Archdiocese of Portland in Oregon

Health Education

Curriculum Guidelines

Department of Catholic Schools

(2002)
The Department of Catholic School in the Archdiocese of Portland extends very special thanks to the members of the Archdiocesan Health Curriculum Committee who contributed their professional expertise and invested many hours of valuable time bringing this curriculum framework into reality. We also express deep gratitude to the principals for the sacrifices they made in order to release their teachers to do this very important work. We pray that our gratitude to all involved may be realized by the implementation of this framework.

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National Health Education Standards

1. Comprehend concepts related to health promotion and disease prevention.

2. Demonstrate the ability to access valid health information and health-promoting products and services.

3. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

4. Analyze the influence of culture, media, technology and other factors on health.

5. Demonstrate the ability to use interpersonal communication skills to enhance health.

6. Demonstrate the ability to use goal-setting and decision-making skills to enhance health.

7. Demonstrate the ability to advocate for personal, family and community health.

Oregon Common Curriculum Goals for Health Education

Please Note: School districts may establish their own content standards and benchmarks in health. Resources to help schools set content standards in health and upgrade curriculum are available from the Oregon Alliance for Health, Physical Education, Recreation and Dance and the Oregon School Health Education Coalition

Health education develops understanding of health promotion and disease prevention and offers opportunities for students to develop skills to reduce health risks and maintain and enhance healthy lifestyles.

Healthy and Fit Body: Understand and integrate concepts of physical, mental and emotional health.
- Understand and analyze the relationships among nutrition, physical activity, psychological factors (such as stress) and personal hygiene and their effects of personal health and well-being.
- Understand the influence, interdependence and impact of different body systems on health.

Controllable Health Risks: Apply prevention and risk reduction concepts to health-related problems.
- Understand and apply prevention and risk reduction strategies for health-related interventions.
- Understand principles and concepts related to infectious and communicable diseases.
- Predict short- and long-term consequences of safe, risky and harmful behaviors.

Archdiocesan Health Education Content Strands

The Health Education curriculum of the Archdiocese is grounded in Catholic philosophy and values. The curriculum meets the National Health Standards and incorporates as appropriate the Common Goals for Health Education established by the State of Oregon. In addition, three (3) health related programs, published by the Committee for Children, are integrated into the Archdiocesan Health Education program. They are:

1. Second Step (an anger management program designed for students PreK-Grade 8)
2. Talking About Touching (a personal safety program designed for students PreK-Grade 3)
3. Steps to Respect (a bullying prevention program designed for students Grades 3-6)

The following eleven strands provide the framework around which the Archdiocesan Health curriculum is developed.

Strand 1: Personal Health
Strand 2: Growth and Development
Strand 3: Emotional and Intellectual Health
Strand 4: Family and Social Health
Strand 5: Nutrition
Strand 6: Physical Activity and Fitness
Strand 7: Disease Prevention and Control
Strand 8: Alcohol, Tobacco and Drugs
Strand 9: Safety, Injury and Violence Prevention
Strand 10: Consumer Health
Strand 11: Community and Environmental Health
Oregon Common Curriculum Goals for Health Education (continued)

Safe and Healthy Environment: Explain safe physical, social and emotional environments for individual, families, schools and communities.

- Understand and apply strategies to improve and maintain individual, family, school and community health.

- Apply injury prevention, first aid and emergency care skills.

- Understand the potential influences of environmental factors on personal and public health.

- Demonstrate violence prevention and conflict resolution skills.

Informed Consumer: Analyze health information, products and services while considering media, technological and cultural influences.

- Analyze influences of culture, technology and the media on health-related products and services.

- Evaluate the validity and reliability of health-related information, products and services as a consumer or potential consumer.

Healthy Relationships: Understand and apply interpersonal communication skills to enhance health.

- Understand and apply concepts of effective communication with peers and adults.

- Demonstrate refusal and negotiation skills

- Demonstrate healthy ways to express needs, wants, feelings and respect for self and others.
Health Education Curriculum Framework
Grade Level Learning Expectations
Grade 1

Content Strand 1: PERSONAL HEALTH

Students will:
- Demonstrate three major parts of health: healthy body, healthy mind, getting along with others
- Recognize role of hygiene in personal health
- Explain how staying clean helps fight germs and list 5 ways to stay clean
- Identify benefits of getting adequate rest and sleep
- Describe effects of getting too little sleep
- Recognize the importance of a regular bedtime
- Identify importance of primary teeth and the need to care for them
- Identify teeth used for biting and teeth used for chewing
- Identify behaviors that are unsafe and damaging to teeth
- Identify importance of regular brushing and flossing to healthy gums and teeth
- Identify what a dental hygienist does
- Distinguish purpose of flossing and brushing
- Explain how to make good choices about caring for teeth
- Identify senses associated with eyes, ears, and skin
- List ways to protect the skin from sunburn
- Recognize the significance of sight, hearing and touch to personal health and safety
- Identify the benefits of good posture and demonstrate good posture when standing, walking, and sitting
- Demonstrate the benefits of good posture
- Explain the skeletal system and the need to take care of it
- Identify the body systems and their part in helping to keep one healthy

Content Strand 2: GROWTH AND DEVELOPMENT

Students will:
- Locate the major internal organs (heart, lungs, stomach, brain) and bones and muscles
- Tell what each major internal organ does and what bones and muscles do
- Locate and label internal parts of the body
- Name five sense organs and list what is sensed by each
- Label five sense organs on a diagram
- Identify hidden objects using the senses
- Name ways to tell that the body has grown
- Draw self-portrait that illustrates growing/changing
- Name ways that body parts change as the body grows
- Identify the stages of the life cycle
### Content Strand 3: EMOTIONAL AND INTELLECTUAL HEALTH

**Integrate the appropriate lessons from the curriculum program:**

**Second Step: Violence Prevention, Grade 1**

**Students will:**

- Name ways in which God has made them special
- Identify feelings they experience
- Name people with whom feelings can be shared
- Identify times when showing feelings is appropriate
- Recognize that feelings may be expressed without words
- Demonstrate healthful ways to express feelings through role playing
- Recognize that all people have feelings
- Recognize the importance of listening, sharing, helping,
- Identify ways to feel better when one is angry or sad
- Recognize that all people feel angry at times
- Discuss the need to show respect to people different from oneself
- Recognize the importance of respect in getting along with others
- Demonstrate saying “no” to a friend who suggests inappropriate or dangerous behavior
- Identify ways to show respect in speech, touch, and actions
- Identify qualities that people might like about themselves
- Describe healthful ways of dealing with making mistakes
- Identify qualities that they like most about themselves
- Discuss the five senses and the important part each sense plays in helping one grow emotionally and intellectually
- Identify stress and the things that cause it
- Name some ways to manage stress (talking, resting, laughing, exercising, eating well, deep breathing)
- Describe a stressful situation and the management skills to deal with it
- Demonstrate through role playing appropriate ways to manage stress
- Identify skills for resolving conflicts with others

### Content Strand 4: FAMILY AND SOCIAL HEALTH

**The Family Life Component, “Education for Chastity” is taught in the Religion curriculum**

**Integrate the appropriate lessons from the curriculum program:**

**Second Step: Violence Prevention, Grade 1**

**Students will:**

- Describe how members of a healthy family interact and help one another
- Identify characteristics of a healthy family
- Name things families can do together that contribute to family bondedness
- Tell why household rules are important
- Describe how family members contribute to the home and thereby reduce stress
- Discuss the need and importance of showing love and kindness in your family
Content Strand 4: FAMILY AND SOCIAL HEALTH (continued)

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Grade 1

Students will:
- Tell how friends help each other
- Discuss how family members must help one another
- Discuss ways you can help at home and in the community
- Discuss the importance of following family rules and customs
- Describe the skills for solving conflict in the family

Content Strand 5: NUTRITION

Students will:
- List reasons why the body needs food: to grow, to stay well, to be strong, and to have energy
- Name parts of the body that are used to eat and digest food
- Trace the path of food from mouth to stomach on a diagram
- Name foods in the five basic food groups and foods in the “other foods” category
- Tell why all five basic food groups are needed for good health
- Choose and record a favorite healthful food from each of the five groups
- Explain how the senses are involved in making food choices
- Define the term balanced meals
- Plan a balanced breakfast
- Recognize the importance of eating breakfast to start the day
- Identify the benefits that healthful snacks provide for the body
- Identify healthful snack foods
- Make decisions about healthful and unhealthful snacks
- Discuss the purpose of television food advertisements

Content Strand 6: PHYSICAL ACTIVITY AND FITNESS

Students will:
- Explain how muscles and bones help people move and maintain good posture
- Recognize that physical activity benefits muscles as well as the heart and lungs
- Identify the effect of physical activity on the body
- Name exercises that strengthen the muscles and aerobic exercises that strengthen the heart and lungs
- Tell why it is important to warm up before and cool down after exercises
- Illustrate the three parts of an exercise routine
### Content Strand 7: DISEASE PREVENTION AND CONTROL

**Students will:**
- Describe what germs are
- Identify some common illnesses caused by germs
- Identify ways in which germs enter the body
- Identify how preventing the spread of germs and keeping the body healthy help to prevent illness
- Demonstrate behaviors that help to prevent illness
- Identify behaviors that help one to recover from a cold
- Identify what vaccines are and what they do for a person
- Distinguish the purpose of vaccines from the other shots designed to aid in quick recovery from an illness
- Describe how to obtain help when ill
- Explain what an allergy is and identify its symptoms

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<tr>
<th>Content Strand 8: ALCOHOL, TOBACCO, AND DRUGS</th>
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<td><strong>Integrate the appropriate lessons from the curriculum program:</strong></td>
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<tr>
<td><em>Second Step: Violence Prevention, Grade 1</em></td>
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**Students will:**
- Identify reasons for taking medicines
- Identify safe places to store medicines
- Identify who can give medicine safely
- Identify harmful drugs in cigarettes
- Demonstrate how to refuse tobacco
- Identify effects of passive smoke
- Define caffeine
- Explain the harmful effects of caffeine
- Define alcohol
- Identify drinks that contain alcohol
- Distinguish between alcoholic and nonalcoholic drinks
- Identify harmful effects of alcohol
- Demonstrate how to refuse alcohol

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<tr>
<th>Content Strand 9: SAFETY AND INJURY AND VIOLENCE PREVENTION</th>
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**Students will:**
- Identify unsafe household substances
- Demonstrate safe behaviors around unsafe household substances
- Identify common household hazardous substances
- Identify pedestrian and traffic safety rules
- Identify safety signs and signals
- Demonstrate how to behave in and around a car
- Identify the importance of wearing seat belts
Content Strand 9: SAFETY AND INJURY AND VIOLENCE PREVENTION (continued)
Integrate the appropriate lessons from the curriculum program:

Talking About Touching: Personal Safety, Grade 1

Students will:
- List safety rules to follow in an emergency fire drill
- Identify common fire hazards at home and at school
- Illustrate how to avoid fire hazards
- Describe safe behavior when home alone
- Describe gun safety – never play with guns
- Demonstrate appropriate home-alone behavior
- Identify examples of good touch and bad touch
- List behaviors that will discourage inappropriate behaviors from others
- Explain techniques for avoiding danger when dealing with strangers
- Demonstrate how to say “no” to inappropriate touch and to seek help
- Identify whom to ask for help in an emergency
- Demonstrate how to ask for help
- Discuss the importance of following the rules for using playground equipment, riding in a car, riding bikes, and skating

- Discuss the need for keeping safe around animals
- Discuss appropriate ways of treating animal bites

Content Strand 10: CONSUMER HEALTH

Students will:
- Identify products associated with keeping the body neat and clean
- Discuss products used to keep teeth healthy
- Recognize the importance of regular dental and medical checkups
- Identify ways to protect the eyes, ears, and skin
- Identify products families use to help with chores
- Discuss importance of after-school activities
- Identify ways to shop wisely for healthful foods
- Identify ways to be safe with medicines
- Recognize the importance of safety with harmful household substances
- Identify the effect of ads on consumers
- Recognize where to find information about community health care services
Content Strand 11: COMMUNITY AND ENVIRONMENTAL HEALTH

Students will:

- Identify organizations that help keep communities safe and healthy
- Describe the roles of health care workers such as doctors, nurses, ambulance workers, pharmacists, and dentists, in the community
- Identify health care workers who can help in various situations
- Identify ways the community can work to keep the environment clean
- Name items that can be reused, reduced, or recycled
- Identify examples of air, water, land, and noise pollution
- Set a goal for improving the environment
- Identify community health care workers
- Discuss the need to show respect for all living and non-living things as part of God’s creation
- Recognize that garbage poses a health risk to the community
- Identify responsible ways to dispose of trash
Health Education Curriculum Framework
Grade 2

Content Strand 1: PERSONAL HEALTH

Students will:
- Identify activities that promote overall good health
- Recognize role of hygiene in good health
- Explain the need for rest and sleep
- Name pre-bedtime activities that will contribute to a good night’s sleep
- Identify foods that help maintain healthy teeth and gums
- Identify parts of the tooth
- Explain the importance of daily care of teeth and gums
- Differentiate between primary and secondary teeth
- Role-play brushing and flossing
- Define the senses
- Identify parts of the eye and the ear and give the function of each organ
- Identify possible dangers to the eyes, ears, and skin
- Identify products intended to care for eyes, ears, scalp, and skin
- Role-play how to care for the eyes, ears, and skin
- Explain the importance of not sharing personal items
- Discuss ways of taking care of the body in order to remain healthy and strong
- Describe the purpose of the skeleton
- Identify the structures of the spine and skull
- Discuss the importance of maintaining good posture
- Discuss the importance of exercise
- Identify the heart and the blood vessels
- Describe the purpose of the circulatory system
- Identify the parts of the circulatory system and explain how this system functions
- Identify the parts and functions of the muscular system
- Identify the parts and functions of the nervous system

Content Strand 2: GROWTH AND DEVELOPMENT

Students will:
- Identify qualities that make people special
- Describe ways people grow and change
- Compare the development of skills over time
- Identify how bones and muscles work together to help the body move
- Explain the function of blood and blood vessels
- Set goals for keeping blood, muscles, and blood vessels healthy
Content Strand 2:  **GROWTH AND DEVELOPMENT** (continued)

Students will:

- Relate a sense organ to each sense
- Explain how the brain gets messages from the sense organs
- Recognize the role of the senses in growth, learning and safety
- Describe senses and ways to protect them from harm
- Define aging
- Describe the physical changes that occur when a person ages
- Describe changes in interests and skills as a person grows from childhood to adult
- Illustrate stages of the life cycle
- Recognize that learning is another way of growing

Content Strand 3:  **EMOTIONAL AND INTELLECTUAL HEALTH**

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum program:

**Second Step: Violence Prevention, Grade 2**

Students will:

- Recognize that everyone experiences many different feelings
- Distinguish between pleasant feelings (happiness) and unpleasant feelings (fear, anger, sadness)
- Distinguish between appropriate and inappropriate ways to deal with feelings
- Practice ways to deal with angry feelings
- List healthy ways to work and play with others
- Recognize the importance of having friends
- Distinguish between healthy and unhealthy influences of friends
- Relate one’s behavior to the ability to get along with others
- Describe one’s talents and how they contribute to self-esteem
- Describe something one learned from making a mistake or from a disappointment
- Recognize healthy ways to improve skills, talents, or interests
- Identify skills to resolve conflicts
- Review causes of stress
- Discuss how exercise helps on manage stress
- Recognize others ways to manage stress
- Make a personal plan for dealing with stress
- Recognize that everyone feels worried or afraid at times
- Recognition the need to communicate feelings of worry or fear to someone
- Differentiate between mistakes and deliberate wrong actions
- Recognize the importance of learning from mistakes and apologizing when harm, even unintentional, is caused
- Identify ways to show respect in actions, words, and touch
- Recognize that each family has its own set of rules and customs
Content Strand 4: **Family and Social Health**

Integrate the appropriate lessons from the curriculum program:

**Second Step: Violence Prevention, Grade 2**

**Students will:**
- Identify different types of family
- Explain the meaning of “household
- Identify responsibilities of family members and how they benefit the family as a whole
- List household rules that are designed to keep children safe and happy
- Explain the importance of family members allowing respect to one and helping each other
- Identify one’s household responsibilities and tell how carrying out these responsibilities helps one grow up
- Explain why it is important for all family members to follow household rules
- Discuss tasks that keep a household running and keep members healthy and safe
- Discuss ways children can help at home
- Discuss ways family members can resolve disagreements or conflicts peacefully
- Explain why it is important to talk to one’s parents when one is troubled or afraid
- Identify how families grow and change over time
- Explain how families help their members establish helpful and healthy relationships with persons outside the family
- Explain how families help their members grow in caring and loving for each other
- Explain how families work with the school to help children grow

Content Strand 5: **NUTRITION**

**Students will:**
- List reasons why we need food
- Trace the digestive process
- Demonstrate how to choose healthful foods
- Name the five food groups and the “other foods” on the Food Guide Pyramid and foods from each section of the pyramid
- Identify foods that include more than one food group
- Explain why balanced meals are important
- Develop a day’s menu that contains a variety of foods from the Food Guide Pyramid
- Identify the function of snacks in the daily meal plan
- Role play how to refuse unhealthful snacks
- Identify foods that help maintain healthy teeth and gums
- Identify ways the body uses energy from food
- Recognize that the body needs water as well as food to stay healthy
- Identify ways to get the necessary amount of water each day
- Identify foods high in fat, salt, or sugar as those to be eaten sparingly
- Identify how to check the ingredients list for nutritional content
- Use decision-making skills to choose healthful foods
Content Strand 6: **PHYSICAL ACTIVITY AND FITNESS**

Students will:
- Name some short-term and long-term effects of physical activity
- Describe the relationship between strong muscles and good posture
- Demonstrate activities that test various parts of fitness
- Name some fitness skills
- Name the three parts of a fitness routine
- Identify ways to exercise properly
- Choose an exercise routine that builds fitness and uses a fitness skill
- Explain how exercise is a way to manage stress

Content Strand 7: **DISEASE PREVENTION AND CONTROL**

Students will:
- Recognize that germs cause illness
- Identify some ways that germs are spread
- Describe ways that germs enter the body
- Identify ways to fight germs by keeping clean
- Discuss common symptoms of illnesses and how to get help for them
- List things to do to avoid getting or spreading an illness
- Name diseases that are spread easily, and diseases that cannot be spread
- Demonstrate through role playing how to avoid potential disease-causing behavior
- Name some disease prevented by vaccines
- Describe the difference between a vaccine and other types of shots
- Present a report about receiving a vaccine
- Describe symptoms of head lice
- Identify ways to prevent transmission of head lice
- Define asthma and allergies
- Name people who help you stay well
- Identify habits and practices that help you stay well

Content Strand 8: **ALCOHOL, TOBACCO, AND DRUGS**

Integrate the appropriate lessons from the curriculum program:

*Second Step: Violence Prevention, Grade 2*

Students will:
- Identify safety rules for medicine
- Explain the difference between legal and illegal drugs
- Define legal and illegal substances
- Demonstrate how to say “no” to unsafe situations involving drugs and other medicines
- Define nicotine
- Identify nicotine as a component of tobacco
- Discuss harmful effects of tobacco
Content Strand 8: **ALCOHOL, TOBACCO, AND DRUGS (continued)**

Students will:

- Practice refusal of tobacco products
- Define alcohol
- Identify products containing alcohol
- Identify short-term and long-term effects of alcohol on the body
- Demonstrate how to refuse alcohol products
- Describe the effects of caffeine on the body
- Identify foods and drinks that contain caffeine

Content Strand 9: **SAFETY AND INJURY PREVENTION**

*Integrate lessons from the curriculum program: Talking About Touching: Personal Safety, Grade 2*

Students will:

- Identify unsafe household substances
- Describe the dangers of playing with guns and follow the rule – NO GUNS
- Demonstrate how to use common household substances safely
- Identify safety rules for pedestrians, passengers, and cyclists
- Recognize the meaning of bicycle hand signals
- Illustrate how to cross the street safely at an intersection
- Identify common fire hazards at home and at school
- Identify steps in home fire preparedness
- List safety rules to follow in an emergency fire drill
- Make a fire escape map
- Practice stop, drop and roll procedures
- Identify common hazards in the home
- Describe appropriate behavior when dealing with a stranger
- Demonstrate safety procedures to follow when alone
- Describe touches that signal danger
- Recognize the difference between good touch and bad touch
- Demonstrate how to say “no” to inappropriate behaviors or actions
- Identify 911 or 0 as emergency phone numbers
- Explain when to use first aid procedures
- Demonstrate proper procedures for the treatment of cuts, scrapes, minor burns, and nosebleeds
- Identify rules for staying safe in school and on the playground
Content Strand 10: CONSUMER HEALTH

*Students will:*
- Identify products associated with grooming
- Identify the importance of regular dental and medical checkups
- Identify ingredients in toothpaste
- Identify products used to keep teeth healthy
- Recognize products intended to care for eyes, ears, and skin
- Identify and discuss the food guide Pyramid as a means to choose good foods
- Identify and make wise food choices
- Discuss healthful snacks
- Recognize importance of asking the doctor questions
- Discuss safety rules for medicines
- Recognize warning labels on drugs, medicines, and household substances
- Recognize the importance of safety products
- Identify community health care services

Content Strand 11: COMMUNITY AND ENVIRONMENTAL HEALTH

*Students will:*
- Describe how health care workers help protect the health of people in the community
- Describe what happens at health care facilities
- Demonstrate how to obtain help from health care workers
- Identify sources of air, water, land, and noise pollution
- Describe some effects of pollution on health
- Explain ways in which people can fight water and air pollution
- Make a plan to reduce trash
- Explain how trash is collected
- Identify ways that workers and people living in the neighborhood can help keep it clean
- Recognize that trash can pose health problems for the community
- Demonstrate how to obtain help from others in the community to help keep it clean
- Identify ways to reduce trash by reusing and recycling
- Discuss community health care workers and services
Health Education Curriculum Framework
Grade Level Subject Area Expectations

Grade 3

Content Strand 1: PERSONAL HEALTH

Students will:
- Recognize the importance of respecting and taking care of oneself
- Identify the three domains of health: physical health, emotional and intellectual health, and social health
- Describe ways to promote good personal health
- Identify good grooming habits
- Identify basic grooming and health care products and their uses
- Explain how good grooming habits promote personal health
- Identify the parts of the tooth
- Explain how brushing and flossing teeth helps prevent plaque and cavities
- Explain the importance of regular dental checkups
- Identify common problems of the eyes and ears
- Explain the importance of healthy vision and hearing
- Explain the importance of obtaining help when dealing with eye and ear problems
- Identify parts of the skin (dermis, epidermis, oil and sweat glands) and their functions
- Explain how to take care of the ears and the nose
- Identify habits that promote the health of the skin and hair
- Describe functions of the skin as an organ
- Describe the function of the skeletal system and ways of caring for it

Content Strand 2: GROWTH AND DEVELOPMENT

Students will:
- Identify characteristics of development from infancy to adulthood
- Describe how cells, tissues, and organs form body systems
- Describe different kinds of cells and how they are designed to do special things
- Explain how heredity and environment affect growth
- Define the cell as the basic structure of the human body
- Identify functions of the skeletal system
- Explain how the muscular and skeletal systems interact to move the body
- Identify and explain the importance of movable joints in the body
- Identify functions of the heart and lungs
- Describe how blood circulates throughout the body and transports oxygen
- Explain how the respiratory and circulatory systems interact to transport oxygen
- Explain how to say “no” to smoking because of its effects on the heart and lungs
- Identify functions of the digestive system
- Describe the functions of the main parts of the digestive system
Content Strand 2: **GROWTH AND DEVELOPMENT (continued)**

Students will:
- Explain the digestive process
- Identify functions of the brain, spinal cord, and nerves
- Explain how the nervous system and sensory organs interact to send messages to the brain

Content Strand 3: **EMOTIONAL AND INTELLECTUAL HEALTH**

*The Family Life Component, “Education for Chastity” is taught in the Religion curriculum*

Integrate the appropriate lessons from the curriculum programs:

**Second Step, Grade 3**

*Steps to Respect Level: Bullying Prevention, Level 1 Skill Lessons*

*Using both programs listed above in combination*

**Talking About Touching: Personal Safety, Grade 3**

Students will:
- Identify various components of self-concept
- Explain the importance of high self-esteem
- Describe three ways to improve your self-esteem
- Identify cooperative skills
- Determine appreciative and cooperative skills to choose and plan a project
- Recognize that feelings are expressed by words, actions, and body language
- Identify healthful ways to show emotions
- Identify effective ways to change or cope with unpleasant feelings
- Describe what a conflict resolution is
- Use positive strategies to resolve conflicts
- Identify stressors
- Describe signs of stress
- Practice strategies for managing stress
- Understand emotions and how to express them appropriately
- Describe ways in which feelings can be controlled and directed positively
- Describe healthy ways to deal with anger
- Identify skills needed to work and play cooperatively
- List situations involving fear that require immediate help from a trusted adult
- Describe practical methods for establishing and building healthful relationships
- Use negotiation skills to resolve conflicts
- Recognize the importance of standing up for personal values when faced with negative peer pressure
- Recognize that effective communication include both speaking and listening skills
- Realize the importance of compassion, kindness, apology, and forgiveness
- Identify different family structures (nuclear, one-parent, extended)
- Identify ways in which families grow and change (through birth, adoption, divorce, remarriage, death)
- Describe ways in which members of healthy families show respect, meet responsibilities, and cooperate
Content Strand 4: FAMILY AND SOCIAL HEALTH
The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum programs:

Second Step, Grade 3
Steps to Respect Level: Bullying Prevention, Level 1 Skill Lessons
Using both programs listed above in combination
Talking About Touching: Personal Safety, Grade 3

Students will:
- Identify ways in which relationships in families help family members establish helpful and friendly relationships with members outside the family
- Discuss how good family relationships help its members become compassionate and communicative with others
- Identify different family structures (nuclear, one-parent, extended)
- Identify ways in which families grow and change (through birth, adoption, divorce, remarriage, death)
- Describe ways in which members of healthy families show respect, meet responsibilities, and cooperate
- Identify ways in which relationships in families help family members establish helpful and friendly relationships with members outside the family
- Discuss how good family relationships help its members become compassionate and communicative with others
- Discuss how conflicts resolved in families help its members resolve conflicts with friends
- Identify school personnel and their basic functions
- Describe characteristics of a positive learning environment
- Identify characteristics of healthy friendships
- Describe ways to deal with the stress of peer pressure
- Describe suggestions for making and keeping friends

Content Strand 5: NUTRITION

Students will:
- Describe the functions of nutrients for body growth, development, and energy
- Explain how fiber and water keep the body healthy
- Identify the five basic food groups and the Food Guide Pyramid
- Explain how to use the Food Guide Pyramid to make healthful food choices
- Identify what makes up a diet
- Describe the importance of a balanced diet
- Identify information on a food label
- Explain how reading labels can help people make more healthful food choices
- Describe some of the ways that advertisements promote food products
- Identify misleading elements in food advertisements
- Identify signs of spoiled food
- Explain safe ways to buy, prepare, cook, and store foods
Content Strand 6: PHYSICAL AND ACTIVITY AND FITNESS

Students will:
- Define physical fitness and its three parts
- Explain how physical activities build physical activities build physical, intellectual and emotional, and social health
- List the six fitness skills (ability, balance, coordination, power, reaction time, and speed)
- Describe the importance of fitness in everyday life
- List suggestions for setting up a physical fitness program
- Identify the three parts of physical fitness routine
- Identify kinds of proper safety equipment
- Explain the importance of knowing individual physical abilities and limits
- Describe the importance of teamwork and good sportsmanship

Content Strand 7: DISEASE PREVENTION AND CONTROL

Integrate the appropriate lessons from the curriculum programs:
Second Step: Violence Prevention, Grade 3

Students will:
- Identify common symptoms of disease
- Define infectious disease and give 3 examples
- Identify causes of diseases
- Define noninfectious disease and give 3 examples
- Explain the difference between bacteria and viruses as disease causing germs
- Outline the process by which viruses attack a cell
- Name three ways that diseases are spread
- Describe the physical barriers that prevent disease-causing germs from entering the body
- Explain how the immune system fights disease
- Define HIV and AIDS
- Identify ways in which HIV is spread and ways in which it is not spread
- Explain how HIV attacks the immune system
- Identify ways to strengthen the immune system
- List choices that are made to promote a strong immune system
- Explain the importance of taking medicines only as directed
- Explain how a healthful lifestyle reduces a person’s chances of getting certain diseases
- Apply stress-management skills to help control disease

Content Strand 8: ALCOHOL, TOBACCO AND DRUGS

Integrate the appropriate lessons from the curriculum programs:
Second Step: Violence Prevention, Grade 3

Students will:
- Explain what drugs are
- Identify how medicines can be helpful when used safely and harmful if abused
- Discuss the difference between prescription and over-the-counter drugs
- Compare prescription and over-the-counter medicines and their labels
Content Strand 8: ALCOHOL, TOBACCO AND DRUGS (continued)

Integrate the appropriate lessons from the curriculum programs:

Second Step: Violence Prevention, Grade 3

Students will:

- Identify safety rules for the using of medicines correctly
- Describe how tobacco smoke can affect nonsmokers
- Identify the effects of cigarettes and smokeless tobacco on the body
- Identify the dangers of environmental tobacco smoke
- Recognize the need to restrict smoking
- Identify the effects of alcohol on the body
- Describe how alcohol can affect the way a person behaves (think, feel, and act)
- Recognize the importance of understanding the dangers of alcohol
- Explain what caffeine is and identify the effects of caffeine on the body
- Name examples of illegal drugs and explain why are they dangerous
- Explain the dangerous effects of illegal drugs
- Identify ways to avoid using illegal drugs if or when friends offer them
- Explain why a drug-free lifestyle is beneficial

Content Strand 9: SAFETY, INJURY, AND VIOLENCE PREVENTION

Integrate the appropriate lessons from the curriculum programs:

Steps to Respect: Bullying Prevention, Level 1
Talking About Touching: Personal Safety, Grade 3

Students will:

- Define the term hazard and give examples
- Explain how to avoid injury from hazards (poisons, electricity, heat, and falls)
- List rules for using electricity and household products
- Describe safety practices for pedestrians and motor vehicle passengers
- Recognize the difference between bullying and standing up for yourself
- Describe healthy ways to deal with anger
- Describe strategies for acting safely to avoid violence
- Explain negotiation skills to handle conflicts with friends
- Describe home fire safety procedures
- Develop a home fire escape plan
- Explain how to keep safe when home alone
- Explain the difference between respectful and disrespectful touches
- Use refusal skills and show what to do when a stranger comes to the house of calls
- Identify rules for water safety
- Identify safety gear for bicycling and know about features to look for when purchasing a helmet
- Identify rules of bicycling safety
- Identify safety rules for hot, cold, and severe weather
- Differentiate between minor injuries and serious injuries that require emergency care
- Identify what to do in emergency situations
- Define first aid
- Identify various items that should be part of a first aid kit and the purpose of each
Content Strand 9: SAFETY, INJURY, AND VIOLENCE PREVENTION (continued)

Students will:
- Describe appropriate treatment for cuts, scrapes, bites, nosebleeds, burns, stings, and reactions to poisonous plants
- Distinguish between minor injuries and emergencies and select appropriate procedures to follow
- Describe first aid for cuts, bruises, scrapes, insect bites, and stings

Content Strand 10: CONSUMER HEALTH

Students will:
- Identify health care products and their uses
- Recognize the importance of regular medical and dental check-ups
- Discuss the value of telling doctors, nurses, and trusted adults about health problems
- Identify benefits associated with using proper safety equipment
- Recognize advertising claims and their goal to influence health choices
- Use food labels to make healthful food choices
- Use label information to choose over-the-counter medicines wisely
- Recognize how cigarette and alcohol advertising influences consumers
- Identify hazardous household products
- Recognize value of medical identification tags
- Identify health care workers and their jobs
- Explain how some packaging is harmful to the environment

Content Strand 11: COMMUNITY AND ENVIRONMENTAL HEALTH

Students will:
- Define community
- Identify various community health care workers and their jobs
- Identify health-care services provided by family doctors, clinics, hospitals, and health departments
- Identify ways workers, guidelines, and laws help keep a community healthy
- Define pollution and list different kinds of pollution
- Identify ways in which individuals in a community can reduce, reuse and recycle materials
- Describe methods by which communities treat or dispose of waste
- Identify causes of pollution of air, water, and land
- Name ways to protect Earth’s natural resources
Health Education Curriculum Framework
Grade Level Learning Expectations
Grade 4

Content Strand 1: **PERSONAL HEALTH**

*Students will:*
- Review the three domains of health: physical, emotional and intellectual, and social health
- Recognize the difference between healthful and risky behaviors
- Identify behavior that promotes good personal health
- Explain the importance of good posture
- Explain the importance of taking responsibility for one’s own health
- Describe the structure and care of teeth and gums
- Identify the four kinds of teeth and their functions
- Explain how proper dental care can help you avoid some dental problems
- Identify the parts of the eye and the ear
- Explain the function of the eyes and ears
- Describe some warning signs of vision and hearing problems
- Explain the importance of proper eye and ear care
- Identify how some common eye and ear problems can be corrected
- Identify the structure of the skin
- Describe the functions of the skin, hair, and nails
- Explain ways to properly care for the skin, hair, and nails
- Identify ways of caring for the skeletal system and for the organs of the body
- Explain the need for regular medical and dental check-ups
- Explain the need for the use of deodorant

Content Strand 2: **GROWTH AND DEVELOPMENT**

*Students will:*
- Identify four stages of the life cycle
- Identify hormones and how they affect growth and development
- Review how heredity and environment can affect growth and development
- Identify the meaning of cells
- Identify different types of body cells
- Identify the different cells, tissues, organs, and body systems
- Explain the interrelationships among cells, tissues, organs, and body systems
- Identify the parts and functions of the skeletal and muscular systems
- Explain how the skeletal and muscular systems work together to move the body
- Explain proper ways to care for the skeletal and muscular systems
- Identify the function of the respiratory and circulatory systems
- Identify arteries, capillaries, and veins
- Explain how the respiratory and circulatory systems work together
- Identify ways to maintain a healthy respiratory system
Content Strand 2: **GROWTH AND DEVELOPMENT** (continued)

*Students will*

- Explain how the respiratory and circulatory systems work together
- Identify the parts and functions of the digestive system
- Explain how the digestive system works with the circulatory system to transport nutrients to parts of the body
- Explain ways to properly care for the digestive system
- Identify ways in which wastes are removed from the body
- Identify the different parts of the nervous system
- Explain methods for the proper care of the nervous system
- Identify the parts of the reproductive system

Content Strand 3: **EMOTIONAL AND INTELLECTUAL HEALTH**

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum programs:

*Second Step, Grade 4*

*Steps to Respect Level: Bullying Prevention, Level 1 and Level 2 Skill Lessons*

*Using both programs listed above in combination*

*Talking About Touching: Personal Safety, Grade 3*

*Students will:*

- Identify the basic needs all people share in common
- Describe how feelings affect one’s actions
- Explain the meaning of self-concept and self-esteem
- Describe the impact of self-concept and self-esteem on health
- Describe some basic emotional needs
- Determine personal strengths and weaknesses
- Describe how appreciation, considerations, and cooperation promote healthy relationships
- Describe the positive and negative ways people can influence one another
- Explain the importance of expressing one’s emotions appropriately
- Determine appropriate actions in response to negative influence
- Identify emotions and their sources
- Differentiate between healthful and unhealthful ways of handling emotions
- Differentiate between healthful and unhealthful ways of handling conflict
- Explain ways to resolve conflicts peacefully
- Identify stress and ways that it affects your body
- Differentiate between healthful stress and harmful stress
- Identify risk behaviors that influence stress
- Determine ways to avoid or reduce harmful stress
Content Strand 4: FAMILY AND SOCIAL HEALTH

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Grades 4-5

Students will
- Describe the different kinds of family structures
- Explain how family interactions, rules, and habits can affect the physical, emotional, and intellectual, and social health of family members
- Describe personal family responsibilities, rights, and privileges
- Identify rules, cooperation, respect, and sharing as important features of healthy classroom
- Compare the workings of the classroom to the interaction in a family
- Identify ways to make new friends
- Distinguish between healthy and unhealthy friendships
- Explain the difference between positive and negative peer pressure
- Explain the importance of developing positive attitudes

Content Strand 5: NUTRITION

Students will:
- Describe why the body needs food
- Explain the role of nutrients (carbohydrates, fats, proteins, water, vitamins, and minerals) and fiber in a healthful diet
- Explain the place of calories in a person’s diet
- Identify the five basic food groups
- Use the Food Guide Pyramid to classify foods into the five basic food groups
- Describe the importance of a balanced diet for overall health
- Explain the value of including fresh foods in the diet
- Interpret nutrient information on food labels
- Explain how the amount and kinds of food eaten affect health, including body weight and stress levels
- Explain the unhealthy effects of too much fat in a diet
- Describe an example of an illness caused by a lack of nutrition
- Identify situations in which foods may be unsafe to eat
- Identify ways to prepare and handle food safely

Content Strand 6: PHYSICAL ACTIVITY AND FITNESS

Students will:
- Identify three parts of physical fitness
- Explain the connection between diet and exercise in maintaining a healthy body weight
- Explain the importance of fitness skills in everyday activities
- Differentiate the six basic fitness skills: agility, balance, coordination, reaction time, power, speed
- Explain the importance of a sensible physical fitness program
- Explain how fitness skills can be strengthened to improve physical fitness
Content Strand 6: PHYSICAL ACTIVITY AND FITNESS (continued)

Students will:
- Describe the importance of warming up and cooling down
- Identify the need to use proper safety equipment
- Identify ways to stay safe during physical activity and how to choose safety equipment
- Identify when it is appropriate to limit or curtail physical activity
- Describe the importance of good sportsmanship
- Lists the qualities of a good sport

Content Strand 7: DISEASE PREVENTION AND CONTROL

Students will:
- Identify the symptoms of some common diseases
- Explain ways the body defends itself against diseases
- Explain ways to prevent the spread of communicable diseases
- Identify ways HIV is spread and ways it is not spread
- Explain how HIV affects the body’s immune system
- Explain what happens when HIV leads to AIDS
- Identify the three main kinds of risk factors for non-communicable diseases
- Distinguish between communicable and non-communicable diseases
- Identify some kinds of microbes
- Describe how microbes are carried from place to place
- Identify personal risk factors for non-communicable diseases and decide on actions to reduce these risk factors
- Explain how vaccines are used to fight diseases
- Identify ways to build immunity
- Explain the importance of early treatment of an illness
- Explain how life choices can help prevent diseases

Content Strand 8: ALCOHOL, TOBACCO, AND DRUGS

Integrate the appropriate lessons from the following curriculum program:
Second Step, Violence Prevention, Grades 4-5

Students will:
- Explain the difference between medicines and other drugs
- Explain the difference between prescription and over-the-counter medicines
- Describe how to read labels on prescription and over-the-counter medicines
- Recognize the need for adult help in interpreting information on a medicine label
- Identify the risks of various choices when treating an illness
- Identify the difference between misuse and abuse of drugs
- Identify characteristics of physical and emotional drug dependence
- Describe how to lower the risks associated with the use of medicines
- Describe some negative effects tobacco use has on the body
Content Strand 8: **ALCOHOL, TOBACCO, AND DRUGS** (continued)

Integrate the appropriate lessons from the following curriculum program:

*Second Step: Violence Prevention, Grades 4-5*

**Students will:**
- Explain problems associated with quitting using tobacco products
- Demonstrate how to refuse tobacco products
- Identify the health risks of passive smoke on nonsmokers
- Explain the purpose of some laws that regulate smoking and tobacco advertising
- Recognize hidden messages in advertising designed to convince people to buy tobacco products
- Describe how alcohol can affect a person’s health and safety
- Explain how advertising of alcohol persuades people to drink
- Identify treatments for alcoholism
- Describe the effects of marijuana on the body
- Explain the effects of different stimulants and depressants
- Demonstrate how to refuse marijuana by communicating its negative effects on health
- Explain the benefits of a drug-free lifestyle

Content Strand 9: **SAFETY, INJURY, AND VIOLENCE PREVENTION**

Integrate the appropriate lessons from the following curriculum programs:

*Steps to Respect: Bullying Prevention, Level I & II Skill Lessons*

*Talking About Touching: Personal Safety, Grade 3*

**Students will:**
- Review common hazards and ways to prevent them
- Review the rule: *Never Play With Guns*
- Differentiate between intentional and unintentional injuries
- Discuss ways of handling bullying
- Describe situations that can lead to violence
- Suggest ways to avoid violence and resolve conflicts in non-violent ways
- Explain how negative feelings can lead to violence
- Recognize and deal with bullying
- Differentiate between respectful and disrespectful touches
- Review safety rules to follow when home alone
- Review safety rules to use in case of fire
- Describe safety equipment that can help prevent injuries from fire
- Review the step, drop and roll procedure for safety if clothes catch on fire
- Review the importance of having a fire escape plan
- Review safety rules to use in specific situations, such as in water, on bicycles, in rural areas, and on playgrounds
- Describe ways to protect oneself from the effects of heat, cold, and sunlight
- Identify steps to follow in case of an emergency
- Differentiate between emergencies and non-emergencies
- Demonstrate proper first aid procedures
Content Strand 10: **CONSUMER HEALTH**

*Students will:*
- Identify health-care products and their uses
- Recognize the importance of regular medical and dental check-ups
- Identify the value of different kinds of sunscreens
- Evaluate the affordability and appropriateness of a health-related item before purchasing it
- Evaluate the content of food ads
- Use food labels to make healthful food choices
- Use label information to choose over-the-counter medicines wisely
- Recognize advertising claims and their goal to influence health choices
- Describe ways a responsible consumer can reduce, recycle, and reuse
- Identify health-care workers and their jobs
- Explain how some packaging is harmful to the environment

Content Strand 11: **COMMUNITY AND ENVIRONMENTAL HEALTH**

*Students will:*
- Identify the roles and uses of community health-care workers and facilities
- Indicate the purpose of health departments
- Identify reliable and unreliable health practices
- Identify community guidelines and laws that are designed to protect and promote health
- Identify ways community responds to emergency health situations
- Identify resources in the community that provide reliable health information
- Explain ways that community member (individuals) and facilities help keep a community’s environment clean and safe
- Identify the effects of different types of pollution on health
- Explain the importance of recycling to cut down on pollution in the environment
- Explain why Earth’s natural resources need to be protected and ways this can be done
Health Education Curriculum Framework
Grade Level Learning Expectations
Grade 5

Content Strand 1: PERSONAL HEALTH

Students will:
- Identify the three domains of health: physical, emotional and intellectual, and social health
- Explain the ways in which people can control their personal health
- Identify grooming practices to be included in a healthful daily routine
- Explain the importance of sufficient rest and sleep to health
- Explain the importance of regular medical and dental checkups
- Identify the parts of a tooth (crown, cusp, enamel, dentin, root) and their functions
- Identify some tooth and gum diseases and the specialist who treat them
- Describe some ways to maintain healthy teeth and gums
- Identify the parts of the eye and their functions
- Explain problems of the eye and how they are corrected
- Recognize the importance of proper functioning of the eyes
- Describe the parts of the ear and their functions
- Identify the effects loud noises have on hearing loss
- Identify ways to maintain the health of the ears
- Identify the parts and functions of skin, hair, and nails
- Describe the importance of proper care of skin, hair, and nails
- Explain the importance of choosing an effective sun screen
- Explain the importance of choosing health care products wisely
- Identify and evaluate sources of health information

Content Strand 2: GROWTH AND DEVELOPMENT

Students will:
- Identify the stages of growth and development
- Identify the characteristics of four stages of life
- Describe some of the changes a person experiences at each stage of growth
- Describe ways in which heredity and environment influence growth and development
- Identify the four functions of cells
- Explain the interrelationships among cells, tissues, organs and body systems
- Demonstrate knowledge about organs of the body
- Describe the function of the skeletal system and its components
- Differentiate among the four kinds of bones in the skeletal system
- Describe the functions of the muscular system and its components
- Name the major muscles in the muscular system
- Explain how muscles work
- Give examples of long, short, flat and irregular bones
Content Strand 2: GROWTH AND DEVELOPMENT (continued)

Students will:

- Explain the components and functions of the circulatory system
- Differentiate among arteries, veins, and capillaries
- Explain the flow of blood to and from the heart
- Explain the components and functions of the respiratory system
- Explain how oxygen is carried throughout the body
- Use breathing techniques as a strategy for managing stress
- Explain the functions of the digestive system
- Describe the process by which wastes are removed from the body
- Explain the components and functions of the nervous system
- Distinguish between the peripheral and autonomic nervous systems
- Define “neuron” and explain the function of this kind of cell
- Explain components and functions of the endocrine system
- Identify the major parts of the immune system
- Identify organs of the endocrine system and explain the function of each
- Discuss the need for times to relax

Content Strand 3: EMOTIONAL AND INTELLECTUAL HEALTH

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum programs:

Second Step: Violence Prevention, Grade 4-5
Steps to Respect Level: Bullying Prevention, Level 2 and Level 3 Skill Lessons
Using both programs listed above in combination

Students will:

- Describe how a positive self-concept leads to high self-esteem
- Recognize that each person shapes his/her own self-esteem
- Realize that a healthy self-concept helps a person make healthy choices
- Describe healthful behaviors that lead to high self-esteem
- Identify emotions that are experienced by everyone
- Identify basic emotional needs
- Describe the benefits of expressing emotions in a healthful way
- Use healthy strategies to resolve conflicts
- Differentiate between healthful and harmful stress
- Identify steps to manage stress and skills to deal with stress
- Explain the relationship between responsible decision-making and managing stress
- Describe practical strategies for setting and achieving long-term goals
- Identify common sources of boredom, anger, loneliness, shyness and grief
- Identify and describe effective strategies for dealing with uncomfortable feelings
Content Strand 4: **FAMILY AND SOCIAL HEALTH**

*Integrate the appropriate lessons from the curriculum programs:*

<table>
<thead>
<tr>
<th>Second Step: Violence Prevention, Grade 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps to Respect Level: Bullying Prevention, Level 2 and Level 3 Skill Lessons</td>
</tr>
<tr>
<td>Using both programs listed above in combination</td>
</tr>
</tbody>
</table>

*Students will:*

- Describe characteristics that most healthy families have in common
- Identify the kinds of changes that families experience
- Identify the influence of the family on a person’s physical, intellectual and emotional and social health
- Recognize how rights, responsibilities, privileges, cooperation, and compromise affect family living
- Practice communication skills to express feelings to family members
- Identify the qualities of a healthy friendship
- Identify strategies for making and keeping friends
- Describe healthful ways to handle problems when they arise in a friendship
- Identify the value of developing healthy relationships with older and younger people
- Differentiate between negative and positive peer pressure
- Describe ways to say “no” to negative peer pressure
- Learn and practice good communication skills
- Describe the characteristics of a healthy classroom
- Describe how attitudes are formed
- Describe how relationships are affected by positive and negative attitudes
- Describe how attitudes of people who work together affect their tasks
- Identify effective communication skills

Content Strand 5: **NUTRITION**

*Students will:*

- Explain how the body gets and uses vitamins and minerals in the body
- Identify nutrients and explain their importance to good health
- Explain the significance of calories in a person’s diet
- Explain the role of proteins in the body
- Assess the health consequences of consuming insufficient nutrients in a diet
- Describe how the Food Guide Pyramid can be used to choose a healthful combination of foods
- Explain how the right number of servings of a variety of foods make up a balanced diet
- Identify factors that influence food choices such as family, friends, culture, emotions, seasons of the year
- List dietary guidelines established by the USDA
- Explain the unhealthful effects of too much fat in the diet
- Identify reasons why foods are processed
- Identify the information found on food labels
- Describe how caloric intake and caloric expenditure affect a person’s weight
Content Strand 5: **NUTRITION** (continued)

*Students will:*
- Explain why fad diets and eating disorders may be harmful to health
- Define “dietary supplements” and explain why they are used by some people
- Explain how pathogens get into foods and contaminate it
- Explain how to store and prepare food safely

Content Strand 6: **PHYSICAL ACTIVITY AND FITNESS**

*Students will:*
- Identify the five parts of physical fitness
- Explain the benefits of fitness to physical, emotional and intellectual, and social health
- Describe the six basic physical fitness skills: agility, balance, coordination, power, reaction time, speed
- Recognize how skills can be strengthened to improve physical fitness
- Identify different types of physical activities (isometric, isotonic, aerobic, anaerobic)
- Describe exercises for strength, flexibility and endurance
- Explain the purpose of warm-up and cool-down activities
- Describe the correct method to warm-up, exercise and cool down
- Identify the value of fitness in measuring physical abilities
- Identify appropriate steps to take when planning a fitness program
- Identify some important ways to safely pursue fitness goals
- Identify factors to consider when choosing proper safety equipment
- Explain how exercise and a proper diet help growing bodies
- Describe how exercise benefits the respiratory and circulatory systems

Content Strand 7: **DISEASE PREVENTION AND CONTROL**

*Students will:*
- Indicate the difference between communicable diseases and non-communicable diseases
- Identify some kinds of microbes
- Describe how microbes are carried from place to place
- Identify some communicable diseases and their causes
- List ways to prevent the spread of some communicable diseases
- Explain how vaccines are used to fight disease
- Describe how parts of the body (skin, mucus, white blood cells) help protect it against disease
- Describe how antibodies protect the body from disease
- Explain the relationship between an antibody and a pathogen
- Describe how HIV affects the immune system
- Describe how HIV is – and is not – transmitted
- Describe ways to avoid HIV and AIDS
- Identify some non-communicable diseases and their causes
- Explain ways to lower the risk of non-communicable diseases
Content Strand 7: **DISEASE PREVENTION AND CONTROL (continued)**

*Students will:*
- Distinguish between chronic and acute diseases
- Indicate lifestyle choices that help prevent disease
- Discuss the roles of diet, exercise and managing stress in determining a person’s overall health

Content Strand 8: **ALCOHOL, TOBACCO, AND DRUGS**

Integrate the appropriate lessons from the curriculum program: *Second Step: Violence Prevention, Grade 4-5*

*Students will:*
- Identify ways that medicine is beneficial to health
- Identify ways medicines can be misused
- Differentiate between legal and illegal drugs
- Identify the characteristics of physical and emotional drug dependence
- Recognize when someone needs help to say no and/or getting off drugs
- Identify sources of help for drug abusers
- Describe crack and cocaine and their effects on the body
- Describe marijuana, inhalants and steroids and the effects they have on the body
- Describe ways to stay drug-free
- Name three (3) harmful substances in tobacco smoke
- Identify tobacco’s harmful effects on health
- Describe the benefits of a tobacco-free lifestyle
- Identify the short-term and long-term effects of passive smoke on health
- Describe how people are protected from the effects of passive smoke
- Identify the short-term and long-term effects of alcohol on physical, emotional and intellectual, and social health
- Identify signs in a person who might have a problem with alcohol
- Describe treatment programs for alcoholism
- Explain why persons who are addicted to alcohol or tobacco need help to stop using these drugs
- Describe the benefits of an alcohol-free lifestyle
- Identify the body organs and systems affected by alcohol
- Identify the effects of marijuana on the body, the brain, and behavior
- Describe the effects of stimulants, depressants, inhalants, and steroids on health
- Use refusal skills as a strategy for avoiding drugs
- Identify the harmful effects of narcotics and hallucinogens
- Describe the benefits of a drug-free lifestyle
Content Strand 9: SAFETY, INJURY, AND VIOLENCE PREVENTION

Students will:
- Differentiate between intentional and unintentional injuries
- Identify some common home hazards
- Identify ways to maintain safety in various environments
- Refusing and reporting bullying
- Describe how negative feelings can lead to violence
- Explain why violence is never a good solution to a problem
- Describe ways to resolve conflicts in nonviolent ways
- Identify safety measures to follow to prevent indoor injuries
- Describe ways to ensure safety when home alone
- Summarize steps to follow in case of internal poisoning
- Describe precautions to take to protect a home from fire
- Describe what to do if a fire breaks out
- Describe how to survive a home fire
- Identify safety rules for swimmers
- Identify healthful ways to deal with extremely hot or cold
- Identify safety measures for bicycle riders to follow
- Describe first-aid procedures for treating minor injuries
- Describe ways to respond to serious injuries
- Identify the role of emergency care workers

Content Strand 11: CONSUMER HEALTH

Students will:
- Explain the meaning of the term, “health consumer”
- Identify health-care products and their uses
- Explain how to use the SPF factor to select sunscreens
- Recognize dangers of taking products to help you sleep
- Describe correct ways to care for contact lenses
- Use food labels to make healthful food choices
- Recognize the value and limitations of diet and other self-help books
- Identify actual calories and fat content of products labeled “Reduced Fat”
- Use label information to choose over-the-counter medicines wisely
- Compare bottled water with tap water on issues of safety and cost
- Describe ways a responsible consumer can reduce, recycle, and reuse
- Identify types of help and organizations available for individual and family problems
- Explain how some packaging is harmful to the environment
Content Strand 10: **COMMUNITY AND ENVIRONMENTAL HEALTH**

Students will:

- Define the term “public health”
- Identify types of health-care workers and their jobs
- Identify ways a community responds to emergency health situations
- Recognize the importance of differentiating between reliable and unreliable medical practices or products
- Identify ways in which communities protect people’s health
- Explain how the spread of disease can be controlled or prevented
- Identify ways in which individuals can contribute to the health of their community
- Describe how community agencies serve residents in times of crisis
- Explain the effects of air-noise pollution on health
- List ways to reduce air-noise pollution
- Identify ways that pollution of water and land is harmful to health
- List ways in which fresh water can be preserved
- Describe some ways to control water pollution and land pollution
- List some causes of forest fires, and explain why some forest fires are allowed to burn
Health Education Curriculum Framework
Grade Level Learning Expectations
Grade 6

Content Strand 1: PERSONAL HEALTH

Students will:

- Identify how the three domains of health: physical health, emotional and intellectual and social health fit into the health triangle
- Identify elements that contribute to a person’s self-concept
- Explain the differences between positive and negative attitudes
- Explain the importance of being aware of personal strengths and weaknesses
- Describe how positive and negative attitudes affect health
- Explain how good personal hygiene can affect the three domains of health
- Explain the importance of having good personal hygiene when caring for the skin, hair, and nails
- Describe proper hygiene to control perspiration, acne, and hair and scalp problems
- Identify the types and functions of teeth
- Explain the role of proper dental care in preventing tooth and gum problems
- Describe the functions of the parts of the eye
- Explain treatments for some common vision problems
- Explain how corrective lenses can improve vision
- Describe the parts of the ear and their functions
- Explain some common ear problems and ways to treat them
- Explain why regular sleep habits and relaxation are important in combating fatigue
- Discuss the importance of preventive medicine
- Describe how sleep and rest activities influence health in a positive way
- Describe the structure of the skin
- Explain how and why to take care of the skin
- Describe the importance of protection from the sun

Content Strand 2: GROWTH AND DEVELOPMENT

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Students will:

- Identify the combination of chromosomes that determines gender
- Explain the roles of genes chromosomes, and DNA heredity
- Distinguish among hereditary, environmental, and behavioral risk factors
- Identify personal health decisions that affect growth and development
- Identify different types of cells that make up the body
- Explain the interrelations among cells, tissues, organs and body systems
- Classify body systems in groups by means of their functions
- Differentiate among the three kinds of joints in the skeletal system
- Describe how the skeletal and muscular systems work together to move the body
- Name the major muscles in the muscular system
- Contrast the three types of muscle tissue
- Differentiate among arteries, veins, and capillaries
- Discuss the roles of the spleen and liver in circulation
- Describe how several body systems work together to move gases and nutrients through the body and remove wastes from the body
- Identify the major parts of the human respiratory system
### Content Strand 2: GROWTH AND DEVELOPMENT (continued)

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

**Students will:**
- Describe the functions of the nervous system and its components
- Explain the functions of different parts of the brain
- Describe the paths of nutrients and gases through the transport system
- Discuss stages of the life cycle
- Discuss the importance of proper body position and lighting when working at a computer
- Explain how hormones control the body systems and regulate growth and development
- Identify the physical changes that take place at puberty
- Identify the social and emotional/intellectual changes that occur during adolescence
- Discuss stages of development in the physical, social, emotional, spiritual and intellectual areas
- Explain the structure and functions of the reproductive system

### Content Strand 3: EMOTIONAL AND INTELLECTUAL HEALTH

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

**Integrate the appropriate lessons from the curriculum programs:**
- Second Step: Violence Prevention, Middle School-Level I Foundation Lessons
- Steps to Respect Level: Bullying Prevention, Level 3 Skill Lessons

**Using both programs listed above in combination**

**Students will:**
- Identify means of developing a more positive self-concept
- Identify means of improving self-esteem
- Identify factors (heredity, environment, culture) that influences personality
- Recognize personal aptitudes, goals, and values
- Explain the meaning and importance of self-control
- Describe how positive and negative attitudes affect health
- List ways to express emotions positively
- Identify negative health effects of unexpressed emotions
- Describe the importance of having friends
- Describe the importance of communication in resolving conflicts
- Recognize the positive and negative aspects of peer pressure
- Identify healthful and unhealthful ways in which stress affect health
- Identify strategies for managing stress
- Identify ways to resolve conflicts peacefully

### Content Strand 4: FAMILY AND SOCIAL HEALTH

**Integrate the appropriate lessons from the curriculum program:**
- Second Step: Violence Prevention, Middle School-Level I Foundation Lessons
- Steps to Respect Level: Bullying Prevention, Level 3 Skill Lessons

**Using both programs listed above in combination**

**Students will:**
- Recognize ways the family may influence the health of an individual
- Explain the qualities that characterize a healthy family
- Identify the skills of a responsible family member
- Describe appropriate ways to help a family in times of stress and change
- Identify community resources that deal with family problems
Content Strand 4: FAMILY AND SOCIAL HEALTH

Integrate the appropriate lessons from the curriculum programs:

Second Step: Violence Prevention, Middle School-Level I Foundation Lessons
Steps to Respect Level: Bullying Prevention, Level 3 Skill Lessons

Using both programs listed above in combination

Students will:
- Recognize the characteristics of healthy relationships
- Explain the benefits of having a good self-concept before entering into friendships
- Identify situations that involve positive and negative peer pressure
- Describe ways to deal with negative peer pressure
- Use refusal skills to avoid risk behaviors
- Identify situations that involve positive and negative peer pressure
- Describe ways to deal with negative peer pressure
- Use refusal skills to avoid risk behaviors
- Identify stereotypes and discrimination
- Describe how stereotypes and discrimination affect social health
- Demonstrate how to deal with discrimination

Content Strand 5: NUTRITION

Students will:
- Identify nutrients important to health
- Describe the functions and sources of nutrients
- Explain the importance of drinking plenty of water
- Explain the benefits and sources of high-fiber foods
- Explain what the Food Guide Pyramid is
- Explain how food choices and eating patterns of various cultures can produce a healthy diet
- Identify dietary guidelines for maintaining health and reducing the risk of disease
- Describe the harmful effects of choosing too many foods containing fat, sugar, salt, and cholesterol
- Describe modern methods of food processing and packaging
- Explain what preservatives and additives are
- Give examples of safe food practices
- List sanitary foods practices to use in the home
- Describe the warning signs of the eating disorders: Anorexia Nervosa and Bulimia Nervosa
- Identify fad diets and discuss how they affect body weight
- Describe the relationship between eating habits and stress levels
- Explain how to select healthful foods in supermarkets and restaurants

Content Strand 6: PHYSICAL ACTIVITY AND FITNESS

Students will:
- Identify the components of fitness
- Describe health benefits of fitness
- Create a plan for physical fitness
- Explain the benefits of different types of exercise used in fitness programs
- Explain how the heart responds to physical activity
- Describe the relationship between heart rate and physical activities
- Describe the elements of an exercise program: warm-up, work-out, and cool-down
- Identify common injuries that can occur during physical activity
- Explain ways to prevent injury during physical activity
Content Strand 7: DISEASE PREVENTION AND CONTROL

Students will:
- Differentiate between communicable and non-communicable disease
- List the kinds of microbes that cause communicable diseases
- Describe methods by which communicable diseases spread
- Describe five infectious diseases
- Distinguish among bacteria, viruses, fungi and protozoa
- Identify ways in which the immune system fights disease
- Discuss the function of the immune system
- Explain how vaccines help immune system prevent disease
- Identify ways to strengthen the immune system
- Describe the progressive stages of communicable diseases
- Identify some communicable diseases and how they are spread
- Describe some methods of prevention and treatment of communicable diseases
- List causes of preventing some sexually transmitted diseases
- Explain the effects of HIV on the immune system
- Recognize the methods of transmission and prevention of HIV infection
- Identify some causes and symptoms of non-communicable diseases
- Explain the importance of healthy behavior in reducing the risk of non-communicable disease
- Describe Diabetes and Asthma
- Describe treatments for some non-communicable diseases
- Identify the effects of non-communicable diseases on body systems
- Identify two cardiovascular diseases
- Explain how modern research and medicine have helped people fight disease
- Explain how community and government organizations help control and prevent diseases
- Explain the advantages of preventative health care

Content Strand 8: ALCOHOL, TOBACCO, AND DRUGS

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Middle School-Level 1 Foundation Lessons

Students will:
- Explain how medicines can promote health
- Describe the difference between over-the-counter and prescription medicines
- Research different over-the-counter drugs
- Describe the harmful effects of drug abuse
- Describe the physiological and emotional effects of drug abuse
- Describe the physiological and emotional effects of drug dependence
- Identify the dangers of drug dependence
- Describe ways to avoid drug dependence
- Demonstrate the ability to refuse drugs
- Describe the dangerous concerns of using drugs abusively
- Identify tobacco’s effects on the body
- Describe some long-and short-term physiological effects of tobacco use
- Describe the hazards of smoking during pregnancy
- Identify the effects of tobacco smoke on nonsmokers
- Describe how smoking laws protect public health
- Define alcoholism as a disease
Content Strand 8: **ALCOHOL, TOBACCO, AND DRUGS (continued)**

Integrate the appropriate lessons from the curriculum program:

*Second Step: Violence Prevention, Middle School-Level I Foundation Lessons*

**Students will:**
- Explain the connection between alcohol use and diseases, risk-taking behavior, and injuries
- Describe how alcoholism can affect a family and where family members can go for help
- Classify drugs according to their effects
- Explain how sharing needles for drug use causes the spread of HIV
- Identify ways to manage stress in a drug-free way
- Describe the effects of narcotics and hallucinogens
- Explain the effects of steroids on the body and on behavior
- Describe ways to lead a drug-free life

Content Strand 9: **SAFETY AND INJURY AND VIOLENCE PREVENTION**

Integrate the appropriate lessons from the curriculum program:

*Steps to Respect Level: Bullying Prevention, Level 3 Skill Lessons*

**Students will:**
- Identify factors affecting unintentional injuries inside or outside the home
- Describe safety rules to prevent injuries inside the home
- Describe safety rules for situation outside the home (passenger safety in motor vehicles, pedestrian safety, school safety)
- Discuss taking responsibility in bullying situations
- Recognize how anger can lead to conflict and possible violence
- Describe the dangers of gangs and how to avoid conflicts with them
- Recognize that interpersonal, problem-solving, and communication skills help to manage anger and resolve conflict
- Identify how the media affects violent behavior
- Identify guidelines for home-alone, child-care, and cooking safety
- Describe fire safety equipment and fire emergency escape procedures for the home
- Describe alarm equipment and other devices designed to protect and safeguard the home
- Identify safety rules for swimming, boating, bicycling, skating, and play areas
- Describe safety precautions to follow for various weather emergencies
- Describe emergency first aid procedures for serious injuries
- Describe first aid needs for minor injuries
- Identify the items in a first aid kit and their purpose

Content Strand 10: **CONSUMER HEALTH**

**Students will:**
- Identify health-care products and their uses
- Explain how to use the SPF factor to select sunscreens
- Describe the correct ways to use headphones
- Identify misleading advertising techniques for health-related products
- Use food labels to make healthful food choices
- Use label information to choose over-the-counter medicines wisely
- Describe different types of personal-safety devices
- Describe the types of health-related emergency hot lines and the services they provide
- Describe the economic costs of smoking
- Describe ways a responsible consumer can reduce, recycle, and reuse
- Explain how some packaging is harmful to the environment
Content Strand 11: **COMMUNITY AND ENVIRONMENTAL HEALTH**

Students will:

- Identify community and facilities
- Explain criteria for selecting a reliable health-care provider
- Recognize signs of a healthy community
- Identify some government agencies that ensure community health standards
- Describe the function of some health agencies
- Describe the health consequences of air pollution
- Explain the role of the Environmental Protection agency in controlling air pollution
- Describe the effects of noise pollution on health
- Describe some forms of land pollution and health-related hazards
- Describe the sources of water pollution and their health-related hazards
- Analyze ways students can make a difference in their community
- Describe damage caused by tornados, hurricanes, and earthquakes
- Explain how local governments and volunteer groups help people before, during and after natural disasters
- Define sanitation and explain how waste is disposed of in a sanitary landfill and by incineration
- Explain the importance of conserving natural resources and list ways that this can be done
Health Education Curriculum Framework
Grade Level Learning Expectations

Grade 7

Content Strand 1: PERSONAL HEALTH

Students will:

- Explain the meaning of wellness
- Recognize health and wellness
- Understand the health triangle and the need for balance for overall wellness
- Develop an understanding of the correlation between the three (3) sides of the health triangle
- Understand that each person is the most important influence on his /her own health
- Understand that at-risk behaviors may cause injury and/or harm
- Identify the parts of a tooth and explain how to keep teeth healthy
- Discuss causes and effects of oral diseases and disorders
- Describe the structure of hair and how to keep it clean and scalp healthy
- Understand the importance of good sleep habits
- Describe the functions of the skin
- Describe some common causes of skin problems and suggest procedures for good skin care
- Understand the need for regular medical and dental check-ups
- Explain how the eyes work and how to deal with vision problems
- Review the need for proper personal hygiene
- Explain the parts of the ear and explain how the ears work and the care that the ears require

Content Strand 2: GROWTH AND DEVELOPMENT

Integrate the appropriate lessons from the curriculum program:

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Students will:

- Explain the stages of human development before and after birth
- Understand how the skeletal and muscular systems work together to move the body
- Identify the major parts of the skeletal system and discuss the function of the system within the body
- Explain how several body systems work together to move gases and nutrients through the body and remove wastes from the body
- Identify the major parts of the muscular system and discuss the function of the system with the body
- Review the structure and function of the reproductive system
- The student will discuss the influence heredity and genetics play in growth and development
- Identify the parts of the circulatory systems and explain the functions of each part
- Explain the correlation between the respiratory and circulatory system
- Explain how the skeletal and muscular systems work and describe how these systems can be kept healthy
Content Strand 3: **EMOTIONAL AND INTELLECTUAL HEALTH**

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum. Integrate the appropriate lessons from the curriculum program:

**Second Step: Violence Prevention, Middle School-Level II Foundation Lessons**

**Students will:**
- Understand the importance of having goals for one’s life and a plan to meet these goals
- Distinguish between short-term and long-term goals
- Understand the importance of a positive self-concept
- Differentiate between self-concept and self-esteem
- Understand and practice steps used in conflict resolutions
- Identify negative emotions and ways of dealing with anger, jealousy, etc.
- Review the methods of handling stress
- Discuss the mental and emotional growth that takes place during adolescence
- Identify skills needed to build healthy interpersonal relationships
- Understand the meaning of “being responsible”
- Understand the need to think through all possible consequences when making decisions
- Describe how one’s personal actions may affect the lives of others
- Recognize the misconception that it only happens to others and everyone else does it
- Explain the importance of understanding and accepting the consequences of one’s own choices and actions
- Understand the meaning of “habit” and discuss how a habit is formed
- Discuss how harmful habits can be changed
- Explain the importance of considering one’s values and religious beliefs when making choices and decisions
- Discuss the chain-effect of some decisions
- Understand the steps in the decision-making process
- Discuss the dangers of over-commitment in one’s life
- Identify skills for keeping your life in balance with work, school, sports and home life
- Discuss tips for maintaining good mental health
- Identify people to whom teens can tell if there is need for help with emotional problems

Content Strand 4: **FAMILY AND SOCIAL LIFE**

Integrate the appropriate lessons from the curriculum program:

**Second Step: Violence Prevention, Middle School-Level II Foundation Lessons**

**Students will:**
- Discuss ways families may influence the health of an individual
- Identify the strengths of a healthy family
- Discuss the meaning of being a responsible family member
- Discuss how family relationships may affect family member’s ability to relate with others and form positive, lasting relationships
- Describe a healthy relationship
- Discuss the importance of family traditions and practices
- Discuss ways of dealing with stereotyping can discrimination that affect social life
- Describe ways of dealing with negative peer pressure
- Discuss useful refusal skills to avoid at-risk behaviors
- Identify community resources that deal with family problems
Content Strand 5: **NUTRITION**

Students will:
- Review the nutrients
- Discuss the importance of eating a nutritious breakfast
- Analyze your food consumption for nutritional value
- Discuss factors that influence food choices
- Discuss eating disorders and how they affect your health
- Explain the importance of a varied diet
- Be able to design one-day diet fulfilling the requirements of the Food Pyramid
- Examine the difference between caloric intake and energy expenditure
- Understand that good health habits in eating are essential to taking care of the digestive and excretory systems
- Discuss the relationship between wellness and weight management
- Explain how nutrition affects school performance
- Explain the importance of nutrition and exercise to successful weight management

Content Strand 5: **PHYSICAL ACTIVITY AND FITNESS**

Students will:
- Define what it means to be “fit”
- Review the components of fitness
- Describe how the circulatory system works
- Describe the relationship between heart rate and physical activity
- Review injury prevention
- Understand the value of sportsmanship and etiquette
- Identify healthful attitudes for and principles of weight management
- Describe how to plan a fitness program
- Describe the benefits of a fitness program
- Explain the advantage of participating in sports

Content Strand 7: **DISEASE PREVENTION AND CONTROL**

Students will:
- Review differences between communicable and non-communicable disease
- Describe characteristics of disease-causing pathogens
- Identify viruses, bacteria, fungi and protozoa
- Describe methods of transmissions of communicable diseases
- Explain diseases of the immune system
- Understand the nature of infections
- Understand the role of the immune system in fighting disease
- Explain why colds are so common
- Explain how modern research and scientific breakthroughs have helped fight disease
- Explain the effects of vaccination on the spread of certain communicable diseases
- Identify healthy habits that lead to a healthy lifestyle and explain the importance of practicing these habits
- Understand HIV and its attack on the body
- Explain how HIV is transmitted and treated
Content Strand 8: **ALCOHOL, TOBACCO AND DRUGS**

Integrate the appropriate lessons from the curriculum program:

*Second Step: Violence Prevention, Middle School-Level II Foundation Lessons*

**Students will:**
- Explain how medicines can promote health
- Define drug use, misuse and abuse
- Classify drugs according to their effects
- Explain the dangers of drinking and driving
- Practice refusal skills
- Discuss the harmful substances found in tobacco
- Discuss reasons why teenagers begin using tobacco
- Describe long-and short-term physiological effects of tobacco use
- Identify effects of tobacco smoke on nonsmokers
- Review how cigarette advertising targets young people
- Discuss one’s own increasing responsibility for protecting and guiding oneself
- Discuss reasons why teenagers begin drinking alcohol
- Discuss the effects alcohol has on the body
- Discuss treatment programs for people affected by drug and alcohol abuse
- Discuss the benefits of leading a drug-free life
- Discuss how drug use affects personal short- and long-term goals
- Analyze the high cost of tobacco use on the health of society

Content Strand 9: **SAFETY, INJURY AND VIOLENCE PREVENTION**

**Students will:**
- Identify safety measures to be taken at home to prevent injury or death
- Review safety equipment and emergency procedures
- Review fire safety procedures
- Practice emergency first aid procedures
- Demonstrate correct use of items in first aid kit
- Discuss the role of violence in our society and how teenagers are affected by it
- Discuss techniques for anger management as it relates to violence prevention
- Define abuse and identify four types of abuse
- Discuss reasons why abuse happens in our society today
- Identify services for help in dealing with and preventing abuse
- Discuss safety procedures for an earthquake, tornado, hurricane, etc.
- Discuss how one can be safe as a passenger, pedestrian, cyclist, skater, or swimmer

Content Strand 10: **CONSUMER HEALTH**

**Students will:**
- Identify what it means to be a consumer
- Identify factors that influence your consumer decisions
- Identify healthcare products and their uses
- Understand the value of reading food labels when making healthful food choices
- Recognize signs of quackery
- Understand the value and terms of a warranty
- Review advertising techniques and the wide use of television and the internet to sell products
- Understand concepts of being a wise consumer
- Identify the rights of a consumer
- Be aware of sources for health care and choose only those that are in accordance with Catholic values
- Explain the kinds of preventative care and treatment available to health care consumers
Content Strand 11: **SAFETY, INJURY AND VIOLENCE PREVENTION**

*Students will:*
- Discuss the importance of having friends and of working together to serve one’s community
- Understand how pollution can affect the overall health of society
- Define the role of the Environmental Protection Agency and other government agencies that assure community and environmental health standards
- Discuss the relationship of each person to the planet and his/her responsibility for caring for it and reducing air, water and land pollution
## Health Education Curriculum Framework

### Grade Level Learning Expectations

**Grade 8**

### Content Strand 1: PERSONAL HEALTH

**Students will:**
- Define health and wellness
- Recognize the need for a balanced health triangle and tell how to maintain balance among its three (3) components
- Summarize health behavior that demonstrate how to strive for wellness
- Identify a variety of career choices in the area of personal health
- Understand the role of proper personal hygiene (perspiration, acne, skin, etc.)
- Understand how sleep habits affect personal health
- Identify the basic structures, function and health problems of teeth, the skin and hair
- Label and define parts of the eyes and ear
- Summarize ways to care for eyes and ears
- Describe vision and hearing problems and how they be corrected

### Content Strand 2: GROWTH AND DEVELOPMENT

**Integrate the appropriate lessons from the curriculum program:**

- The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

**Students will:**
- Understand the structure and functions of the body systems and their components
- Distinguish between cells, tissues, organs and systems in the body
- Explain the structure and function of each body system
- Understand the influence of hormones that relate to changes in the body
- Analyze the social, emotional, intellectual and physical changes that occur during adolescence
- Introduce the development stages from conception to birth
- Evaluate a variety of career choices and occupation opportunities in the area of growth and development
- Discuss responsibility, its challenges and rewards
- Discuss area of personal responsibility and how teenagers become responsible to family, friends and community

### Content Strand 3: EMOTIONAL AND INTELLECTUAL HEALTH

**Integrate the appropriate lessons from the curriculum program:**

- Second Step: Violence Prevention, Middle School-Level III Foundation Lessons

**Students will:**
- Define self-concept and self-esteem and explain their relationship to one another
- Identify and explain factors that influence one’s self-concept and self-esteem
- Understand the influence of heredity, environment, culture on your personality
- Discuss five (5) types of families
- Explain how families can remain healthy
- Discuss why friendships are important to social and emotional health
- Describe positive and negative peer pressure
Content Strand 3: EMOTIONAL AND INTELLECTUAL HEALTH (continued)

The Family Life Component, “Education for Chastity” is taught in the Religion curriculum

Integrate the appropriate lessons from the curriculum program:

Second Step: Violence Prevention, Middle School-Level III Foundation Lessons

Students will:

- Discuss how to deal with peer pressure
- Identify and understand different types of mental illness and disorders
- Identify where families with problems can turn for help
- Explain why, as teenagers, they sometimes appear to be sad or angry for no reason
- Describe ways to express emotions appropriately
- Discuss ways to communicate thoughts and feelings in order to deal with these emotions
- Describe ways to become a better speaker and listener
- Identify warning signs of mental illness and suicide
- Design a stress management plan
- Identify what happens to the body in stress situation
- Define “decisions” and distinguish between minor and major decisions
- Summarize the six (6) steps in decision-making

Content Strand 4: FAMILY AND SOCIAL HEALTH

Students will:

- Identify the five (5) types of families
- Describe recent changes in family structures
- Explain how families can remain healthy
- Explain how family affects the kind of person you are
- Identify family roles and your part in it
- Describe types of family problems and where to seek help
- Explain why the family is so important to one’s development
- Explain how the family helps its members move into the social world
- Discuss the importance of recognizing each family member’s uniqueness as a person
- Discuss the role of heredity, environment, diet, family traditions, cultural background, friends, education, and personal choices in helping one to become who he/she is
- Discuss the importance of family communication and interaction patterns in the development of a child
- Discuss the characteristics that identify a healthy family

Content Strand 5: NUTRITION

Students will:

- Explain what food does for the body
- Review the nutrients and how they help the body
- Understand the importance of a balanced diet to fulfill nutrient needs
- Explain how the Food Guide Pyramid can be used to plan a balanced diet
- Understand nutritional value in fast food and snacks
- Identify which foods to include in a healthy diet and which to limit
- Understand the media’s influence on eating patterns and disorders
- Design a diet and exercise plan according to caloric requirements
- Understand the effect of fad diets on your personal health
Content Strand 6: PHYSICAL ACTIVITY AND FITNESS

Students will:
- Explain what physical fitness is
- Understand the components of physical fitness
- Describe how fitness helps people physically, emotionally, mentally and socially
- Understand the life-long benefits of a physically active person
- Describe ways to achieve and maintain strength, endurance and flexibility
- Understand the difference between resting heart rate, target heart rate and recovery heart rate
- Describe ways to promote safety and avoid injuries while exercising
- Understand the methods of treatment of injuries
- Design a total body exercise program
- Understand the value of sportsmanship and etiquette
- Identify positive and negative role models as they relate to sportsmanship

Content Strand 7: DISEASE PREVENTION AND CONTROL

Students will:
- Review what communicable and non-communicable disease are
- Review differences between communicable and non-communicable disease
- Understand the four (4) most common disease-causing germs
- Describe characteristics of disease-causing pathogens
- Review methods of transmission of communicable disease
- Discuss the body’s defenses against communicable diseases
- Recognize ways to keep the immune system healthy
- Explain causes, prevention and treatment of communicable and non-communicable diseases
- Explain what heart disease, cancer, asthma and diabetes are
- Describe how diabetes and asthma can be controlled
- Recognize the importance of healthy behaviors in reducing the risk of disease
- Explain the differences between a family doctor and a specialist

Content Strand 8: ALCOHOL, TOBACCO AND DRUGS

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Middle School-Level III Foundation Lessons

Students will:
- Distinguish between drugs and medicines
- Review how medicines can be beneficial or harmful to your overall health
- Describe how to take medicines safely
- Describe ways to avoid drug-dependence
- List signs of drug-dependence, misuse of drugs and abuse of drugs
- List the major side effects of stimulants, depressants, narcotics, hallucinogens, inhalants, marijuana and steroids
- Role-play the use of refusal skills in a variety of drug-related situations
- Describe the effects of second-hand smoke
- Identify the dangers of smokeless tobacco (chewing tobacco)
- Describe how smoking laws protect public health
- Understand the role advertising plays in tobacco use
- Describe what alcohol is and how it affects the body
- Define “fetal alcoholism”
- List the factors that influence alcohol’s effects
- Describe how alcoholism can affect family/friends and where to go for help
- Describe consequences of drinking and driving
Content Strand 8: ALCOHOL, TOBACCO AND DRUGS (continued)

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Middle School-Level III Foundation Lessons

Students will:
- Explain how people break addictions to alcohol and other drugs
- Explain where people who are addicted can go for help
- Set goals to lead a drug-free life

Content Strand 9: SAFETY, INJURY AND VIOLENCE PREVENTION

Integrate the appropriate lessons from the curriculum program:
Second Step: Violence Prevention, Middle School-Level III Foundation Lessons

Students will:
- Explain how to avoid unnecessary risks
- List ways to prevent falls as well as injuries from electricity, fire and guns
- Demonstrate procedures used when responding to various emergencies
- List safety rules to follow as pedestrians, car passengers and bicycle riders
- Understand the importance of safety rules and equipment when participating in sports
- Explain how conflicts begin, how to prevent conflicts and how to resolve conflicts
- Explain what violence is and list some of its causes
- Demonstrate techniques for anger management as it relates to violence prevention
- Describe what to do in weather emergencies such as earthquakes, tornados, floods and severe storms

Content Strand 10: CONSUMER HEALTH

Students will:
- Explain how a consumer can become a smart consumer
- Identify health care products and their uses
- Define “quackery” and “advertising” and explain how they can influence choice of purchase
- Identify types of help and organizations available for individual and family programs
- Analyze labels when buying products
- Describe advertising techniques that target specific populations
- Identify benefits of being a wise consumer
- Describe ways to save money when purchasing personal products while maintaining quality of purchase
- Describe rights and responsibilities of being a consumer
- Name government organizations that help consumers

Content Strand 11: COMMUNITY AND ENVIRONMENTAL HEALTH

Students will:
- Explain how pollution affects the environment
- Demonstrate personal responsibility to protect the environment
- Explain what causes air pollution and explain how people can make the air cleaner
- Explain the meaning of “conservation”
- Explain the role of the Environmental Protection agency in controlling pollution
- Explain why people should cut down on their trash and how they can do this
- Define and give examples of hazardous wastes
Content Strand 11: COMMUNITY AND ENVIRONMENTAL HEALTH (continued)

Students will:
- Explain how people can dispose properly of hazardous wastes
- Research community health care services
- Discuss health providers who prevent/treat problems
- Explain criteria for selecting a reliable health care provider
- Name some volunteer health groups and identify what they do to protect community and environmental health
- Discuss ways communities protect their members from violence