference between communicable diseases and noncommunicable diseases.
- 1.1.P.7 Discuss how individual behavior affects the environment and community.
- 1.1.P.8 Identify materials that can be reduced, reused, or recycled.
- 1.1.P.9 Identify emergency situations (e.g., fire, abduction, flood, earthquake, injury).

Standard 2:

Analyzing Influences

- 1.2.P.10 Explain how family and friends influence positive health practices.

Standard 3:

Accessing Valid Information

- 1.3.P.11 Identify individuals in the school and community who promote health.
- 1.3.P.12 Explain why parents or guardians keep a health record for you.

Standard 4:

Interpersonal Communication

- 1.4.P.13 Demonstrate effective communication skills when asking for assistance with health-related problems.
- 1.4.P.14 Demonstrate effective communication skills in an emergency situation.

Standard 5:

Decision Making

- 1.5.P.15 Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.

Standard 6:

I R M

Goal Setting

1.6.P.16 Make a plan to practice dental and personal hygiene.

Standard 7:

Practicing Health-Enhancing Behaviors

1.7.P.17 Demonstrate proper tooth brushing and flossing techniques.

1.7.P.18 Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).

1.7.P.19 Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.

1.7.P.20 Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

Avoid sharing items (comb, drinking and eating utensils, and other personal items).

Standard 8:

Health Promotion

1.8.P.21 Educate family and peers to protect against skin damage from the sun.

1.8.P.22 Demonstrate the ability to support other students who have childhood chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE TWO**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Alcohol, Tobacco, and Other Drugs

As a result of health instruction students will demonstrate the ability to:

Standard 1:

Essential Concepts

- | | | | |
|-------|-------|-------|---|
| I | R | M | 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs). |
| _____ | _____ | _____ | 2.1.A.2 Explain why household products are harmful if ingested or inhaled. |
| _____ | _____ | _____ | 2.1.A.3 Identify that a drug is a chemical that changes how the body and brain work. |
| _____ | _____ | _____ | 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances. |
| _____ | _____ | _____ | 2.1.A.5 Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines. |
| _____ | _____ | _____ | 2.1.A.6 Identify rules for taking medicine at school and home. |
| _____ | _____ | _____ | 2.1.A.7 Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay). |
| _____ | _____ | _____ | Identify how to feel good without using medicines or drugs (alternative therapies). |

Standard 2:

Analyzing Influences

No standard statement for this grade and content area.

Standard 3:

Accessing Valid Information

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 2.3.A.8 Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines. |
|-------|-------|-------|--|

Standard 4:

Interpersonal Communication

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines. |
| _____ | _____ | _____ | 2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines. |

Standard 5:

Decision Making

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | 2.5.A.11 Evaluate why one person’s medicines may not be safe for another person. |
|-------|-------|-------|--|

Standard 6:

Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors
No standard statement for this grade and content area.

Standard 8: Health Promotion
No standard statement for this grade and content area.

**Standard 1: Nutrition and Physical Activity
Essential Concepts**

I	R	M	
_____	_____	_____	2.1.N.1 Classify various foods into appropriate food groups.
_____	_____	_____	2.1.N.2 Identify the number of servings of food from each food group that a child needs daily.
_____	_____	_____	2.1.N.3 Discuss the benefits of eating a nutritious breakfast every day.
_____	_____	_____	2.1.N.4 List the benefits of healthy eating, including beverages and snacks.
_____	_____	_____	2.1.N.5 Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
_____	_____	_____	2.1.N.6 Describe how to keep food safe from harmful germs.
_____	_____	_____	2.1.N.7 Identify a variety of healthy snacks.
_____	_____	_____	2.1.N.8 Identify and explore opportunities outside of school to participate regularly in physical activity.
_____	_____	_____	2.1.N.9 Explain how both physical activity and eating habits can affect a person's health.

Standard 2: Analyzing Influences
_____ _____ _____ 2.2.N.10 Discuss how family, friends, and media influence food choices.

Standard 3: Accessing Valid Information
_____ _____ _____ 2.3.N.11 Identify resources for reliable information about healthy foods.

Standard 4: Interpersonal Communication
_____ _____ _____ 2.4.N.12 Demonstrate how to ask family members for healthy food options.

Standard 5: Decision Making
_____ _____ _____ 2.5.N.13 Use a decision-making process to select healthy foods.
_____ _____ _____ 2.5.N.14 Compare and contrast healthy and less healthy food choices in a variety of settings.
_____ _____ _____ 2.5.N.15 Identify safe ways to increase physical activity.

Standard 6: Goal Setting
_____ _____ _____ 2.6.N.16 Set a short-term goal to choose healthy foods for snacks and meals.
_____ _____ _____ 2.6.N.17 Set a short-term goal to participate daily in vigorous physical activity.
_____ _____ _____ 2.6.N.17 Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

I	R	M	
_____	_____	_____	2.7.N.18 Examine the importance of eating a nutritious breakfast every day.
_____	_____	_____	2.7.N.19 Plan a nutritious meal.
_____	_____	_____	2.7.N.20 Select healthy beverages.
_____	_____	_____	2.7.N.21 Examine the criteria for choosing a nutritious snack.
_____	_____	_____	2.7.N.22 Practice participating in physical activities with friends and family.

Standard 8: Health Promotion

_____	_____	_____	2.8.N.23 Practice making healthy eating choices with friends and family.
_____	_____	_____	2.8.N.24 Explain to others what is enjoyable about physical activity.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

_____	_____	_____	2.1.M.1 Describe a variety of emotions.
_____	_____	_____	2.1.M.2 Explain what it means to be emotionally or mentally healthy.
_____	_____	_____	2.1.M.3 Explain the importance of talking with parents or trusted adults about feelings.
_____	_____	_____	2.1.M.4 Identify changes that occur within families.
_____	_____	_____	2.1.M.5 Identify characteristics of a responsible family member.
_____	_____	_____	2.1.M.6 Identify feelings and emotions associated with loss or grief.
_____	_____	_____	2.1.M.7 Discuss how to show respect for similarities and differences between and among individuals and groups.
_____	_____	_____	2.1.M.8 List healthy ways to express affection, love, friendship and concern.
_____	_____	_____	2.1.M.9 Identify positive and negative ways of dealing with stress.
_____	_____	_____	2.1.M.10 Describe how to work and play cooperatively.
_____	_____	_____	2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.
_____	_____	_____	2.1.M.12 Describe the characteristics of a trusted friend and adult.

Standard 2: Analyzing Influences

_____	_____	_____	2.1.M.13 Identify internal and external factors that influence mental, emotional, and social health.
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Standard 3: Accessing Valid Information

_____	_____	_____	2.3.M.14 Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.
_____	_____	_____	2.3.M.15 Identify people in the community who are caring, supportive, and trustworthy.
_____	_____	_____	Identify treatments for disease (rest, fluids, compresses, ice, heat, humidifier, home remedies, therapies, (radiation, and physical therapy).
_____	_____	_____	Identify health promotion products (thermometers, weight scales, eye glasses, hearing aids, medications).

Standard 4: Interpersonal Communication
 I R M 2.4.M.16 Identify and demonstrate ways to express needs and wants
 _____ appropriately.
 _____ 2.4.M.17 Demonstrate how to ask for help from trusted adults or friends.

Standard 5: Decision Making
 _____ 2.5.M.18 Use a decision-making process for solving problems with peers and
 _____ family.

Standard 6: Goal Setting
 _____ 2.6.M.19 Describe how to make a commitment to be a good friend.

Standard 7: Practicing Health-Enhancing Behaviors
 _____ 2.7.M.20 Manage emotions appropriately in a variety of situations.
 _____ 2.7.M.21 Show respect for individual differences.

Standard 8: Health Promotion
 _____ 2.8.M.22 Object appropriately to teasing of peers based on personal
 _____ characteristics.
 _____ 2.8.M.23 Support peers in school and community activities.
 _____ Understand the importance of honesty

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE THREE**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Growth and Development

As a result of health instruction all students will demonstrate the ability to:

Standard 1:

I R M

_____ _____ _____
 _____ _____ _____
 _____ _____ _____

Essential Concepts

- 3.1. G.1 Describe the cycle of birth, growth, aging, and death in living things.
- 3.1.G.2 Recognize that there are individual differences in growth and development.
- 3.1.G.3 Identify major internal and external body parts and their functions.

Standard 2:

_____ _____ _____

Analyzing Influences

- 3.2.G.4 Explain how individual behaviors, family, and school influence growth and development.

Standard 3:

_____ _____ _____

Accessing Valid Information

- 3.3.G.5 Identify parents, guardians, and/or trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.

Standard 4:

_____ _____ _____

Interpersonal Communication

- 3.4.G.6 Demonstrate how to communicate with parents, guardians, and/or trusted adults about growth and development.
- 3.4.G.7 Identify how to show respect for individual differences.

Standard 5:

_____ _____ _____

Decision Making

- 3.5.G.8 Examine why a variety of behaviors promote healthy growth and development.

Standard 6:

_____ _____ _____

Goal Setting

No standard statement for this grade and content area.

Standard 7:

_____ _____ _____

Practicing Health-Enhancing Behaviors

- 3.7.G.9 Determine behaviors that promote healthy growth and development.

Standard 8:

_____ _____ _____

Health Promotion

- 3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

Standard 1:	Mental, Emotional and Social Health Essential Concepts others, being
I	3.1.M.1 Describe examples of healthy social behaviors (e.g., helping
R	respectful of others, cooperation, consideration).
M	3.1.M.2 Describe the importance of assuming responsibility within the
_____	family and community.
_____	3.1.M.3 Explain the benefits of positive relationships with family and
_____	friends.
_____	3.1.M.4 Discuss the importance of setting and ways to set personal
_____	boundaries for privacy, safety, and expression of emotions.
Standard 2:	Analyzing Influences
_____	3.2.M.5 Describe internal and external factors that affect friendships and family
_____	relationships.
Standard 3:	Accessing Valid Information
_____	3.3.M.6 Access trusted adults at home, school, and in the community who can
_____	help with mental, emotional, and social health concerns.
Standard 4:	Interpersonal Communication
_____	3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively
_____	regarding personal boundaries.
Standard 5:	Decision Making
_____	3.5.M.8 Describe effective strategies to cope with changes within the family.
_____	3.5.M.9 Evaluate situations in which a trusted adult should be asked for help.
Standard 6:	Goal Setting
_____	3.6.M.10 Make a plan to help at home and show responsibility as a family
_____	member.
Standard 7:	Practicing Health-Enhancing Behaviors
_____	3.7.M.11 Evaluate effective strategies to cope with fear, stress, anger, loss,
_____	and grief in self and others.
Standard 8:	Health Promotion
_____	3.8.M.12 Promote a positive and respectful school environment.
_____	3.8.M.13 Object appropriately to teasing of peers and family based on
_____	personal characteristics.
_____	3.8.M.14 Demonstrate the ability to support and respect people with differences.
_____	Know that there are support people to help manage feelings.
_____	Know and apply ways to prevent or control feelings.
_____	Know how family and friends help manage feelings.

Standard 1:

**Personal and Community
Essential Concepts**

I R M

3.1.P.1 Examine the difference between communicable and noncommunicable diseases.
3.1.P.2 Describe how bacteria and viruses affect the body.
3.1.P.3 Identify positive health practices that reduce illness and disease.
3.1.P.4 Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).
3.1.P.5 Describe how a healthy environment is essential to personal and community health.
3.1.P.6 Discuss how reducing, recycling, and reusing products make for a healthier environment.

Standard 2:

Analyzing Influences

3.2.P.7 Identify how culture, family, friends, and media influence positive health practices.

Standard 3:

Accessing Valid Information

3.3.P.8 Recognize individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., asthma episode or seizure).
3.3.P.9 Describe how to access help when feeling threatened.

Standard 4:

Interpersonal Communication

3.4.P.10 Demonstrate refusal skills to avoid the spread of disease.

Standard 5:

Decision Making

3.5.P.11 Use a decision-making process to reduce risk of communicable disease or illness.

Standard 6:

Goal Setting

3.6.P.12 Set a short-term goal for positive health practices.

Standard 7:

Practicing Health-Enhancing Behaviors

3.7.P.13 Evaluate ways to prevent the transmission of communicable diseases.
3.7.P.14 Demonstrate ways to reduce, recycle and reuse at home, school, and in the community.

Standard 8:

Health Promotion

3.8.P.15 Support others in making positive health choices.
3.8.P.16 Encourage others to promote a healthy environment.

Name their doctor, dentist, etc. and know how each can be located.
Know about family changes (separation, divorce, death, addictions, and abuse).

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE FOUR**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Nutrition and Physical Activity

As a result of health instruction all students will demonstrate the ability to:

Essential Concepts

Standard 1:

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.1.N.1 Identify and define key nutrients and their functions.
- 4.1.N.2 Recall the recommended number of servings and serving sizes for different food groups.
- 4.1.N.3 Describe the relationship between food intake, physical activity, and good health.
- 4.1.N.4 Identify how to keep food safe through proper food preparation and storage.
- 4.1.N.5 Explain how food can contain germs that cause illness.
- 4.1.N.6 Explain the importance of drinking plenty of water, especially during vigorous physical activity.
- 4.1.N.7 Describe the benefits of moderate and vigorous physical activity.
- 4.1.N.8 Identify ways to increase and monitor physical activity.

Standard 2:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyzing Influences

- 4.2.N.9 Identify internal and external influences that affect food choices.
- 4.2.N.10 Analyze advertising and marketing techniques used for food and beverages.
- 4.2.N.11 Identify internal and external influences that affect physical activity.

Standard 3:

_____	_____	_____
_____	_____	_____

Accessing Valid Information

- 4.3.N.12 Identify resources for valid information about safe and healthy foods.
- 4.3.N.13 Use food labels to determine nutrient and sugar content.

Standard 4:

_____	_____	_____
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Interpersonal Communication

- 4.4.N.14 Demonstrate effective communication skills to ask for healthy food choices.

Standard 5:

_____	_____	_____
_____	_____	_____

Decision Making

- 4.5.N.15 Describe how to use a decision-making process to select nutritious foods and beverages.
- 4.5.N.16 Describe how to use a decision-making process to select healthy options for physical activity.

Standard 6:

Goal Setting

I	R	M
_____	_____	_____
_____	_____	_____

- 4.6.N.17 Make a plan to choose healthy foods and beverages.
- 4.6.N.18 Make a plan to choose physical activities at school and home.

Standard 7:

Practicing Health-Enhancing Behaviors

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.7.N.19 Practice how to take personal responsibility for eating healthful foods.
- 4.7.N.20 Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- 4.7.N.21 Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
- 4.7.N.22 Practice how to take personal responsibility for engaging in physical activity.
- Know what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).
- Be able to develop a plan to take charge of self-concept in a positive manner.

Standard 1:

**Injury Prevention and Safety
Essential Concepts**

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.1.S.1 Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.
- 4.1.S.2 Identify behaviors that may lead to conflict with others.
- 4.1.S.3 Describe the different types of bullying and harassment.
- 4.1.S.4 Examine the effects of bullying and harassment on others.
- 4.1.S.5 Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., flood, earthquake, and tsunami).
- 4.1.S.6 Identify disaster preparedness procedures at home, school, and community.
- 4.1.S.7 Describe ways to seek assistance if worried, abused, or threatened.
- 4.1.S.8 Explain the dangers of weapons at school, home, and in the community.
- 4.1.S.9 Explain the importance of safety at play, including wearing helmets, pads, mouth guards, water safety vests, and other safety equipment.
- 4.1.S.10 Define a gang and how it is different from a club, sports team, or clique.
- 4.1.S.11 Describe the dangers of gang activity.
- 4.1.S.12 Identify positive alternatives to gang activity.
- 4.1.S.13 Demonstrate the proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 4.1.S.14 Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
- 4.1.S.15 Explain what to do if someone is poisoned (e.g., by household cleaning or paint products) by calling 9-1-1, poison control center, or other local emergency number.
- 4.1.S.17 Identify ways to prevent vision and hearing damage.
- 4.1.S.19 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard 2:

Analyzing Influences

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.2.S.20 Analyze how emotions affect safety and violence-related behaviors.
- 4.2.S.21 Examine the influence of violence in media and technology on health behavior.
- 4.2.S.22 Explain that most young people do not use violence to deal with problems.

Standard 3:

Accessing Valid Information

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.3.S.23 Identify accurate sources of information about injury prevention and safety.
- 4.3.S.24 Demonstrate how to access and communicate effectively with emergency services.
- 4.3.S.25 Identify safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor).
- 4.3.S.26 Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 4.3.S.27 Demonstrate how to dial 9-1-1 or other emergency numbers and provide appropriate information.
- 4.3.S.28 Demonstrate the ability to read and follow labels of common household products about dangers and safe use, storage, and proper disposal.

Standard 4:

Interpersonal Communication

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.4.S.29 Demonstrate the ability to use refusal skills in risky situations.
- 4.4.S.30 Practice effective conflict resolution techniques with others.
- 4.4.S.31 Report bullying, harassment, and other dangerous situations.
- 4.4.S.32 Demonstrate refusal skills to avoid gang involvement.
- 4.4.S.33 Demonstrate what to say and do when witnessing bullying.

Standard 5:

Decision Making

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.5.S.34 Evaluate strategies to avoid potentially dangerous situations.
- 4.5.S.35 Examine the consequences of bullying and harassment.
- 4.5.S.36 Analyze the benefits of using nonviolent means to solve conflicts.
- 4.5.S.37 Evaluate how following family, school, and community rules can impact safety.

Standard 6:

Goal Setting

_____	_____	_____
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- 4.6.S.39 Make a personal commitment to stay away from people involved in gang activity.

Standard 7:

Practicing Health-Enhancing Behaviors

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 4.7.S.40 Demonstrate strategies to avoid bullying and other types of harassment.
- 4.7.S.41 Practice disaster preparedness procedures at home and school.
- 4.7.S.42 Use appropriate protective gear and equipment.
- 4.7.S.43 Follow safety rules and laws at home, school, and in the community.

I	R	M	
_____	_____	_____	4.7.S.44 Demonstrate strategies to get away in cases of inappropriate touching or attempted abduction.
_____	_____	_____	4.7.S.45 Demonstrate the ability to develop and execute a fire and earthquake escape plan.
Standard 8:			Health Promotion
_____	_____	_____	4.8.S.46 Encourage specific measures to improve home or school safety.
_____	_____	_____	4.8.S.47 Offer friendship and support to someone who was bullied.
_____	_____	_____	4.8.S.48 Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts).
Standard 1:			Alcohol, Tobacco, and Other Drugs
			Essential Concepts
_____	_____	_____	4.1.A.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants.
_____	_____	_____	4.1.A.2 Identify ways to cope with situations involving alcohol, tobacco, and other drugs.
_____	_____	_____	4.1.A.3 Explain the difference between medicines and illicit drugs.
_____	_____	_____	4.1.A.4 Identify family and school rules about alcohol, tobacco and drug use
_____	_____	_____	4.1.A.5 Explain why individual reactions to alcohol and drug use may vary.
Standard 2:			Analyzing Influences
_____	_____	_____	4.2.A.6 Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.
_____	_____	_____	4.2.A.7 Examine advertising strategies used for alcohol, tobacco, and other drugs.
Standard 3:			Accessing Valid Information
_____	_____	_____	4.3.A.8 Identify sources of valid information regarding alcohol, tobacco, and other drugs.
Standard 4:			Interpersonal Communication
_____	_____	_____	4.4.A.9 Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
_____	_____	_____	4.4.A.10 Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.
Standard 5:			Decision Making
_____	_____	_____	4.5.A.11 Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.
Standard 6:			Goal Setting
_____	_____	_____	4.6.A.12 Make a plan to choose healthy alternatives to tobacco and drug use.
Standard 7:			Practicing Health-Enhancing Behaviors

I	R	M	
_____	_____	_____	4.7.A.13 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends.
Standard 8:			Health Promotion
_____	_____	_____	4.8.A.14 Encourage others to be free of alcohol, tobacco, and other drugs.
_____	_____	_____	4.8. N.15 Support others in making positive food and physical activity choices.
_____	_____	_____	Know the stress families face in making decisions (purchases, schools, churches, friends).
_____	_____	_____	Understand that families must budget for family expenses and income.
_____	_____	_____	Know about personal changes (growth, change in friends, change in schools).
_____	_____	_____	Know strategies for resisting negative peer pressure.
_____	_____	_____	Know how family and friends influence our behavior and choices (personal health).
_____	_____	_____	Know the benefits and responsibilities of healthy friendships.

Standard 5:	Decision Making
I	5.5.N.18 Use a decision-making process to identify healthy foods for meals and snacks.
R	5.5.N.19 Use a decision-making process to determine activities that increase physical fitness.
M	5.5.N.20 Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6:	Goal Setting
_____	5.6.N.21 Monitor personal progress toward a nutritional goal.
_____	5.6.N.22 Monitor personal progress toward a physical activity goal.
Standard 7:	Practicing Health-Enhancing Behaviors
_____	5.7.N.23 Identify ways to choose healthy snacks based on current research-based guidelines.
_____	5.7.N.24 Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage.
_____	5.7.N.25 Demonstrate the ability to balance food intake and physical activity.
_____	5.7.N.26 Demonstrate the ability to assess personal physical activity levels.
Standard 8:	Health Promotion
_____	5.8.N.27 Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.
Standard 1:	Growth, Development, and Sexual Health Essential Concepts
_____	5.1.G.1 Describe the human cycle of reproduction, birth, growth, aging, and death.
_____	5.1.G.2 Explain the structure, function, and major parts of the human reproductive system.
_____	5.1.G.3 Identify the physical, social, and emotional changes that occur during puberty.
_____	5.1.G.4 Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
_____	5.1.G.5 Describe how HIV is and is not transmitted.
_____	5.1.G.6 Recognize that there are individual differences in growth and development, body image, and gender roles.
_____	5.1.G.7 Recognize that everybody has the right to establish personal boundaries.
_____	5.1.G.8 Recognize that friendship, attraction, and affection can be expressed in different ways.
_____	5.1.G.10 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2:

I R M

Analyzing Influences

5.2.G.11 Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness.

5.2.G.12 Describe how heredity influences growth and development.

5.2.G.13 Discuss how changes during puberty affect thoughts, emotions, and behaviors (including menstruation and personal hygiene changes, physical changes such as sexual maturation, changes in voice, acne, emotional and social changes such as growing sensitivity to peer influence, family tensions, mood swings, and cognitive and intellectual development).

Standard 3:

Accessing Valid Information

5.3.G.14 Recognize parents, guardians, and/or other trusted adults as resources for information about puberty.

5.3.G.15 Differentiate between reliable and unreliable sources of information about puberty.

Standard 4:

Interpersonal Communication

5.4.G.16 Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty.

5.4.G.17 Use healthy and respectful ways to express friendship, attraction, and affection.

5.4.G.18 Demonstrate refusal skills to protect personal boundaries.

Standard 5:

Decision Making

5.5.G.19 Examine the importance of identifying personal boundaries.

5.5.G.20 Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6:

Goal Setting

5.6.G.21 Identify steps in achieving and maintaining a healthy and accurate body image.

5.6.G.22 Develop plans to maintain personal hygiene during puberty.

Standard 7:

Practicing Health-Enhancing Behaviors

5.7.G.23 Engage in behaviors that promote healthy growth and development during puberty.

5.7.G.24 Describe ways people can protect themselves from infection with serious blood-borne communicable diseases.

Standard 8:

Health Promotion

No standard statement for this grade and content area.

Understand and be able to cope with the emotional effects of diseases.

Know factors which affect a person's lifestyle.

Know how family and friends influence lifestyle choices

Know the effects of disease on family and personal relationships

Standard 1:	Personal and Community Health
I R M	Essential Concepts
_____	5.1.P.1 Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, tooth brushing and tooth flossing).
_____	5.1.P.2 Explain how viruses and bacteria affect the immune system and impact health.
_____	5.1.P.3 Describe how environmental conditions affect personal health.
_____	5.1.P.4 Describe the personal hygiene needs associated with the onset of puberty.
_____	5.1.P.5 Define life threatening situations (e.g., heart attack, asthma attack, poisoning).
_____	5.1.P.6 Explain that all individuals have a responsibility to protect and preserve the environment.
Standard 2:	Analyzing Influences
_____	5.2.P.7 Identify internal and external influences that affect personal health practices.
Standard 3:	Accessing Valid Information
_____	5.3.P.8 Identify sources of valid information about personal health products and services.
_____	5.3.P.9 Identify individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., an asthma episode or seizure).
Standard 4:	Interpersonal Communication
_____	5.4.P.10 Practice effective communication skills to seek help for health-related problems or emergencies.
Standard 5:	Decision Making
_____	5.5.P.11 Use a decision-making process to determine personal choices that promote personal, environmental, and community health.
_____	5.5.P.12 Use a decision-making process to determine when medical assistance is needed.
Standard 6:	Goal Setting
_____	5.6.P.13 Set and monitor progress of a goal to help protect the environment.
_____	5.6.P.14 Monitor progress on a personal health goal.
Standard 7:	Practicing Health-Enhancing Behaviors
_____	5.7.P.15 Practice good personal and dental hygiene.
_____	5.7.P.16 Demonstrate personal responsibility for health habits.
_____	5.7.P.17 Practice strategies used to protect against the harmful effects of the sun.

Standard 8:

Health Promotion

I	R	M	
_____	_____	_____	5.8.P.18 Encourage others to minimize pollution in the environment.
_____	_____	_____	Know about job changes, parent job pressures, and parent work hours.
_____	_____	_____	Know about the changes which take place in family members as they grow
_____	_____	_____	Know ways to deal with the sadness one experiences after a death in the family (speaking with someone).
_____	_____	_____	Know common sources of stress for children and ways to manage stress.
_____	_____	_____	Be able to use first aid for minor injuries.
_____	_____	_____	Be able to use the social skills for participating in physical activities.
_____	_____	_____	Know how exercise affects heart rate, including determining own heart rate.
_____	_____	_____	Know how regular physical exercise affects cardiovascular fitness.
_____	_____	_____	Know how posture and injury prevention affect physical fitness.
_____	_____	_____	Know common health problems that should be detected and treated early.
_____	_____	_____	Know the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease).

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADE SIX**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.

Alcohol, Tobacco, and Other Drugs

As a result of health instruction, all students will demonstrate the ability to:

Standard 1:

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Essential Concepts

- 6.1.A.1 Explain short- and long-term effects, of alcohol, tobacco, inhalant and other drug use, including social, legal, economic implications.
- 6.1.A.2 Identify positive alternatives to alcohol, tobacco, and other drug use.
- 6.1.A.2 Differentiate between the use and misuse of prescription and non-prescription medicines.
- 6.1.A.4 Identify the benefits of a tobacco-free environment.
- 6.1.A.5 Explain the dangers of secondhand smoke.
- 6.1.A.6 Explain the stages of drug dependence and addiction and its effects on the adolescent brain.
- 6.1.A.7 Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

Standard 2:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Analyzing Influences

- 6.2.A.8 Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 6.2.A.9 Examine the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
- 6.2.A.10 Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
- 6.2.A.11 Explain how culture and media influence the use of alcohol and other drugs.

Standard 3:

_____	_____	_____
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Accessing Valid Information

- 6.3.A.12 Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Standard 4:

_____	_____	_____
_____	_____	_____

Interpersonal Communication

- 6.4.A.13 Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- 6.4.A.14 Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Standard 5:	Decision Making
I R M	
_____	6.5.A.15 Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
_____	6.5.A.16 Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
_____	6.5.A.17 Examine the legal, emotional, social, and health consequences of using alcohol and other drugs.
Standard 6:	Goal Setting
_____	6.6.A.18 Develop personal goals to remain drug free.
Standard 7:	Practicing Health-Enhancing Behaviors
_____	6.7.A.19 Practice positive alternatives to using alcohol, tobacco, and other drugs.
Standard 8:	Health Promotion
_____	6.8.A.20 Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.
	Mental, Emotional and Social Health
Standard 1:	Essential Concepts
_____	6.1.M.1 Describe the signs, causes, and health effects of stress, loss, and depression.
_____	6.1.M.2 Summarize feelings and emotions associated with loss and grief.
_____	6.1.M.3 Discuss how emotions change during adolescence.
_____	6.1.M.4 Examine the importance of being aware of one’s own emotions.
_____	6.1.M.5 Examine the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
_____	6.1.M.6 Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
_____	6.1.M.7 Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
_____	6.1.M.8 Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, verbal abuse).
_____	6.1.M.9 Discuss the harmful effects of violent behaviors.
Standard 2:	Analyzing Influences
_____	6.2.M.10 Analyze the external and internal influences on mental, emotional, and social health.
Standard 3:	Accessing Valid Information
_____	6.3.M.11 Identify sources of valid information and services for getting help for mental, emotional, and social health problems.
_____	6.3.M.12 Discuss the importance of getting help from a trusted adult when it is needed.

Standard 4:

I R M

Interpersonal Communication

- 6.4.M.13 Practice asking for help with mental, emotional, or social health problems from trusted adults.
- 6.4.M.14 Describe how prejudice, discrimination, and bias can lead to violence.
- 6.4.M.15 Demonstrate ways to communicate respect for diversity.
- 6.4.M.16 Demonstrate the ability to use steps of conflict resolution.

Standard 5:

Decision Making

- 6.5.M.17 Apply a decision-making process to enhance health.
- 6.5.M.18 Describe situations for which someone should seek help with stress, loss, and depression.
- 6.5.M.19 Compare and contrast being angry and angry behavior, and discuss their consequences.

Standard 6:

Goal Setting

- 6.6.M.20 Make a plan to prevent and manage stress.
- 6.6.M.21 Describe how personal goals can be affected if violence is used to solve problems.
- 6.6.M.22 Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Standard 7:

Practicing Health-Enhancing Behaviors

- 6.7.M.23 Carry out personal and social responsibilities appropriately.
- 6.7.M.24 Practice strategies to manage stress.
- 6.7.M.25 Practice appropriate ways to respect and include others who are different from oneself.
- 6.7.M.26 Demonstrate how to use self control when angry.

Standard 8:

Health Promotion

- 6.8.M.27 Encourage a school environment that is respectful of individual differences.
- 6.8.M.28 Object appropriately to teasing or bullying of peers based on personal characteristics and perceived sexual orientation.

Standard 1:

Injury Prevention and Safety

Essential Concepts

- 6.1.S.1 Explain methods to reduce conflict, harassment, and violence.
- 6.1.S.2 Describe basic first aid and emergency procedures, including for accidental loss of or injury to teeth.
- 6.1.S.3 Describe the risks of gang involvement.
- 6.1.S.4 Examine disaster preparedness plans for the home and school.
- 6.1.S.5 Examine the risks of weapon possession at home, school, and community.

I	R	M	6.1.S.6 Examine safety procedures when using public transportation and traveling in vehicles.
_____	_____	_____	6.1.S.7 Discuss safety hazards related to using the Internet.
_____	_____	_____	6.1.S.8 Describe hazards related to sun, water, and ice.
_____	_____	_____	6.1.S.9 Describe how the presence of weapons increases the risk of serious violent injuries.

Standard 2: Analyzing Influences

_____	_____	_____	6.2.S.10 Analyze the role of self and others in causing or preventing injuries.
_____	_____	_____	6.2.S.11 Examine influences on safety and violence-related behaviors.
_____	_____	_____	6.2.S.12 Analyze personal behaviors that may lead to injuries or cause harm.

Standard 3: Accessing Valid Information

_____	_____	_____	6.3.S.13 Identify rules and laws intended to prevent injuries.
_____	_____	_____	6.3.S.14 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 4: Interpersonal Communication

_____	_____	_____	6.4.S.15 Practice effective communication skills to prevent and avoid risky situations.
_____	_____	_____	6.4.S.16 Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
_____	_____	_____	6.4.S.17 Demonstrate strategies to escape when weapons or other dangerous objects are present.
_____	_____	_____	6.4.S.18 Practice communication and refusal skills to avoid gang involvement.

Standard 5: Decision Making

_____	_____	_____	6.5.S.19 Use a decision-making process to determine a safe course of action in risky situations.
_____	_____	_____	6.5.S.20 Use a decision-making process to determine appropriate strategies to respond to bullying and harassment.

Standard 6: Goal Setting

_____	_____	_____	6.6.S.21 Develop a personal plan to remain safe and injury free.
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Standard 7: Practicing Health-Enhancing Behaviors

_____	_____	_____	6.7.S.22 Practice ways to solve conflicts nonviolently.
_____	_____	_____	6.7.S.23 Practice safe use of technology.
_____	_____	_____	6.7.S.24 Practice positive alternatives to gang involvement.
_____	_____	_____	6.7.S.25 Practice basic first aid and emergency procedures.

Standard 8:

Health Promotion

I	R	M
_____	_____	_____
_____	_____	_____
_____	_____	_____

- 6.8.S.26 Support injury prevention at school, home, and in the community.
- 6.8.S.27 Promote a bully-free school and community environment.
- 6.8.S.28 Encourage others to practice safe behaviors, including the proper use of safety belts when riding in a car, wearing helmets when riding a bicycle, wearing mouth guards when participating in sport activities.

**HEALTH AND FAMILY LIFE EXPECTATIONS
DIOCESE OF FRESNO
GRADES SEVEN AND EIGHTH**

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- _____ B. Understand that we are created in the image and likeness of God.
- _____ C. Appreciate the uniqueness of each person.
- _____ D. Respect the person and body of everyone.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

NUTRITION AND PHYSICAL ACTIVITY

Standard 1:

Essential Concepts:

I	R	M	
_____	_____	_____	1.1.N Identify the six nutrients necessary to basic health and the proper amounts for daily consumption.
_____	_____	_____	Identify the elements of a healthy exercise program (body size, bone structure, physical development, etc.)
_____	_____	_____	Identify accurate sources of health information (heart, cancer, lung, diabetes, etc.)
_____	_____	_____	Know healthy places for physical and social activity.
_____	_____	_____	1.1.N Understand the short and long-term impact of nutritional choices on health.
_____	_____	_____	1.3.N Examine the health risks caused by food contaminants.
_____	_____	_____	1.4.N Know how to keep food safe through proper food purchasing, preparation, and storage practices.
_____	_____	_____	1.5.N Differentiate between diets that are health promoting and diets linked to disease.
_____	_____	_____	1.6.N Analyze the caloric and nutritional value of foods and beverages.
_____	_____	_____	1.7.N Understand the benefits of eating a variety of foods high in iron, calcium, and fiber.
_____	_____	_____	1.8.N Know ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.
_____	_____	_____	1.9.N Analyze the harmful effects of engaging in fad diet practices to lose or gain weight.
_____	_____	_____	1.10.N Understand the impact of nutrition on chronic disease.
_____	_____	_____	1.11.N Understand the cognitive and physical benefits of eating breakfast daily.
_____	_____	_____	Assess how lifestyle affects one’s health.
_____	_____	_____	1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.

I	R	M	
_____	_____	_____	1.13.N Know how to use a Body Mass Index (BMI) score as a tool for measuring general health.
_____	_____	_____	1.14.N Identify ways to increase daily activity.
_____	_____	_____	1.15.N Understand that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment.
Standard 2:			Analyzing Influences:
_____	_____	_____	2.1.N Understand the influence of culture and media on body image.
_____	_____	_____	2.2.N Evaluate internal and external influences on food choices.
_____	_____	_____	2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
_____	_____	_____	2.4.N Analyze the influence of technology and media on physical activity.
Standard 3:			Accessing Valid Information:
_____	_____	_____	3.1.N Distinguish between valid and invalid sources of nutrition information (media advertising, labels, nutritional value).
_____	_____	_____	3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.
_____	_____	_____	3.3.N Know where to find nutrition information about foods offered in restaurants.
_____	_____	_____	3.4.N Identify places where youths and families can be physically active.
_____	_____	_____	3.5.N Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity.
Standard 4:			Interpersonal Communication
_____	_____	_____	4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
_____	_____	_____	4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.
Standard 5:			Decision Making
_____	_____	_____	5.1.N Use a decision making process to evaluate daily food intake for nutritional requirements.
_____	_____	_____	5.2.N Identify recreational activities that increase physical activity.
_____	_____	_____	5.3.N Contrast healthy and risky approaches to weight management.
_____	_____	_____	5.4.N Analyze the physical, mental, and social benefits of physical activity.
Standard 6:			Goal Setting:
_____	_____	_____	6.1.N Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines.
_____	_____	_____	6.2.N Set a goal to increase daily physical activity.

Standard 7: Practicing Health-Enhancing Behaviors:

I	R	M	
_____	_____	_____	7.1.N Make healthy food choices in a variety of settings.
_____	_____	_____	7.2.N Explain proper food handling safety when preparing meals and snacks.
_____	_____	_____	7.3.N Assess personal physical activity levels.
_____	_____	_____	7.4.N Examine ways to be physically active throughout a lifetime.

Standard 8: Health Promotion:

_____	_____	_____	8.1.N Encourage nutrient-dense food choices in school.
_____	_____	_____	8.2.N Support increased opportunities for physical activity at school and in the community.
_____	_____	_____	8.3.N Encourage peers to eat healthy foods and to be physically active.

Growth and Development:

Standard 1: Essential Concepts

_____	_____	_____	Develop a personal moral code based on Catholic teaching.
_____	_____	_____	Understand the stages of physical and mental growth and development.
_____	_____	_____	Understand the aspects of mature love (spiritual, physical, emotional).
_____	_____	_____	Know the similarities and differences in genders.
_____	_____	_____	Identify major body systems (muscular, circulatory, skeletal, respiratory, endocrine, reproductive, and excretory).
_____	_____	_____	Describe how to assess one's own health and bodily needs.
_____	_____	_____	Understand contraception, natural planning, pre-natal development and birth. (Ref. 1.4.G)
_____	_____	_____	Distinguish skills necessary for parenthood.
_____	_____	_____	Explain and understand the value of living chastely and the difference between chaste living and abstinence.
_____	_____	_____	Understand the stages of growth and aging (childhood, adolescence, aging).
_____	_____	_____	1.1.G Explain physical, spiritual, social, and emotional changes associated with adolescence.
_____	_____	_____	1.2.G Summarize the human reproductive cycle.
_____	_____	_____	1.3.G Explain the importance of abstinence.
_____	_____	_____	1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STD's.
_____	_____	_____	1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.
_____	_____	_____	1.9.G Explain why individuals have the right to refuse sexual activity.
_____	_____	_____	1.10.G Explain the emotional, psychological, and physical consequences of rape and sexual assault.
_____	_____	_____	1.11.G Understand the importance of reporting rape and sexual assault to authorities and trusted adults.

Standard 2:

I R M

Analyzing Influences:

- 2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
- 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.
- 2.3.G Analyze the influence of alcohol and other drugs on sexual behavior.
- 2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STD's.
- 2.5.G Recognize that there are individual, family, and cultural differences in relationships.
- 2.6.G Explain how sexual exploitation can occur through the Internet.

Standard 3:

Accessing Valid Information:

- 3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding sexual health.
- Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to health. (Ref. 4.1.G)

Standard 4:

Interpersonal Communication:

- 4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
- 4.4.G Analyze the benefits of respecting individual differences in growth, and development, physical appearance. (Ref. 4.4.G)
- 4.5.G Understand how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

Standard 5:

Decision Making:

- 5.2.G Use a decision-making process to examine the characteristics of healthy relationships.
- Use a decision-making process to evaluate individual differences in growth and development, and physical appearance. (Ref. 5.3.G)
- 5.4.G Analyze the responsibilities and privileges of becoming a young adult.
- 5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
- 5.6.G Explain the immediate physical, social, and emotional risks and consequences with sexual activity.

Standard 6:

Goal Setting:

Understand how even one indiscretion can affect a person for life. (Ref. 6.2.G)

Standard 7:

Practicing Health-Enhancing Behaviors:

I R M

Develop strategies for refusing bullying and/or unwanted threatening advances. (Ref. 7.1.G)

Demonstrate the ability to anticipate and minimize exposure to situations that poses a risk to personal safety. (Ref. 7.2.G)

Standard 8:

Health Promotion:

8.1.G Support and encourage safe, respectful, and responsible relationships.

Respect the dignity of persons living with HIV or AIDS. (Ref. 8.2.G)

Injury Prevention and Safety:

Standard 1:

Essential Concepts:

Understand how inappropriate language can contribute to social and family conflict.

Identify the criteria for a family emergency plan.

1.1.S Describe the differences between physical, verbal, and sexual violence.

1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

1.3.S Discuss how the presence of weapons increases the risk of serious violent injuries.

1.4.S Discuss the importance of reporting weapon possession.

1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.

1.6.S Identify trusted adults, to whom school or community violence should be reported.

1.7.S Identify possible legal consequences of sexual harassment and violence.

1.8.S Understand types of sexual harassment and ways to report them.

1.9.S Identify the behavioral and environmental factors associated with major causes of death in the United States.

1.10.S Identify basic safety guidelines for emergencies and natural disorders.

1.11.S Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat, stroke, and hypothermia.

1.12.S Understand the safety hazards associated with Internet usage. Understand precautions necessary to avoid fires and reduce the risk of fire-related injuries. (Ref. 1.13.S)

1.14.S Identify ways to reduce the risk of injuries in and around fire.

1.15.S Describe ways to reduce the risk of injuries (including verbal injuries) that can occur during sports and recreational activities.

Standard 2:

I R M

Analyzing Influences:

- 2.1.S Analyze how the media portray fire and explosives.
- 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Standard 3:

Accessing Valid Information:

- 3.1.S Identify sources of information regarding injury and violence prevention.
- Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying (i.e. parents, school authorities, CPS) [Ref. 3.2.S].

Standard 4:

Interpersonal Communications:

- 4.1.S Report situations that could lead to injury or harm to trusted adults.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Identify characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.
- 4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

Standard 5:

Decision Making:

- 5.1.S Use a decision-making process to examine risky social situations.
- apply a decision-making process to avoid potentially dangerous situations such as gang activities or other social situations. (Ref. 5.2.S)
- Develop a decision making process to avoid potentially dangerous situations, such as gang activities, and other social situations. (5.2.S)
- 5.3.S Use a decision-making process to analyze the consequences of gang involvement.
- 5.4.S Discuss why some students are bullies.
- 5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault, and intimidation including harassment.

Standard 6:

Goal Setting:

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal safety plan.

Standard 7: Practicing Health-Enhancing Behaviors:

I R M

- 7.1.S Practice first aid and emergency procedures.
- 7.2.S Practice ways to resolve conflicts non-violently (verbally).

Standard 8: Health Promotion:

- 8.1.S Support changes to promote safety in the home, at school, and in the community.
- 8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.
- 8.3.S Demonstrate the ability to influence others' safety behaviors (e.g. wearing bicycle helmets and seat belts).

Alcohol, Tobacco, and Other Drugs:

Standard 1: Essential Concepts:

- Read warning labels on all retail products.
- Describe conditions that may put individuals at risk for use of alcohol, tobacco, and other drugs.
 - 1.1.A Describe the harmful short- and long-term effects of alcohol, Tobacco, and other drugs, including steroids, performances-enhancing drugs and inhalants.
 - 1.2.A Describe the relationship between using alcohol, tobacco, and other drugs to cope with problems.
 - 1.3.A Understand the dangers of drug dependence and addiction.
 - 1.5.A Analyze the harmful affects of using diet pills without physician supervision.
 - 1.6.A Understand the short- and long-term consequences of using alcohol and other drugs to cope with problems.
 - 1.7.A Describe why most youths do not use alcohol, tobacco, or other drugs.
 - 1.8.A Understand school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.

Standard 2: Analyzing Influences:

- 2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
- 2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
- 2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information:

- 3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

Standard 4:	Interpersonal Communication:
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M	
_____	4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.
Standard 5:	Decision Making:
_____	5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs.
Standard 6:	Goal Setting:
_____	6.1.A Develop short- and long- term goals to remain drug free.
Standard 7:	Practicing Health-Enhancing Behaviors:
_____	Use a variety of effective coping strategies to avoid situations where alcohol, tobacco, or other drugs are being used in a group. (Ref. 7.1.A)
_____	7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.
Standard 8:	Health Promotion:
_____	8.1.A Participate in school and community efforts to promote a drug-free lifestyle.
Mental, Emotional, and Social Health:	
Standard 1:	Essential Concepts:
_____	Discuss the various ways the peer relationships affect health.
_____	Distinguish how and when, as an adolescent, that one needs to be independent and dependent with parents.
_____	Develop negotiation and mediation skills.
_____	Describe strategies to improve and/or maintain family health.
_____	Discuss ways to avoid stress from divorce, financial changes, etc.
_____	Discuss the forms of prejudice.
_____	Understand how the behavior of one family member affects the other members of the family.
_____	Analyze strategies that can be used to deal with stress, disappointment, and/or depression.
_____	Seek help from trusted adults for oneself or a friend if subjected to prejudice.
_____	1.1.M Explain positive social behaviors (e.g. helping others, being respectful to others, cooperating, being considerate.)
_____	1.2.M Identify a variety of nonviolent way to respond when angry/upset.
_____	1.3.M Identify qualities that contribute to a positive self-image.
_____	1.4.M Describe how emotions change during adolescence.
_____	1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

I	R	M	
_____	_____	_____	1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.
_____	_____	_____	1.7.M Describe the benefits of having positive relationships with trusted adults.
_____	_____	_____	1.8.M Analyze the harmful affects of using diet pills without physician supervision.
_____	_____	_____	1.9.M Identify the signs of various eating disorders.
_____	_____	_____	1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.
_____	_____	_____	1.11.M Identify common mental health conditions and why seeking professional help for these conditions is important.
Standard 2:			Analyzing Influences:
_____	_____	_____	2.1.M Analyze internal and external influences on mental, emotional, and social health.
_____	_____	_____	2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
_____	_____	_____	2.3.M Analyze the influences of culture on family values and practices.
Standard 3:			Accessing Valid Information:
_____	_____	_____	3.1.M Access accurate sources of information and services about mental, emotional, and social health.
_____	_____	_____	3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations.
_____	_____	_____	3.3.M Identify trusted adults to whom one can report if people are in danger of hurting themselves or others.
_____	_____	_____	3.4.M Identify trust adults to whom one can report if people are in danger of hurting themselves or others.
Standard 4:			Interpersonal Communication:
_____	_____	_____	4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
Standard 5:			Decision Making:
_____	_____	_____	5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
_____	_____	_____	5.2.M Monitor personal stressors and assess techniques for managing them.
_____	_____	_____	5.3.M Describe healthy ways to express caring, friendship, affection, and love.
_____	_____	_____	5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image or depression.
_____	_____	_____	5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 6:

I R M
____ ____ ____

Goal Setting:

6.1.M Develop achievable goals for handling stressors in healthy ways.

Standard 7:

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Practicing Health-Enhancing Behaviors:

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds.
- 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- 7.4.M Practice personal boundaries in a variety of situations.
- 7.5.M Demonstrate skills to avoid or escape from potentially violent situations.

Standard 8:

____ ____ ____
____ ____ ____

Health Promotion:

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or harassment.

Personal and Community Health:

Standard 1:

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Essential Concepts:

- Discuss cultural, environmental, and economic factors that influence health.
- Identify misconceptions about health.
- Discuss conservation of the environment.
- 1.1.P Describe the importance of health-management strategies (e.g. those involving adequate sleep, ergonomics, sun safety, hearing protections, and self-examination).
- 1.2.P Identify the importance of age appropriate medical services.
- 1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.
- 1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.
- 1.6.P Identify effective brushing and flossing techniques for oral care.
- 1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
- 1.8.P Identify ways to prevent vision or hearing damage.
- 1.9.P Identify ways that environmental factors, including air quality, affect our health.
- 1.10.P Identify human activities that contribute to environmental challenges (e.g. air, water, and noise pollution).
- 1.11.P Describe global influences on personal and community health.
- 1.12.P Identify ways to reduce exposure to the sun.
- Analyze a variety of influences that affect personal health practices (e.g. food, lack of exercise, poor physical hygiene, lack of grooming). [Ref. 2.1.P)

Standard 2:

I R M

Analyzing Influence:

- 2.2.P Analyze how environmental pollutants, including noise pollution, affect health.
- 2.3.P Analyze the relationship between the health of a community and the global environment.
- 2.4.P Analyze the influences of culture, media, and technology on health decisions.
- 2.5.P Analyze the social influences that encourage or discourage sun-safety practices.

Standard 3:

Accessing Valid Information:

- 3.1.P Demonstrate the ability to access information about personal health products (e.g. deodorant, shampoo, sunscreen, and dental care products) and evaluate the information’s validity.
- 3.2.P Access valid information about preventing common communicable diseases.
- 3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
- 3.4.P Demonstrate how to access school and community health services.

Standard 4:

Interpersonal Communication:

- 4.1.P Practice how to make a health-related consumer complaint.
- 4.2.P Use assertive communication skills to avoid situations that increase risk of communicable diseases or illness.

Standard 5:

Decision Making:

- 5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.
- 5.2.P Apply a decision-making process when selecting health care products.
- 5.2.P Analyze the characteristics of informed health choices.

Standard 6:

Goal Setting:

- 6.1.P Establish goals for improving personal and community health
- 6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.
- 6.3.P Create a plan to incorporate adequate rest and sleep into daily routines.

Standard 7:

Practicing Health-Enhancing Behaviors:

- 7.1.P Practice and take responsibility for personal and dental hygiene practices.
- 7.2.P Describe situations where Standard (Universal) Precautions are appropriate.

Standard 8:

I R M

Health Promotion:

Promote the importance of regular screenings and medical examinations.
Demonstrate the ability to be a positive peer role model in the school and community.
Demonstrate ways to accept responsibility for conserving natural resources.