

# Health

## 1- Knows the availability and effective use of health services, products, and information

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.1 The student knows community health service providers and their roles.</b></p> <p style="padding-left: 40px;">K.1.1 Understands the role of paramedics, dentists, nurses, physicians, and dietitians in the community.</p>	<p><b>3.1 The student will know general characteristics of valid health information and health-promotion products and services.</b></p> <p style="padding-left: 40px;">3.1.1 Information supported by the most recent research.</p> <p><b>3.2 The student will know various community agencies that provide health services to individuals and families.</b></p> <p style="padding-left: 40px;">3.2.1 HMOs, public health clinics, mental health clinics, substance abuse treatment centers.</p> <p><b>3.3 The student will know a variety of consumer influences and how those influences affect decisions regarding health resources, products, services.</b></p>	<p><b>6.1 The student will know the costs and validity of common health products, services and information.</b></p> <p style="padding-left: 40px;">6.1.1 Exploring a variety of health related careers</p> <p style="padding-left: 40px;">6.1.2 Identifying reliable sources of nutritional information</p> <p><b>6.2 The student will know how to locate and use community health information, products and services that provide valid health information.</b></p> <p style="padding-left: 40px;">6.2.1 Identifying health services in the community that seek to prevent and treat disease</p> <p><b>6.3 The student will understand the processes of conception, prenatal development, and birth.</b></p>

# Health

## 1- Continued

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
	<p>3.3.1 Including media, information from school and family, peer pressure</p>	<p>6.3.1 Understand the physiological, social, moral and ethical aspects of sexuality</p> <p>6.3.2 Recognizing that abstinence from sexual activity is the healthiest choice for young people</p> <p>6.3.3 Identifying sources of materials and information related to abstaining from sexual activity</p> <p><b>6.4 The student will know strategies for coping with concerns and stress related to the changes that occur during adolescence.</b></p> <p>6.4.1 Role playing opportunities will be made available including content relating to peer pressure and resolving interpersonal conflicts</p>

## Health

### 2 - Knows environmental and external factors that affect individual and community health

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.1 The student will know the sources and causes of pollution in the community.</b></p> <p style="padding-left: 40px;">K.1.1 Examples include air, ground, noise, water, food</p>	<p><b>3.1 The student will know how the physical environment can impact personal health.</b></p> <p style="padding-left: 40px;">3.1.1 Examples include the effects of exposure to pollutants</p> <p><b>3.2 The student will know how individuals, communities, and states cooperate to maintain/control environmental problems.</b></p> <p style="padding-left: 40px;">3.2.1 Participating in school and community efforts to address local health and environmental issues, for example recycling</p> <p style="padding-left: 40px;">3.2.2 Examining how laws, policies and practices influence health locally, nationally and internationally</p> <p><b>3.4 The student will know how personal health can be influenced by society and science.</b></p> <p style="padding-left: 40px;">3.4.1 Examples includes culture and technology</p>	<p><b>6.1 The student will know how to promote positive health practices within the school and community, including positive relationships with peers.</b></p> <p style="padding-left: 40px;">6.1.1 Joining in community efforts to address local health and environmental issues</p> <p><b>6.2 The student will understand how various messages from the media, technology, and other sources impact health practices.</b></p> <p style="padding-left: 40px;">6.2.1 Health fads, advertising, misconceptions about treatment and prevention options</p>

# Health

## 2 - Continued

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
		<p><b>6.3 The student will know local, state, federal, and international efforts to contain an environmental crisis and prevent a recurrence.</b></p> <p>6.3.1 Examples include acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion</p> <p><b>6.4 The student will understand how peer relationships affect health</b></p> <p>6.4.1 Examples include name calling, prejudice, exclusiveness, discrimination, risk-taking behaviors</p>

## Health

### 3 - Understands the relationship of family health to individual health

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.1 The student will know the roles of parents and the extended family in supporting a strong family and promoting the health of children</b></p> <p style="padding-left: 40px;">K.1.1 Examples include the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled</p> <p><b>K.2 The student will know effective strategies to cope with change that may occur in families.</b></p> <p style="padding-left: 40px;">K.2.1 Examples include pregnancy, birth, marriage, divorce, relocation, and unemployment</p>	<p><b>3.1 The student will know how the family influences personal health.</b></p> <p style="padding-left: 40px;">3.1.1 Examples include physical, psychological and social factors.</p> <p><b>3.2 The student will know characteristics needed to be a responsible friend and family member.</b></p> <p style="padding-left: 40px;">3.2.1 Examples include participating in family activities, assuming more responsibility for household tasks</p> <p><b>3.3 The student will know how health-related problems impact the whole family.</b></p> <p style="padding-left: 40px;">3.3.1 Identifying feelings related to changes within the family and effectively expressing them to others in a positive way</p>	<p><b>6.1 The student will know strategies that improve or maintain family health.</b></p> <p style="padding-left: 40px;">6.1.1 How one's personal behavior can affect the behavior and feelings of other family members</p> <p><b>6.2 The student will understand the development of adolescent independence.</b></p> <p style="padding-left: 40px;">6.2.1 Rights versus responsibilities</p> <p><b>6.3 The student will know how communication techniques can improve family life.</b></p> <p style="padding-left: 40px;">6.3.1 Talking openly and honestly with parents when problems arise</p>

## Health

### 4 - Knows how to maintain mental and emotional health

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.1 Identifies and shares feelings in appropriate ways.</b></p> <p style="padding-left: 40px;">K.1.1 Developing and using effective communication skills to enhance social situations</p>	<p><b>3.1 The student will know the relationships between physical health and mental health.</b></p> <p style="padding-left: 40px;">3.1.1 Analyzing the ways in which physical activity contributes to physical, mental, emotional and social health</p> <p><b>3.2 The student will know common sources of stress for children and ways to manage stress.</b></p> <p style="padding-left: 40px;">3.2.1 Role play acceptable ways in society to deal with our emotions</p> <p><b>3.3 The student will know how mood changes and strong feelings affect thought and behavior, and how they can be managed successfully.</b></p> <p style="padding-left: 40px;">3.3.1 Identifying the factors which they can and cannot control</p> <p><b>3.4 The student will know behaviors that communicate care, consideration, and respect of self and others.</b></p>	<p><b>6.1 The student will know strategies for resisting negative peer pressure.</b></p> <p style="padding-left: 40px;">6.1.1 Recognizing his or her role in promoting positive health behaviors among peers</p> <p><b>6.2 The student will know how attentive listening skills can be used to build and maintain healthy relationships.</b></p> <p style="padding-left: 40px;">6.2.1 Practicing communication skills</p> <p><b>6.3 The student will know ways to influence and interact the consumer health service system.</b></p> <p style="padding-left: 40px;">6.3.1 assertive consumerism, selecting providers, communicating complaints</p>

# Health

## 4 - Continue

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
	<p style="text-align: center;">3.4.1 Including those with disabilities or handicapping conditions</p> <p><b>3.5 The student will understand how one responds to the behavior of others and how one's behavior may evoke responses in others.</b></p> <p style="text-align: center;">3.5.1 Anger management</p>	<p><b>6.4 The student will know community health consumer organizations and the advocacy services they provide.</b></p> <p style="text-align: center;">6.4.1 American Heart Association, American Lung Association, Diabetes Association</p> <p><b>6.5 The student will know situations that require professional health services</b></p> <p style="text-align: center;">6.5.1 Management of health conditions such as asthma, allergies, diabetes</p>

## Health

### 5 - Knows essential concepts and practices concerning injury prevention and safety

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.1 The student will know basic fire, traffic, water, and recreation safety practice.</b></p> <p style="padding-left: 40px;">K.1.1 Coordinate community visits</p> <p><b>K.2 The student will know precautions that should be taken in special conditions.</b></p> <p style="padding-left: 40px;">K.2.1 Bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts</p> <p><b>K.3 The students knows how to recognize emergencies and respond appropriately.</b></p> <p style="padding-left: 40px;">K.3.1 Uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries, such as scratches, cuts, bruises and first-degree burns</p>	<p><b>3.1 The student will know safety rules and practices to be used in home, school, and community settings.</b></p> <p style="padding-left: 40px;">3.1.1 Using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight</p> <p><b>3.2 The student will know methods used to recognize and avoid threatening situations and ways to get assistance.</b></p> <p style="padding-left: 40px;">3.2.1 Not leaning into a car when giving directions to a stranger</p> <p><b>3.3 The student will know basic first aid procedures appropriate to common emergencies in home, school, and community.</b></p>	<p><b>6.1 The student will know injury prevention strategies for family health.</b></p> <p style="padding-left: 40px;">6.1.1 Having a personal and family emergency plan, including maintaining supplies for readiness for emergencies; identifying and removing safety hazards in the home; neighborhood watch</p> <p><b>6.2 The student will know strategies for managing a range of situations involving injury.</b></p> <p style="padding-left: 40px;">6.2.1 First aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation</p> <p><b>6.3 The student will know potential signs of self- and other- directed violence.</b></p> <p style="padding-left: 40px;">6.3.1 Recognize individual signs which lead to aggressive behavior</p>



## Health

### 5 - Continued

Primary (Grades K-2)	Upper Elementary (Grades 3-5)	Middle School (Grades 6-8)
<p><b>K.4 The student will know ways to seek assistance if abused or threatened.</b></p> <p style="padding-left: 40px;">K.4.1 Available parents and teachers</p>	<p style="padding-left: 40px;">3.3.1 Proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood</p> <p><b>3.4 The student will know the difference between positive and negative behaviors used in conflict situations.</b></p> <p style="padding-left: 40px;">3.4.1 Generate list of positive and negative behaviors</p> <p><b>3.5 The student knows some non-violent strategies to resolve conflicts.</b></p> <p style="padding-left: 40px;">3.5.1 Parent/Peer counseling</p>	<p><b>6.4 The student will know the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict.</b></p> <p style="padding-left: 40px;">6.4.1 Parent/Peer counseling and other community health professionals utilized</p> <p><b>6.5 The student will know how refusal and negotiation skills can be used to enhance health.</b></p> <p style="padding-left: 40px;">6.5.1 Role playing strategies are presented as related to peer pressure and the courage needed to say 'no'.</p>