



Kearney  
Public  
Schools

*Excellence In Education*

# Health Curriculum

**Kearney Public Mission Statement**

***Create an environment that fosters mutual respect***

***Inspire the love of learning***

***Expect Excellence from all***

**Mission for KPS Health Education Curriculum**

Educate and inspire positive choices for developing mental, physical and social health for life-long wellness.

## **Kindergarten- 2<sup>nd</sup> Grade Health**

**Outcomes are taught in the classes indicated by the following:  
G=Guidance, PE=Physical Education, C=Classroom and N=Nurse  
The number behind the class is the grade that outcomes are taught.**

**Students will compare and contrast healthy and unhealthy choices in the areas of social, mental and physical wellness and apply positive choices to their everyday lives.**

### **HE.K-2.1 Violence Prevention**

- Students will identify the importance of respecting the personal space and boundaries of others. (G)
- Students will explain what to do if someone is being bullied. (G)
- Students will describe the difference between bullying and teasing. (G)
- Students will explain why it is wrong to tease others. (G)
- Students will demonstrate ways to treat others with dignity and respect. (G, C, N)
- Students will identify different kinds of family structures and customs. (C, G)
- Students will demonstrate ways to respond when in an unwanted, threatening, or dangerous situation. (G,C)
- Students will demonstrate ways to tell a trusted adult if threatened or harmed. (G,C)
- Students will explain the qualities of a safe environment. (N)
- Students will demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal. (G)

### **HE.K-2.2 Tobacco**

- Students will describe the benefits of not using tobacco. (N)
- Students will explain dangers of experimenting with tobacco. (N)

### **HE.K-2.3 Safety**

- Students will recognize that injuries can be prevented. (N)
- Students will state how to safely take medications. (G)
- Students will explain the importance of using safety belts and motor vehicle booster seats. (N)
- Students will identify ways to reduce injuries on the playground. (C)
- Students will identify safety rules for being around fire. (C)
- Students will state how to be a safe pedestrian. (C)
- Students will identify body areas covered by swim suits are private. (N)

### **HE.K-2.4 Physical Activity**

- Students will describe the recommended amount of physical activity for children. (PE)
- Students will explain ways to be active every day. (PE)
- Students will describe behaviors that are physically active and physically inactive. (PE)
- Students will describe the benefits of being physically active. (PE)

### **HE.K-2.5 Personal Health and Wellness**

- Students will describe what it means to be healthy. (PE)
- Students will explain why hygiene is important for good health. (N)
- Students will identify different ways that disease-causing germs are transmitted. (N)
- Students will describe ways to prevent the spread of germs that cause common infectious diseases. (N)
- Students will explain proper steps for treating a wound to reduce chances of infection. (N)

- Students will explain why sleep and rest are important for proper growth and good health. (PE)
- Students will explain the steps of proper hand washing. (N)
- Students will explain the steps of daily brushing and flossing. (C,N)
- Students will describe why it is important to seek health care. (N)
- Students will identify a short-term personal health goal and take action toward achieving the goal. (G,N)
- Students will identify who can help when assistance is needed to achieve a personal health goal. (G,N)
- Students will make requests to promote personal health. (C,G,N)
- Students will encourage peers to make positive health choices. (C,G,N)
- Students will identify how to protect skin from the sun's rays. (C,N)
- Students will explain the ways positive health habits help prevent disease. (N)
- Students will discuss the importance of goal-setting and decision making skills to enhance their healthy lifestyle. (N)
- Students will identify how information from school and family influence health. (N)
- Students will discuss the importance of supporting others in making positive healthy choices. (N)

#### **HE.K-2.6 Mental and Emotional Health**

- Students will describe the characteristics of a friend. (G)
- Students will identify appropriate ways to express and deal with emotions and feelings. (G)
- Students will explain the relationship between feelings and behavior. (G)
- Students will explain the importance of respecting the personal space and boundaries of others. (G, PE)
- Students will demonstrate healthy ways to express needs, wants, and feelings. (C, G)
- Students will demonstrate listening skills to enhance health. (C,G)

#### **HE.K-2.7 Sexual Health**

- Students will describe ways to prevent the spread of germs that cause common infectious diseases. (N)
- Students will describe importance of preventing contact with blood and other body fluids. (N)
- Students will explain that all living things reproduce (C)

#### **HE.K-2.8 Healthy Eating**

- Students will explain the importance of choosing and identifying healthy foods and beverages. (PE,C)
- Students will identify the benefits of drinking plenty of water. (PE)
- Students will describe the benefits of eating breakfast every day. (PE,C)
- Students will recognize that food/fluid intake and energy use must remain in balance. (N,G)

#### **HE.K-2.9 Alcohol and Other Drugs**

- Students will explain why household products are harmful if ingested or inhaled. (G)
- Students will explain the harmful effects of medicines when used incorrectly. (G)
- Students will explain the importance of not sharing medication, including cough drops, with other students. (N)

## **Third – Fifth Grade Health**

**Outcomes are taught in the classes indicated by the following:**

**G=Guidance, PE=Physical Education, C=Classroom, -3,4,5=Grade and N=Nurse**

**The number behind the class is the grade that outcomes are taught.**

**Students will analyze and evaluate mental, physical, and social wellness practices to make choices for a healthy lifestyle. The mental, physical, and social development of children leads to increased academic success.**

### **HE.3-5.1 Violence Prevention**

- Students will explain the importance of respecting the personal space and boundaries of others. (G)
- Students will describe appropriate ways to express emotions and feelings. (G)
- Students will examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (G)
- Students will explain the importance of talking with trusted adults about feelings. (G)
- Students will explain the different ways boys and girls bully. (G)
- Students will describe what to do if self or someone else is being bullied. (G)
- Students will explain the differences between tattling and reporting aggression, bullying, or violence. (G)
- Students will explain that anger is a normal emotion. (G)
- Students will give examples of pro-social behaviors (e.g. helping others, being respectful of others, cooperation, consideration). (G)
- Students will identify examples of self-control. (G)
- Students will explain why it is wrong to tease others based on their body type or other personal characteristics. (G)
- Students will define prejudice, discrimination, and bias. (G)
- Students will demonstrate ways to treat others with dignity and respect. (G, C, N)
- Students will explain the importance of telling an adult if in danger of hurting self or others. (G)
- Students will describe the characteristics of a healthy relationship. (G)
- Students will explain the qualities of a safe environment. (N)

### **HE.3-5.2 Sexual Health**

- Students will describe appropriate ways to express and deal with emotions and feelings. (G)
- Students will demonstrate ways students can work together to promote dignity and respect for all people. (G)
- Students will identify characteristics of someone who has self-respect. (G)
- Students will describe basic male and female reproductive body parts and their functions. (N)
- Students will describe the physical and emotional changes that occur during puberty. (N)
- Students will describe how puberty prepares human bodies for the potential to reproduce. (N)
- Students will explain that puberty and development can vary considerably and still be normal. (N)
- Students will describe the effects of HIV infection and other blood-borne disease on the body. (N)
- Students will explain why HIV infection is not transmitted through casual contact. (N)
- Students will define puberty and adolescence. (N)
- Students will explain the physical changes from pituitary action that take place in young people at puberty. (N)
- Students will discuss adolescence and puberty as a positive and exciting growth experience. (N)
- Students will explain the ways blood borne pathogens are spread. (N)

- Students will state the difference between HIV and Aids. (N)
- Students will describe ways blood borne diseases are transmitted. (N)
- Students will describe importance of preventing contact with blood or other body fluids. (N)

### **HE.3-5.3 Safety**

- Students will list ways to prevent injuries at school. (N)
- Students will explain how injuries can be prevented. (N)
- Students will identify ways to reduce risk of injuries while riding in a motor vehicle. (N)
- Students will identify body areas covered by swim suits are private. (N)

### **HE.3-5.4 Physical Activity**

- Students will summarize the recommended amount of physical activity for children. (C4)
- Students will describe the importance of choosing a variety of ways to be physically active. (C4)
- Students will identify short-term and long-term benefits of moderate and vigorous physical activity, such as improving cardiovascular health, strength, endurance, and flexibility and reducing the risks of chronic diseases. (PE)
- Students will describe that both eating habits and level of physical activity can affect a person's weight. (C4)
- Students will identify ways to increase daily physical activity. (C4)
- Students will identify basic safety precautions to help prevent injury during physical activity. (PE)
- Students will discuss the benefits of drinking water before, during and after physical activity. (C4)
- Students will identify personal protection equipment needed for sports and recreational activities, such as mouthpieces, pads, and helmets. (N)
- Students will identify behaviors that contribute to maintaining a healthy weight. (C4)

### **HE.3-5.5 Personal Health and Wellness**

- Students will describe ways to prevent the spread of germs that cause infectious diseases. (N)
- Students will explain that hand washing is an effective way to prevent many infectious diseases. (N)
- Students will describe how hearing can be damaged by loud sounds. (N)
- Students will summarize why sleep and rest are important for proper growth and good health. (N)
- Students will identify the benefits of personal health care practices, such as washing hair and bathing regularly. (N)
- Students will describe ways common infectious diseases are transmitted and prevented. (N)
- Students will explain the difference between infectious and non-infectious diseases. (N)
- Students will describe ways in which safe and healthy school and community environments can promote personal health. (C-3,N,G,PE)
- Students will describe how the family influences personal healthy practices and behaviors. (G,N)
- Students will identify the influence of culture on health beliefs, practices and behaviors. (G,N)
- Students will explain how peers can influence healthy and unhealthy behaviors. (C3,G,N)
- Students will choose a healthy option when making a decision. (G,N)
- Students will set a personal health goal and track progress toward its achievement. (PE,N)
- Students will identify resources to assist in achieving a personal health goal. (PE,N)
- Students will express opinions and give accurate information about health issues. (G,C3,N)
- Students will encourage others to make positive health choices. (G,C3,N)
- Students will describe the importance of protecting skin from the sun's rays. (C3,N)

- Students will discuss the importance of goal-setting and decision making skills to enhance their healthy lifestyle. (N)
- Students will assess valid health information and health promoting products and services. (N)
- Students will identify how information from school and family influence health. (N)
- Students will discuss the importance of supporting others in making positive health choices. (N)
- Students will describe how lifestyle affects health, quality of life, and longevity. (N)

### **HE.3-5.6 Mental and Emotional Health**

- Students will describe the characteristics of a friend. (G)
- Students will describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others. (G)
- Students will explain the importance of talking with parents about feelings. (G)
- Students will describe appropriate ways to express and deal with emotions and feelings. (G)
- Students will identify examples of self-control. (G)
- Students will identify characteristics of someone who has self-respect. (G)
- Students will give examples of pro-social behaviors (e.g. helping others, being respectful of others, cooperation, consideration). (G)
- Students will summarize the importance of respecting the personal space and boundaries of others. (G)
- Students will describe the difference between bullying and teasing. (G)
- Students will explain how the media influences thoughts, feelings, and healthy behaviors. (G,N)
- Students will demonstrate effective verbal and nonverbal communication skills to enhance health. (G)
- Students will demonstrate refusal skills that avoid or reduce health risks. (G)

### **HE.3-5.7 Healthy Eating**

- Students will summarize the benefits of healthy eating. (C4)
- Students will summarize the benefits of drinking plenty of water. (C4)
- Students will identify nutritious and non-nutritious beverages. (C4)
- Students will conclude that breakfast should be eaten every day. (C4)
- Students will explain that both eating habits and level of physical activity can affect a person’s weight. (C4)
- Students will name the food groups and a variety of nutritious food choices for each food group. (C4)
- Students will explain the importance of eating a variety of foods from all the food groups. (C4)
- Students will identify the number of servings of food from each food group that a child needs daily. (C4)
- Students will explain the concept of eating in moderation. (C4)
- Students will describe the benefits of eating plenty of fruits and vegetables. (C4)
- Students will identify foods that are high in fat and low in fat. (C4)
- Students will identify foods that are high in added sugars. (C4)
- Students will describe the benefits of limiting the consumption of fat and added sugar. (C4)
- Students will know signals of hungry and full. (C4)

### **HE.3-5.8 Alcohol and Other Drugs**

- Students will explain the difference between medicines and illicit drugs. (G)
- Students will summarize why household products are harmful if ingested or inhaled. (G)
- Students will explain benefits of medication when used correctly. (G)
- Students will summarize potential risks with inappropriate use of or sharing of prescription and over-the-counter medications, including cough drops. (G)
- Students will demonstrate refusal skills (e.g. clear “no” statement, walk away, repeat refusal). (G)

**HE.3-5.9 Tobacco**

- Students will identify short and long term effects of using tobacco and being exposed to others tobacco use. (N)
- Students will describe benefits of abstaining or quitting tobacco use. (N)
- Students will identify the effects of tobacco use on social relationships. (N)
- Students will explain that tobacco use is an addiction that can be treated. (N)
- Students will summarize the dangers of experimenting with tobacco. (N)

## Sixth Grade Health

Outcomes are taught in the classes indicated by the following:

G=Guidance, PE=Physical Education, FCS=Family Consumer Science, QT=Quality Time, H=Health and S=Science

The number behind the class is the grade that outcomes are taught.

Students will comprehend healthy behaviors and analyze personal lifestyles related to lifelong wellness.

### **HE.06.1 Violence Prevention**

- Students will describe appropriate ways to express and deal with emotions and feelings. (G, QT, FCS)
- Students will explain causes and effects of stress. (G, QT, FCS)
- Students will describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). (G, QT, FCS)
- Students will describe the relationship between using alcohol and other drugs and other health risks such as injuries, violence, suicide, sexually risky behaviors, and tobacco use. (H)
- Students will describe ways to manage interpersonal conflict nonviolently. (G, FCS, QT)
- Students will describe pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) that help prevent violence. (QT, FCS, G)
- Students will compare and contrast healthy and unhealthy relationships. (G, QT, FCS)
- Students will identify strategies to deal with bullying and cyberbullying. (G)

### **HE.06.2 Sexual Health**

- Students will summarize the benefits of talking with trusted adults about feelings. (G, FCS)
- Students will recognize the benefits of being sexually abstinent. (FCS)

### **HE.06.3 Safety**

- Students will identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). (PE)
- Students will discuss climate related physical conditions that affect physical activity such as heat exhaustion, sunburn, heatstroke, hypothermia, etc. (PE)

### **HE.06.4 Physical Activity**

- Students will explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment. (PE, FCS)
- Students will differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (PE)
- Students will summarize how physical activity and eating habits can contribute to maintaining a healthy lifestyle. (PE, FCS)
- Students will describe the use of safety equipment for specific physical activities. (PE)
- Students will describe ways to reduce risk of injuries from participation in sports and other physical activities. (PE)

### **HE.06.5 Personal Health and Wellness**

- Students will explain how positive health behaviors can benefit people throughout their life span. (PE, FCS)



- Students will summarize health practices to prevent the spread of food-borne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact. (FCS)

#### **HE.06.6 Mental and Emotional Health**

- Students will explain why it is wrong to tease others based on their body type or other personal characteristics. (G, FCS)
- Students will compare and contrast healthy and unhealthy relationships. (G, FCS)
- Students will examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. (G, FCS, QT)
- Students will explain why it is important to understand the perspectives of others in resolving a conflict situation. (G, FCS, QT)
- Students will describe the signs, symptoms, and consequences of common eating disorders. (FCS)

#### **HE.06.7 Healthy Eating**

- Students will classify the number and appropriate sizes of servings of food from each food group that a person needs each day. (FCS)
- Students will analyze the benefits of healthy eating. (FCS)
- Students will explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources. (FCS)
- Students will describe the relationship between what people eat, their physical activity level, and their body weight. (FCS)
- Students will summarize food safety strategies that can control germs that cause food-borne illnesses. (FCS)
- Students will differentiate between a positive and negative body image, and state the importance of a positive body image.
- Students will describe the signs, symptoms, and consequences of common eating disorders. (FCS)
- Students will summarize how eating disorders impact proper nutrition. (FCS)

#### **HE.06.8 Alcohol and Other Drugs**

- Students will summarize the negative consequences of using alcohol and other drugs. (H)
- Students will determine the benefits of being alcohol and drug free. (H)
- Students will describe positive alternatives to using alcohol and other drugs. (H)

## **Seventh Grade Health**

**Outcomes are taught in the classes indicated by the following:**

**G=Guidance, PE=Physical Education, FCS=Family Consumer Science, QT=Quality Time, H=Health and S=Science**

**The number behind the class is the grade that outcomes are taught.**

**Students will comprehend healthy behaviors and analyze personal lifestyles related to lifelong wellness.**

### **HE.07.1 Violence Prevention**

- Students will describe effective responses to bullying and Cyberbullying. (QT)

### **HE.07.1 Safety**

- Students will identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). (PE)
- Students will discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (PE)

### **HE.07.2 Physical Activity and Tobacco**

- Students will explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment. (PE)
- Students will differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (PE)
- Students will analyze the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. (PE)
- Students will summarize the benefits of drinking water before, during, and after physical activity. (PE)
- Students will discuss climate-related physical conditions that affect physical activity, such as heat exhaustion, sunburn, heat stroke, and hypothermia. (PE)
- Students will discuss how an inactive lifestyle contributes to chronic disease. (PE)
- Students will explain the importance of warming up before and cooling down after physical activity. (PE)
- Students will describe how using tobacco could hurt one's goals for physical fitness and athletic performance. (PE)
- Describe the social, economic, and cosmetic consequences of tobacco use (PE)
- Summarize the benefits of being tobacco-free (PE)
- Students will describe the use of safety equipment for specific physical activities. (PE)
- Students will describe ways to reduce risk of injuries from participation in sports and other physical activities. (PE)

### **HE.07.3 Personal Health and Wellness**

- Students will explain how positive health behaviors can benefit people throughout their life span. (PE, FCS)
- Students will summarize the behavioral and environmental factors that contribute to the major chronic diseases. (S)
- Students will explain the difference between infectious, non-infectious, acute, and chronic diseases. (S)
- Students will analyze ways common infectious diseases are transmitted. (S)
- Students will summarize the symptoms that occur when someone is sick or getting sick. (S)

- Students will summarize health practices to prevent the spread of food-borne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact. (FCS)
- Students will describe food safety strategies that can control germs that cause food-borne illnesses. (FCS, S)
- Students will evaluate the benefits of getting proper rest and sleep for healthy growth and development. (PE, FCS, S)
- Students will analyze ways to prevent the spread of germs that cause infectious diseases such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. (S)
- Students will summarize actions to take to protect oneself against potential damage from exposure to the sun. (S)
- Students will explain the benefits of good hygiene practices for promoting health and maintaining social relationships. (PE, S)

#### **HE.07.4 Healthy Eating**

- Students will summarize a variety of nutritious food choices for each food group. (FCS, S)
- Students will classify the number and appropriate sizes of servings of food from each food group that a person needs each day. (FCS)
- Students will explain why some food groups have a greater number of recommended portions than other food groups. (FCS)
- Students will analyze the benefits of healthy eating. (FCS, S)
- Students will describe the federal dietary guidelines for teens. (FCS)
- Students will explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources. (FCS, S)
- Students will describe the benefits of eating in moderation. (FCS)
- Students will summarize the benefits of eating plenty of fruits and vegetables. (FCS)
- Students will analyze the benefits of drinking plenty of water. (FCS)
- Students will identify foods that are high in fiber. (FCS)
- Students will identify examples of whole grain foods. (FCS)
- Students will describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. (FCS)
- Students will summarize the benefits of limiting the consumption of fat and added sugar. (FCS)
- Students will describe the relationship between what people eat, their physical activity level, and their body weight. (PE)

## **Eighth Grade Health**

**Outcomes are taught in the classes indicated by the following:**

**G=Guidance, PE=Physical Education, FCS=Family Consumer Science, QT=Quality Time, H=Health and S=Science**

**The number behind the class is the grade that outcomes are taught.**

**Students will comprehend healthy behaviors and analyze personal lifestyles related to lifelong wellness.**

### **HE.08.1 Safety**

- Students will identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). (PE)

### **HE.08.2 Physical Activity**

- Students will explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special exercise equipment. (PE)
- Students will differentiate between physical activity, exercise, health-related fitness, and skill-related fitness. (PE)
- Students will analyze the short-term and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. (PE)
- Students will explain the importance of warming up before and cooling down after physical activity. (PE)
- Students will describe the use of safety equipment for specific physical activities. (PE)
- Students will describe ways to reduce risk of injuries from participation in sports and other physical activities. (PE)

## **Ninth Grade Health**

**All outcomes are taught in Health classes unless indicated by the following:**

**H=Health, PE=Physical Education, and S=Science.**

**The number behind the class is the grade that outcomes are taught.**

### **HE.09.1 Violence Prevention**

- Students will evaluate effective strategies for dealing with stress.
- Students will Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, physical assault/fighting, dating violence, acquaintance rape, sexual assault, family violence).
- Students will explain how bystanders can help prevent violence by reporting dangerous situations or actions.
- Students will analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders.
- Students will analyze the relationship between using alcohol and other drugs and violence.
- Students will analyze strategies for managing and reducing conflict.
- Students will analyze why it is important to understand the perspectives of others in resolving a conflict situation.
- Students will explain impulsive behaviors and strategies for controlling them.
- Students will describe ways to express anger in a healthy way.
- Students will analyze how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- Students will analyze the benefits of using non-violence to solve interpersonal conflict.
- Students will explain how to build and maintain healthy family and peer relationships.
- Students will evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Students will analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Students will summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others.
- Students will analyze the signs and symptoms of people who are in danger of hurting themselves or others.

### **HE.09.2 Tobacco**

- Students will examine situations that could lead to tobacco use.
- Students will analyze the short- and long-term physical effects of tobacco use.
- Students will analyze the short- and long-term psychological and social effects of tobacco use.
- Students will analyze the relationship between using tobacco and using alcohol or other drugs.
- Students will describe the effects of tobacco use on the fetus.
- Students will summarize long-term health benefits of abstaining from or discontinuing tobacco use.
- Students will summarize why individuals choose to use or not use tobacco.
- Students will evaluate school rules and community laws related to the sale and use of tobacco products.
- Students will summarize why tobacco, alcohol, or other substance use is an unhealthy way to manage weight or stress.
- Students will evaluate the financial cost of tobacco use to the individual and society.
- Students will analyze how the addiction to tobacco use can be treated.

### **HE.09.3 Sexual Health**

- Students will summarize healthy ways to express affection, love, friendship, and concern.
- Students will explain how to build and maintain healthy family and peer relationships.
- Students will summarize the qualities of a healthy dating relationship.
- Students will evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Students will analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Student will analyze situations that could lead to being pressured to have sex.
- Students will analyze techniques that are used to coerce or pressure someone to have sex.
- Students will acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- Students will acknowledge an individual's right and responsibility to refuse unwanted sexual contact.
- Students will summarize why individuals have the right to refuse sexual contact.
- Students will acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- Students will analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
- Students will summarize impulsive behaviors and strategies for controlling them.
- Students will summarize the relationship between the menstrual cycle and conception.
- Students will analyze the responsibilities of parenthood.
- Students will summarize how HIV and common STDs are transmitted.
- Students will summarize the problems associated with asymptomatic STDs
- Students will summarize the short- and long-term consequences of HIV and common STDs
- Students will summarize which STDs can be cured and which can be treated.
- Students will summarize the importance of setting personal limits to avoid risky sexual behavior.
- Students will justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- Students will analyze the factors that contribute to one engaging in sexual risk behaviors.
- Students will analyze the factors that protect one against engaging in sexual risk behaviors.
- Students will describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
- Students will summarize ways to prevent pregnancy and the sexual transmission of blood-borne diseases, such as HIV and hepatitis.
- Students will explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as testicular self-examinations and Pap smears. (PE)

### **HE.09.4 Safety**

- Students will explain ways to reduce the risk of injuries from participation in sports and other physical activities. (PE)
- Students will analyze the relationship between using alcohol and other drugs and injuries.
- Students will evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- Students will analyze the dangers of driving while under the influence of alcohol and other drugs.
- Students will explain accepted procedures for emergency care and lifesaving (e.g., CPR ).
- Students will analyze the dangers of distractions such as texting/cell phone use while driving.

### **HE.09.5 Physical Activity**

- Students will summarize how a person can incorporate daily moderate or vigorous physical activity into their life without relying on a structured exercise plan or special exercise equipment. (H, PE)
- Students will evaluate the short- and long-term physical benefits of moderate and vigorous physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic diseases. (H, PE)
- Students will discuss ways to increase physical activity and decrease inactivity. (H, PE)
- Students will summarize the mental and social benefits of physical activity. (H, PE)
- Students will analyze how an inactive lifestyle contributes to chronic diseases.
- Students will summarize recommended amounts and types of physical activity for adolescents and adults. (H, PE)
- Students will compare and contrast various sports and physical activities in terms of health- and skill-related fitness. (PE)
- Students will summarize physical activities that contribute to maintaining or improving the components of health-related fitness, such as cardio-respiratory fitness, muscular strength, endurance, flexibility, and body composition. (H, PE)
- Students will describe effects of hydration and dehydration on physical performance. (H, PE)
- Students will discuss methods for avoiding and responding to climate-related physical conditions during physical activity.
- Students will discuss the dangers and legal issues related to using performance-enhancing drugs. (H, S)
- Students will analyze the harmful effects of using weight loss pills and anabolic steroids. (S)
- Students will describe the importance of a healthy diet and physical activity in maintaining healthy weight.
- Students will summarize healthy and risky approaches to weight management.
- Students will explain ways to reduce the risk of injuries from participation in sports and other physical activities. (H, PE)
- Students will summarize the importance of warming up before and cooling down after physical activity. (H, PE)

### **HE.09.6 Personal Health and Wellness**

- Students will analyze how positive health behaviors can benefit people throughout their life span.
- Students will describe the relationship between poor eating habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Students will summarize how common infectious illnesses are transmitted by food, air, indirect contact, and person-to-person contact.
- Students will analyze health practices to prevent the spread of food-borne illnesses, air-borne illnesses, illnesses spread through indirect contact, and illness spread through person-to-person contact.
- Students will explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- Students will summarize personal strategies for minimizing potential harm from exposure to the sun. (PE)
- Students will analyze the benefits of rest and sleep for personal health. (H, PE)
- Students will summarize the potential health and social consequences of popular fads or trends, such as body piercing and tattooing.
- Students will explain important health screenings, immunizations, and checkups, including screenings and examinations that are necessary to maintain reproductive health such as breast and testicular self-examinations and Pap smears. (PE)

- Students will clarify why it is safe to be a friend of someone who has a disease or conditions, such as AIDS, asthma, and epilepsy.

### **HE.09.7 Mental and Emotional Health**

- Students will analyze characteristics of a mentally and emotionally healthy person.
- Students will analyze the interrelationship of physical, mental, emotional, social, and spiritual health.
- Students will summarize healthy ways to express affection, love, friendship, and concern.
- Students will describe how mental and emotional health can affect health-related behaviors (e.g., how anger contributes to violence).
- Students will summarize strategies for coping with loss and grief.
- Students will analyze the causes, symptoms, and effect of depression.
- Students will explain impulsive behaviors and strategies for controlling them.
- Students will summarize non-violent ways to respond when angry or upset.
- Students will summarize characteristics of someone who has self-respect.
- Students will analyze why pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration) can help prevent violence.
- Students will summarize personal stressors at home, in school, and with friends.
- Students will explain the body's physical and psychological responses to stressful situations.
- Students will explain how to build and maintain healthy family and peer relationships.
- Students will analyze strategies for managing and reducing conflict.
- Students will evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.

### **HE.09.8 Healthy Eating**

- Students will describe the recommendations of the *Dietary Guidelines for Americans*.
- Students will describe the relationship between nutrition and overall health.
- Students will describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Students will analyze the benefits of healthy eating.
- Students will explain food sources that provide key nutrients.
- Students will describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Students will analyze the benefits of drinking water before, during, and after physical activity. (H,PE)
- Students will describe the importance of healthy eating and physical activity in maintaining a healthy weight. (H, PE)
- Students will explain how the *Dietary Guidelines for Americans* are useful in planning a healthy diet.
- Students will describe healthy and risky approaches to weight management.
- Students will analyze the harmful effects of using weight loss pills and anabolic steroids. (H, PE)
- Students will explain the effects of eating disorders on healthy growth and development.
- Students will acknowledge that people have different body shapes and sizes and other personal characteristics that make them unique.
- Students will differentiate between a positive and negative body image.
- Students will explain the effects of eating disorders on healthy growth and development.
- Students will acknowledge that people with eating disorders need professional help.

### **HE.09.9 Alcohol and Other Drugs**

- Students will differentiate between proper use and abuse of prescription medicines.



- Students will summarize the harmful short- and long-term effects of alcohol and other drugs on the body.
- Students will describe the harmful effects of binge drinking.
- Students will analyze the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
- Students will analyze the relationship of alcohol and other drug use to the major causes of death and disease in the United States.
- Students will discuss the dangers and legal issues related to using performance-enhancing drugs. (S)
- Students will explain the effects of alcohol and other drug use during pregnancy.
- Students will determine situations that could lead to the use of alcohol and other drug use.
- Students will summarize why alcohol or other substance use is an unhealthy way to manage weight or stress.
- Students will analyze short- and long-term benefits of remaining alcohol and drug-free.
- Students will summarize family rules, school rules, and community laws about alcohol and other drug use.
- Students will summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
- Students will evaluate the importance of not riding with a driver who has been using alcohol or other drugs.
- Students will analyze the dangers of driving while under the influence of alcohol and other drugs.
- Students will analyze the dangers of sharing/misuse of prescription and non-prescription medication at school.