

**HEALTH COURSE OF STUDY
K - 12
2005**



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HEALTH COURSE OF STUDY

INTRODUCTION

The following document is the K-12 Health Course of Study for the Catholic Diocese of Columbus. This course of study was developed by a committee of elementary and secondary health education teachers who used current research in health education, namely the National Health Education Standards, to structure the document. The course of study contains outcomes that serve as benchmarks for mastery at the designated levels.

PHILOSOPHY

The purpose of health education is to enable students to integrate the social, physical, and mental/emotional health dimensions and achieve and maintain a quality lifestyle. In our Catholic schools, health education is a partnership between the home and the school that encompasses the total well being of the student, including the spiritual dimensions.

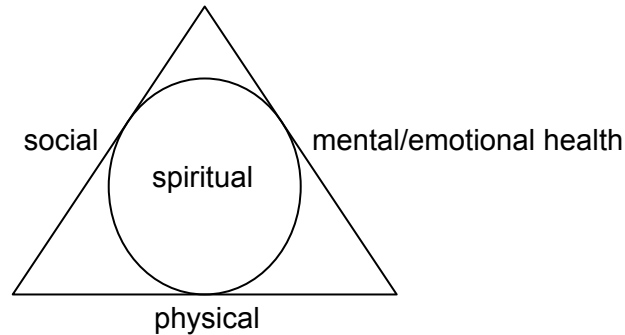
At the heart of this curriculum is the decision making process. Health education must enable students to make informed decisions, based upon Catholic values that will enhance their capacity for growth, their reverence for life, their self respect and their respect for others. Students need to be well informed. They must be aware of available resources and appropriate technology and possess the skills to use them in order to make good decisions that are the basis for a healthy lifestyle.

HEALTH COURSE OF STUDY COMMITTEE

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USING THE COURSE OF STUDY

Three health standards are interrelated in teaching the Health Course of Study. Like the sides of the equilateral triangle, all three standards are equally important. Touching all sides of this equilateral triangle of health standards is spiritual health that is the foundation and support in our teaching.



Each of the Health standards is taught at all grade levels, but each grade level has different focus area(s). It is in these focus areas that the majority of instruction will take place. The grade level focus area(s) are listed below:

<p><u>K</u> Safety Safet</p>	<p><u>1st</u> y Nutrition Nutritio</p>	<p><u>2nd</u> Safety Nutritio n Grooming</p>	<p><u>3rd</u> n Fitness First Aid</p>	<p><u>4th</u> Fitness First Aid Consumer Health</p>
<p><u>5th</u> Grooming Human Growth and Development Mental and Emotional</p>	<p><u>6th</u> Mental and Emotional Health Diseases Substance Abuse</p>	<p><u>7th</u> Mental and Emotional Health Diseases Substance Abuse</p>	<p><u>8th</u> Nutrition Fitness Consumer Health</p>	<p><u>H.S.</u> Human Growth and Development First Aid Diseases Substance Abuse Mental and Emotional Health</p>

Code

The code to reflect skills in this scope and sequence are as follows:

I – indicates **Introduce** the skill or concept at this grade level

D – indicates **Develop** the skill or concept by reviewing, extending, and treating it in greater depth than the previous year

M – indicates **Master** the skills or concept by being able to perform or demonstrate an understanding of the concept at an acceptable level

m – indicates **Maintain** the skill or concept by being able to perform or demonstrate it at the higher grade level

Content Standard I: The student demonstrates an understanding of social health in relation to the selection of health products and professional services, personal and community safety and first aid.

A) CONSUMER	K	1	2	3	4	5	6	7	8	H.S.
The student will:										
1) Be a knowledgeable consumer about health care products.		I	I/D	D	D	D	D	D	D	D
2) Be a knowledgeable consumer about health care services and providers.		I	D	D	D	D	D	D	D	D
B) PERSONAL AND COMMUNITY SAFETY										
The student will:										
1) Have knowledge of and use necessary safety practices.	I	D	M	m	m	m	m	m	m	m
2) Practice appropriate procedures during an emergency situation.	I	D	M	m	m	m	m	m	m	m
3) Be able to identify causes of common household accidents.	I	D	M	m	m	m	m	m	m	m
4) Be knowledgeable of preventions for common household accidents.	I	D	M	m	m	m	m	m	m	m
C) FIRST AID										
The student will:										
1) Be able to demonstrate basic first aid techniques.				I	D	D	D	D	D	M
2) Be able to identify symptoms or signs of a heart attack, stroke and seizures.				I	D	D	D	M	m	m
3) Demonstrate the steps to report an emergency.	I	D	D	D	M	m	m	m	m	m
4) Demonstrate lifesaving techniques (i.e. CPR, Heimlich).						I	D	D	M	m

Content Standard II: Demonstrates competency in physical aspects of health related issues.

A) NUTRITION	K	1	2	3	4	5	6	7	8	H.S.
The student will:										
1) Understand the importance of a healthy diet.		I	D	D	D	D	D	D	M	m
2) Recognize that food provides energy.		I	D	M	m	m	m	m	m	m
3) Understand the cause and effect of various eating habits.		I	D	D	D	D	D	D	M	m
B) FITNESS										
The student will:										
1) Understand the relationship between rest, exercise and fitness.	I	D	D	D	M	m	m	m	m	m
2) Understand the relationship between physical and mental well-being.	I	D	D	D	M	m	m	m	m	m
C) HUMAN GROWTH AND DEVELOPMENT										
The student will:										
1) Recognize the physical similarities and differences in people.	I	D	M	m	m	m	m	m	m	m
2) Identify the various influences on physical growth (heredity, diet, environment)		I	D	D	D	D	D	D	M	m
3) Understand the difference between the male and female reproductive systems.						I	D	D	D	M
4) Understand the importance of abstinence in a healthy adolescent lifestyle.						I	D	D	D	M
5) Understand the nature and meaning of human sexuality and love.						I	D	D	D	M

Content Standard II: Demonstrates competency in physical aspects of health related issues.

D) COMMUNICABLE AND NON-COMMUNICABLE DISEASES	K	1	2	3	4	5	6	7	8	H.S.
The student will:										
1) Identify differences between communicable and non-communicable.	I	D	D	D	D	D	D	M	m	m
2) Identify the causes of all the main types of diseases e.g. deficiency, infections, heredity.							I	D	D	D
3) Understands prevention of disease.	I	D	D	D	D	D	D	D	D	D
4) Understand the effects of disease on our society.							I	D	D	D
E) PERSONAL GROOMING										
The student will:										
1) Recognize the importance of personal grooming.	I	D	D	D	D	M	m	m	m	m
2) Recognize the connection between good grooming and social relationship.	I	D	D	D	D	M	m	m	m	m

Content Standard III: Demonstrate an understanding of emotional and mental health by using good communication and decision making skills, and practicing health enhancing behaviors.

A) COMMUNICATION: DECISION MAKING BEHAVIORS	K	1	2	3	4	5	6	7	8	H.S.
The student will:										
1) Develop a sound sense of self concept.	I	D	D	D	D	D	D	D	D	D
2) Develop problem solving skills and goal setting processes.	I	I/D	D	D	D	D	D	D	D	D
3) Use socially acceptable words/actions to protect himself/herself from physically or emotionally damaging situations.	I	D	D	D	D	D	D	M	m	m
4) Develop good interpersonal skills that reflect Catholic values.	I	D	D	D	D	D	D	D	D	D
5) Identify aspects of mental and emotional disorders and their treatment.						I	D	D	D	D
B) HEALTH ENHANCING BEHAVIORS										
The student will:										
1) Be knowledgeable of substances that will be harmful to our health.	I	D	D	D	D	D	D	M	m	m
2) Recognize how to make positive personal decisions about using drugs, including alcohol and tobacco.				I	D	D	D	D	M	m

ASSESSMENT

We make the following assumptions when we evaluate:

- instruction and assessment are closely linked;
- good teachers constantly assess students informally and formally;
- teaching health for understanding rests in the teacher's ability to explore topics in ways that promote critical thinking leading toward the decision making process;
- assessments embedded in instruction are important sources of information for instructional and intervention decisions made by teachers and other members of the educational community;
- students must be part of goal setting and evaluation, with self-assessment a vital part of learning;
- formal assessments are stronger if they reflect the content and form of classroom instruction;
- documentation of assessment is important in connecting classroom work to external evaluation.

Assessment techniques may include, but are not limited to:

- traditional tests (objective/subjective);
- quizzes (paper/pencil/electronic);
- projects (groups and individual);
- problem solving simulations;
- homework and classwork;
- discussion;
- teacher observations;
- self and peer evaluation;
- pupil-teacher conferences;
- journals;
- student presentations;
- essays;
- research based reports.

Kindergarten – Health Standards

Standard I: Social Health

- A. Consumer Health
 - 1. Know the role of the school nurse. I-A-2
 - 2. Know the purpose of a hospital. I-A-2
- *B. Personal and Community Safety
 - 1. Recognize safety signs and signals. I-B-1
 - 2. Know bicycle, skating and pedestrian safety rules. I-B-1
 - 3. Know proper phone techniques when home alone. I-B-1
 - 4. Know about car safety practices (i.e. seat belts, crossing rules). I-B-2
 - 5. Demonstrate safety practices (i.e. bus, field trip). I-B-2
 - 6. Understand "stranger danger." I-B-2
 - 7. Know the difference between "good" and "bad" touch. I-B-2
 - 8. Know phone number and address. I-B-2
 - 9. Practice escape routes from home or building in case of fire. I-B-2
 - 10. Practice fire prevention and fire safety (i.e. stop, drop and roll). I-B-2
 - 11. Recognize dangerous implements and poisons and explain how to handle them properly. I-B-3
 - 12. Identify safe and unsafe behavior as seen on television or in movies. I-B-3
 - 13. Recognize the danger of household cleaning products. I-B-4
 - 14. Recognize the proper use of medicines. I-B-4
 - 15. Know how to report an accident to an adult (i.e. playground monitor, teacher, babysitter). I-C-3

Standard II: Physical Health

- B. Fitness
 - 1. Discuss how much sleep a person needs a night. II-B-1
 - 2. Identify the need for outdoor play. II-B-1
 - 3. Compare how you feel after different types of activities (i.e. active vs. inactive). II-B-2
- C. Human Growth and Development
 - 1. Recognize differences and similarities among people in the classroom. II-C-1
- D. Communicable and Non-Communicable Diseases
 - 1. Introduce common communicable diseases. II-D-1
 - 2. Demonstrate strategies to prevent the spread of communicable diseases. II-D-3
- E. Personal Grooming
 - 1. Introduce the need and how to properly wash hands. II-E-1
 - 2. Introduce the importance of being clean (i.e. body and hair). II-E-2

Standard III: Mental/Emotional Health

- A. Communication: Decision Making Behaviors
 - 1. Recognize ways a student is unique. III-A-1
 - 2. Discuss the need for classroom and school rules. III-A-2
 - 3. Recognize the importance of treating others with respect. III-A-3
 - 4. Demonstrate how to share and take turns in the classroom and on the playground. III-A.4

B. Health Enhancing Behaviors

- 1. Explain how a substance can be unsafe. III- B-1
- 2. Sort pictures representing safe vs. unsafe substances. III-B-1

Items marked with an asterisk are focus areas.

Grade 1 – Health Standards

Standard I: Social Health

A. Consumer Health

1. Know the difference between prescription and non-prescription drugs. I-A-1
2. Know the role of health care workers. I-A-2

*B. Personal and Community Safety

1. Be able to tell or write about safety signs and signals. I-B-1
2. Identify protective gear used while participating in physical activities. I-B-1
3. Role play safety procedures when home alone. I-B-1
4. Explain safety practices for fire drills and tornado drills. I-B-2
5. Know procedures for rapid dismissal and lockdown situations. I-B-2
6. Explain the importance of a buddy system when on field trips and in public places. I-B-2
7. Understand that any inappropriate touch needs to be reported to an adult. I-B-2
8. Demonstrate proper procedures for making 911 calls. I-B-2
9. Demonstrate the proper procedure for exiting a building during an emergency situation. I-B-2
10. Understand that all household products can be dangerous if used improperly I-B-3
11. Explain how situations on television and movies are often not realistic. I-B-3
12. Identify and discuss common cleaning items and why they can be dangerous. I-B-4
13. Explain why an adult should dispense medicines. I-B-4
14. Explain the procedure for reporting an accident in different situations. I-C-3

Standard II: Physical Health

*A. Nutrition

1. Discuss healthy vs. unhealthy diets. II-A-1
2. Group foods as healthy vs. unhealthy. II-A-1
3. Name things that people do that require energy. II-A-2
4. Know that food provides energy for the body. II-A-2

B. Fitness

1. Discuss how rest, exercise and fitness are related. II-B-1
2. List winter activities and spring activities. II-B-2
3. Compare ways to stay fit in any season. II-B-2

C. Human Growth and Development

1. Recognize physical similarities in the immediate and extended families. II-C-1
2. Be aware of eating and exercise habits in the family. II-C-2

D. Communicable and Non-Communicable Diseases

1. Define a non-communicable disease. II-D-1
2. Explain strategies to help prevent the spread of communicable diseases. II-D-3

E. Personal Grooming

1. Understand the importance of clean hair, nails and body to good health. II-E-1
2. Discuss how improper grooming affects friendship. II-E-2

Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. Identify things of which each student can be proud. III-A-1
2. Role play problem situations and discuss/identify peaceful solutions. III-A-2

3. Explore ways to express anger, choice of words and actions (i.e. it is okay to walk away). III-A-3
 4. Recognize when adult help is needed to resolve a problem. III-A-4
 5. Role play problem situations and reflect as a group how Jesus would have acted. III-A-4
- #### B. Health Enhancing Behaviors
1. Distinguish between substances that are harmful and those that are not. III-B-1
 2. Identify safe places to store harmful substances in the home. III-B-1

Items marked with an asterisk are focus areas.

Grade 2 – Health Standards

Standard I: Social Health

A. Consumer Health

1. Define consumer health. I-A-1
2. Discuss ways that the media influences what we buy for health needs. I-A-1
3. Know how to determine who to call in the community for specific health needs. I-A-2

*B. Personal and Community Safety

1. Know the proper procedures for handling food and practice those procedures. I-B-1
2. Explain why it is important to wear protective gear when involved in physical activities. I-B-1
3. Make a list of those people who should be called during an emergency, and discuss where those phone numbers should be kept. I-B-1
4. Explain the consequences of safe, risky and harmful bus behavior as well as behavior during any safety drill. I-B-2
5. Explain procedures for rapid dismissal and lockdown situations. I-B-3
6. Identify common household accidents and discuss ways that they could be prevented. I-B-3,4
7. Demonstrate the proper procedures for reporting an emergency through role playing. I-C-3

Standard II: Physical Health

*A. Nutrition

1. Have a basic understanding of the food pyramid and its importance to a healthy diet. II-A-1
2. Define a carbohydrate and identify some carbohydrates II-A-2
3. Understand the need for regular meal times and healthy snacks. II-A-3

B. Fitness

1. Chart and compare a personal rest and activity schedule. II-B-1
2. List physical activities that make a person feel good and explain why. II-B-2

C. Human Growth and Development

1. Know ways that all people are alike. II-C-1
2. Talk about ways that people are different. II-C-2
3. Begin to identify shared family traits. II-C-2

D. Communicable and Non-Communicable Diseases

1. Compare communicable and non-communicable diseases. II-D-1
2. Know why some strategies are effective in preventing diseases. II-D-3

*E. Personal Grooming

1. Understand the relationship between dental health and personal grooming. II-E-1
2. Explain why hands need to be clean to receive the body and blood of Christ. II-E-1
3. Illustrate poor grooming vs. good grooming. II-E-2
4. Explain the relationship between good grooming and well being. II-E-2
5. Describe how a family influences personal health (i.e. doctor visits, bedtime routines, healthy eating habits). II-E-2

4. List strategies to avoid situations that could cause personal, physical, or emotional harm. III-A-3
5. Relate daily behaviors to the Catholic faith. III-A-4

B. Health Enhancing Behaviors

1. Distinguish substances that are harmful and explain what harmful substances can do to an individual's health. III-B-1
2. Identify actions to take if a harmful substance is found. III-B-1

Items marked with an asterisk are focus areas.

Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. Recognize the value of individual differences. III-A-1
2. Set a simple goal and define ways to meet the goal. III-A-2
3. Identify some situations that could cause personal physical, or emotional harm. III-A-3

Grade 3 – Health Standards

Standard I: Social Health

A. Consumer Health

1. Identify products that relate to consumer health. I-A-1
2. Discuss ways to learn about health care products. I-A-1
3. Identify health care services and providers in the community. I-A-2

B. Personal and Community Safety

1. Know and demonstrate safety practices for school drills. I-B-1,2
2. Explain what household practices would prevent common accidents. I-B-3,4

*C. First Aid

1. Identify basic first aid techniques for minor injuries. I-C-1
2. Distinguish between a minor and severe injury. I-C-2
3. Recognize that heart attacks, seizures and strokes are life threatening situations requiring immediate attention. I-C-2
4. List the steps to take in an emergency situation. I-C-3
5. Identify the people to contact in an emergency situation, and recognize when it is appropriate to call 911. II-C-3
6. Simulate emergency situations and demonstrate the correct procedures to follow. II-C-3

Standard II: Physical Health

*A. Nutrition

1. Sort foods according to the food pyramid. II-A-1
2. List and describe the functions of nutrients. II-A-1
3. Locate and read nutrition facts and ingredients on a food product. II-A-1

4. Recognize and explain how carbohydrates and sugars fuel the body. II-A-2
5. Explain how proteins and fats are important to the body. II-A-2
6. Identify how water and fiber are important to the body. II-A-2
7. Explain how eating locations (i.e. at the table, in front of the television, in the car) can affect what is eaten and how much is eaten at a meal. II-A-3
8. Compare and contrast how different eating locations can impact a person's health (i.e. at the table compared to in front of the television). II-A-3

*B. Fitness

1. Define physical fitness and its three parts (strength, flexibility and endurance). II-B-1
2. List and define the six fitness skills (agility, balance, coordination, power, reaction time and speed). II-B-1
3. Explain how proper rest impacts physical fitness. II-B-1
4. Explain how physical activities can help to develop physical, emotional, intellectual and social health (i.e. cause and effect chart). II-B-2
5. Interview an upper grade student about his/her physical activities and how it makes them feel. II-B-2

C. Human Growth and Development

1. Talk about ways that heredity and environment influence growth. II-C-2
2. Discuss ways that diet can positively and negatively influence growth. II-C, III-A-3

D. Communicable and Non-Communicable Diseases

1. Identify which diseases are communicable and which are non-communicable. II-D-1
2. List the best strategies to use to avoid disease. II-D-3

E. Personal Grooming

1. State reasons why personal grooming is important. II-E-1
2. State reasons why personal grooming can affect friendships. II-E-2 II-E-1

Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. Identify the components of self-concept (personality, emotions, self-esteem). III-A-1
2. Identify a classroom problem and strategize ways to solve it. III-A-2
3. Analyze strategies connected to a classroom problem and identify socially acceptable and non-acceptable solutions. III-A-3
4. Develop rules for cooperative learning that reflect Catholic values. III-A.4

B. Health Enhancing Behaviors

1. Differentiate between medicine and other drugs. III-B-1
2. Identify health risks of using non-prescription drugs. III-B-2

Items marked with an asterisk are focus areas.

Grade 4 – Health Standards

Standard I: Social Health

*A. Consumer Health

1. Define the term consumer. I-A-1
2. Identify common health care products that are used and needed. I-A-1
3. Compare price and available choices of health care products. I-A-1
4. Identify the importance of reading labels. I-A-1
5. Read labels on health care products for proper use. I-A-1
6. Critique advertising of health care products. I-A-1
7. Identify common health care services. I-A-2
8. Identify common health care providers. I-A-2
9. Identify the person to contact for a specific health care need. I-A-2
10. Recognize the media's influence on health care choices. I-A-2

B. Personal and Community Safety

1. Know and demonstrate safety practices for school drills. I-B-1,2

*C. First Aid

1. Demonstrate basic first aid techniques for minor injuries, including proper care of cuts and bruises. I-C-1
2. Describe some symptoms of severe illness or injury. I-C-2
3. Differentiate the three stages of burns. I-C-1
4. Identify symptoms and signs of a heart attack, stroke and seizure. I-C-2
5. Differentiate between emergency and non-emergency situations. II-C-3
6. List the steps to follow in various emergencies. II-C-3
7. Know how to report an emergency (i.e. fire, police, poison control). II-C-3
8. Know where to locate sources of first aid information. II-C-3

Standard II: Physical Health

A. Nutrition

1. Keep a log of foods eaten for a week and evaluate the log based on recommendations from the food pyramid. II-A-1
2. From the log, identify the best choices of food eaten during one day and explain why the choices were good. II-A-1
3. Evaluate the eating choices to determine which choices provided the body with the best sources of energy. II-A-2
4. Chart and evaluate the effect of where each meal took place. II-A-2

*B. Fitness

1. Define rest, exercise and fitness. II-B-1
2. List activities that promote rest, exercise and fitness. II-B-1
3. Explain the balance between rest and exercise. II-B-1
4. Create a schedule that demonstrates a balance between rest and exercise. II-B-1
5. Explain the connection between diet and exercise to maintain a healthy body weight. II-B-2
6. Discuss the impact of physical activity as a means of controlling stress. II-B-2
7. Recognize the need for proper safety equipment to help promote good physical well being. II-B-2
8. Discuss the role of good sportsmanship in developing physical and mental health. II-B-2

C. Human Growth and Development

1. Explain how heredity, environment and diet effect human growth and development. II-C-2
2. Identify from a list of factors those that are influenced by heredity, environment or diet. II-C-2

D. Communicable and Non-Communicable Diseases

1. Create a chart/brochure to compare communicable and non-communicable diseases. II-D-1
2. Identify proactive ways to prevent diseases. II-D-3

E. Personal Grooming

1. State what components are part of personal grooming. II-E-1
2. Demonstrate knowledge of personal grooming and relationships through role playing. II-E-2

Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. List personal strengths and weaknesses. III-A-1
2. Explain that a person must have a positive self-concept to have good self-esteem. III-A-1
3. Identify one weakness and set strategies for improvement. III-A-2
4. Chart one week's progress and report results for the improvement plan. III-A-3
5. Describe ways to resolve conflict that reflect Catholic values. III-A-4

B. Health Enhancing Behaviors

1. Know that all drugs can have side effects. III-B-1
2. Explain the importance of following directions on labels of prescription and over the counter medicines. III-B-1
3. Describe how alcohol can affect the way a person behaves. III-B-2
4. Identify the effects of both cigarettes and smokeless tobacco on the body. III-B-2

Items marked with an asterisk are focus areas.

Grade 5 – Health Standards

Standard I: Social Health

- A. Consumer Health
 - 1. Identify media techniques that influence consumers to purchase the products. I-A-1
 - 2. Research the health care providers that could be utilized by students. I-A-1
- B. Personal and Community Safety
 - 1. Know and demonstrate safety practices for school drills. I-B-1,2
 - 2. Identify ways to maintain safety in various environments. I-B-1,3,4
- C. First Aid
 - 1. Demonstrate basic first aid techniques for minor injuries, and explain how to respond to serious injuries. I-C-1,3
 - 2. List common symptoms of a heart attack, stroke and seizure and what can be done until help arrives. I-C-2,3
 - 3. Identify symptoms of choking and know the steps to perform the Heimlich maneuver. I-C-4

Standard II: Physical Health

- A. Nutrition
 - 1. Explain the significance of calories in a person's diet. II-A-1,2
 - 2. Draw conclusions about eating locations and the types and amount of food consumed. II-A-3
 - B. Fitness
 - 1. Identify the parts of physical fitness and how they impact mental well being. II-B-2
 - 2. Recognize that development of physical fitness can impact self-concept. II-B-1
 - *C. Human Growth and Development
 - 1. Identify physical, mental/emotional, and social changes that accompany puberty and adolescence. II-C-1,2
- 2. Identify and describe the major body systems, including reproductive, skeletal, circulatory, respiratory, digestive, excretory, nervous, and endocrine II-C-3
 - 3. Understand the importance of respect for the human body. II-C-5
 - 4. Define sexual intercourse and how it relates to Catholic Church teaching. II-C-4,5
 - 5. Identify and describe the stages of life. II-C-1,5
- D. Communicable and Non-Communicable Diseases
 - 1. Define disease. II-D-1
 - 2. Define a microbe and describe how they are carried from place to place. II-D-3
 - 3. Explain how antiseptics and antibacterial soaps impact microbes. II-D-3
 - *E. Personal Grooming
 - 1. Define and identify personal grooming practices to be included in a healthy daily routine. II-E-1
 - 2. Recognize the importance of regular medical and dental check-ups. II-E-1
 - 3. Identify the relationship between cleanliness and disease prevention. II-E-1
 - 4. Identify the connection between personal hygiene and body odors. II-E-2
 - 5. Identify products based on personal hygiene needs. II -E-2, I-A-1
 - 6. Identify the importance of proper care of skin, hair, and nails. II-E-2
 - 7. Know the parts of the tooth and their function. II-E-2
 - 8. Identify diseases that result from improper care of gums. II-E-2
 - 9. Identify eye problems and how they can be corrected. II-E-2
 - 10. Identify ways to maintain the health of ears. II-E-2

*Standard III: Mental/Emotional Health

- A. Communication: Decision Making Behaviors
 - 1. Explain the correlation between a positive self-concept and good self-esteem. III-A-1
 - 2. Identify the benefits of expressing emotions healthfully and in ways that promote Catholic values. III-A-3,4
 - 3. Compare and contrast the positive vs. negative emotional expressions. III-A-3
 - 4. Differentiate between healthful stress and harmful stress. III-A-3
 - 5. Identify the importance of problem solving skills and goal setting processes. III-A-2
 - 6. Identify signs of depression and know where to seek help. III-A-5, I-A-2
- B. Health Enhancing Behaviors
 - 1. Know the differences between legal and illegal drugs. III-B-1
 - 2. Recognize that legal drugs can be harmful if not used appropriately. III-B-1
 - 3. Explain why tobacco and alcohol are classified as drugs. III-B-2
 - 4. Know the effects of using both tobacco and alcohol. III-B-2

Items marked with an asterisk are focus areas.

Grade 6 – Health Standards

Standard I: Social Health

A. Consumer Health

1. Read labels on health care products and prescriptions in order to use them properly. I-A-1, III-B-1
2. Recognize that many health care products have side effects. I-A-, III-B-1

B. Personal and Community Safety

1. Know and demonstrate safety practices for school drills. I-B-1,2
2. Demonstrate safe practices when interacting with other students. I-B-4

C. First Aid

1. Name causes of some school accidents and list ways to prevent them. I-C-2,3
2. Know procedures to follow in case of a serious injury. I-C-2,3

Standard II: Physical Health

A. Nutrition

1. Explain the relationship between eating healthy, proper food handling and disease prevention. II-A-1,3, II-D-2,3
2. Explain why the sharing of eating or drinking utensils can promote disease. II-A-3, II-D-2,3

B. Fitness

1. Explain how rest and being physically fit can promote disease prevention. II-B-2, II-D-2,3

C. Human Growth and Development

1. Explain the male and female reproductive systems and how they are different. II-C-1,2
2. Explain the physical, mental/emotional, and social changes that accompany puberty and

adolescence and describe how they impact behavior. III-C-3

3. Explain how tobacco and alcohol can impact the embryo in the mother. III-B-1,2

*D. Communicable and Non-Communicable Diseases

1. Explain the difference between a communicable and non-communicable disease. II-D-1
2. Identify common communicable diseases. II-D-1
3. List causes of communicable diseases. II-D-2
4. Describe pathogens which cause disease. II-D-2
5. List ways that the body defends itself against disease. II-D-3
6. Explain how communicable diseases can be prevented. II-D-3

E. Personal Grooming

1. Understand the impact of good choices of personal grooming. II-E-1,2
2. Identify and explain the aspects of personal grooming that can be affected by puberty and adolescence. II-E-2
3. Explain the aspects of personal grooming that can promote disease prevention. II-E-1, II-D-3

*Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. Identify a positive self-concept. III-A-1
2. Explain how self-concept affects health. III-A-1, II-D-3
3. Know how to set realistic goals and how to evaluate if they are obtainable. III-A-2

4. Discuss use of self-control and delayed gratification in building good character. III-A-1
5. List and explain the six step decision making process. III-A-2
6. Demonstrate Catholic values in interpersonal relationships (i.e. role playing, journaling). III-A-4

*B. Health Enhancing Behaviors

1. Classify types of drugs. III-B-1
2. List short-term and long-term physical and psychological effects drugs have on the body. III-B-1
3. Discuss harmful substances in tobacco smoke. III-B-1
4. List the harmful effects of smoking. III-B-1
5. Analyze the negative effects of tobacco use to society. III-B-1, II-D-4
6. List reasons that teens use tobacco. III-B2
7. Analyze media messages about smoking. III-B-1, I-A-1
8. Explain nicotine's effects on the body. III-B-1
9. III-B-1
10. Role play ways to say "no" to tobacco and alcohol. III-B-2
11. List short and long-term effects of alcohol on the body. III-B-1
12. Define the terms "alcohol concentration" and "blood alcohol level." III-B-1
13. Know about fetal alcohol syndrome. III-B-1
14. Explain the dangers of drinking and driving. III-B-1

Items marked with an asterisk are focus areas.

Grade 7 – Health Standards

Standard I: Social Health

A. Consumer Health

1. Describe ways the media influence our health care choices, particularly in the advertising of tobacco and alcohol products. I-A-1

B. Personal and Community Safety

2. Know and demonstrate safety practices for school drills. I-B-1,2
3. Explain what violence is and list some of its causes. I-B-1,2, III-A-3

C. First Aid

1. Identify symptoms of a heart attack, stroke and seizure. I-C-2

Standard II: Physical Health

A. Nutrition

1. Explain the importance of diet in prevention of heart disease and cancer. II-A-1,3, II-D-3

B. Fitness

1. Describe the relationship between exercise and the feeling of physical and mental well-being, which promotes disease prevention. II-B-2, II-D-3

C. Human Growth and Development

1. Understand the importance of abstinence in a healthy adolescent lifestyle. II-C-4, III-A-3,4

2. Understand that a poor self-concept can lead to risky sexual behavior. II-C-4, III-A-1, 4

*D. Communicable and Non-Communicable Diseases

1. List the causes of the main types of diseases (i.e. deficiency, infection, heredity, etc.). II-D-2
2. Define non-communicable disease and risk factors. II-D-1
3. Describe the main kinds of heart attacks and list steps to reduce the risk. I-C-2, II-D-1-2,3
4. Discuss how cancer develops and explain ways to reduce the risk factors. II-D-1,2,3
5. Know what allergies are and how they can be treated. II-D-1
6. Know the difference between the two types of diabetes. II-D-1
7. Research some of the common communicable and non-communicable diseases and explain the effect they have on society. II-D-1,4

E. Personal Grooming

1. Recognize the connection between good grooming and social relationships. II-E-2.

*Standard III: Mental/Emotional Health

A. Communication: Decision Making Behaviors

1. Demonstrate the dynamics of peer pressure through role playing, skits, group discussion. III-A-2,3,4. II-A-1
2. Research different mental/emotional disorders. III-A-5
3. Identify specific behaviors against our Catholic values (i.e. bullying, stereotyping). III-A-4
4. Identify and role play positive behaviors in dealing with negative situations. III-A-3,4

*B. Health Enhancing Behaviors

1. Explore the effects of legal and illegal drugs on our society. III-B-2
2. Explain the difference between drugs and medicines. III-B-1
3. List what benefits medicines can provide. III-B-1
4. List tips for using medicines wisely. III-B-1, I-B-2
5. Distinguish between drug abuse and drug misuse. III-B-1
6. Compare and contrast the effects of stimulants and depressants on the body. III-B-1
7. List reasons to be drug free. III-B-2
8. Discuss strategies to avoid using drugs. III-B-2

Items marked with an asterisk are focus areas.

Grade 8 – Health Standards

Standard I: Social Health

*A. Consumer Health

1. Critique advertising of health care products and services. I-A-1,2
2. Know ways to protect oneself from consumer fraud. I-A-1
3. Know procedures to follow to make a complaint about a defective product. I-A-1
4. Explain what health care specialists do. I-A-2
5. Know how to determine who to call in the community for specific health care reasons. I-A-2
6. Describe the influence of cultural beliefs on health behaviors and use of health services. I-A-2
7. Discuss the role of government agencies in protecting public health. I-A-2, I-B

B. Personal and Community Safety

1. Know and demonstrate safety practices for school drills. I-B-1,2

2. List proactive measures to use in an emergency situation. I-B-2

C. First Aid

1. Know the procedure for performing CPR. I-C-2,4
2. Understand how to treat minor injuries resulting from exercising (i.e. sprains, swelling etc.). I-C-2,4
3. Know ways to prevent injury when exercising. I-C-2

Standard II: Physical Health

*A. Nutrition

1. Identify eating disorders, their symptoms, causes and agencies that can help. II-A-1,3
2. Understand the relationship between calories and weight. II-A-1,2,3
3. Discuss what influences food choices. II-A
4. Know the six nutrients and how the body uses them. I-A-1
5. Know the sources of different nutrients.

I-A-1

6. Design a proper and safe diet for a scheduled period of time using the food pyramid. II-A,1

*B. Fitness

7. Exercise regularly as documented by a teacher, or evidenced in personal journals, personal record keeping etc. II-B-1,2
8. Demonstrate how exercise is one means of reaching relaxation and managing stress. II-B-2
9. List the parts of physical fitness and determine how to set reasonable physical fitness goals. II-B-1,2, III-A-2
10. Develop a physical fitness plan that includes diet, exercise and rest. II-A-1, I-A-1

C. Human Growth and Development

1. Understand the nature and meaning of human sexuality and love. II-C-5
2. Understand that regular checkups will be a means of monitoring growth and development as well as help to prevent disease. II-C-2, II-D-3

- 3. Understand how eating disorders impact growth and development. II-C-2
- D. Communicable and Non-Communicable Diseases
 - 1. Name and explain sexually transmitted diseases. II-D-4
 - 2. Explore the effects of AIDS and other sexually transmitted diseases on society. II-D-4
- E. Personal Grooming
 - 1. Recognize health care products and their relationship to good grooming. II-E-2.

- B. Health Enhancing Behaviors
 - 1. Demonstrate ways in which an individual's chemical dependency affects the quality of his/her life and the lives of the individual's family and friends. II-B-2

Items marked with an asterisk are focus areas.

Standard III: Mental/Emotional Health

- A. Communication: Decision Making Behaviors
 - 1. Discuss responsibilities of family members and specifically what his/her responsibilities are. III-A-3
 - 2. Set personal improvement goals such as a personal fitness plan. III-A-2

High School – Health Standards

page 1

Standard I: Social Health

- A. Consumer Health
 - 1. Demonstrate knowledge about health care products and services. I-A-1,2
 - 2. Describe ways that the media influences our health choices. I-A-1
- B. Personal and Community Safety
 - 1. Know and use necessary safety practices. I-B-1
 - 2. Practice appropriate procedures during an emergency situation. I-B-2
- *C. First Aid
 - 3. Demonstrate first aid techniques. I-C-1
 - 4. Identify symptoms of life threatening illnesses (i.e. heart attack, choking, diabetic shock). I-C-2
 - 5. Demonstrate life-saving techniques (i.e. CPR, Heimlich) I-C-4

- 6. Demonstrate the steps to report an accident and where to find sources of first aid information. I-C-3

Standard II: Physical Health

- A. Nutrition
 - 1. Classify foods according to the food pyramid. II-A-1
 - 2. Understand what foods are unhealthy and why they are unhealthy. II-A-1
 - 3. Recognize balanced meals and snacks and be able to evaluate choices. II-A-1
 - 4. List the six nutrients that body needs and their functions. II-A-2
 - 5. Comprehend and discuss cultural and environmental differences that results in varying eating habits. II-A-3

- 6. Use information on packaged food labels to develop a balanced meal plan. II-A-1
- 7. Define and evaluate fast foods. II-A-1,3
- 8. Understand the importance of diet in prevention of heart disease and cancer. II-A-3, II-D-2, 3, 4
- 9. Understand the relationship of diet to physical appearance (i.e. weight, skin, etc.). II-A-1,3
- 10. Identify eating disorders, their symptoms, causes and agencies that can help. II-A-1,3, II-D-2,3,4, III-A-1,2,3
- 11. Understand the relation between calories and weight. II-A-1,3
- B. Fitness
 - 1. Understand the relationship between rest, exercise and fitness. II-B-1
 - 2. Understand the relationship between physical and mental well-being. II-B-2

*C. Human Growth and Development

1. Understand the external and internal male reproductive system. II-C-1,3
2. Understand how the male reproductive system functions. II-C-1,3
3. Understand the external and internal female reproductive system (menstrual cycle through menopause). II-C-1,3
4. Understand how the female reproductive system functions. II-C-1,3
5. Understand the conception process through birth. II-C-3
6. Understand cognitive and psychological changes that occur during different stages of childhood and adolescence. II-C-2
7. Understand social and emotional changes that occur during puberty and adolescence. II-C-2
8. Understand that abstinence is the only 100% preventative method of pregnancy. II-C-4
9. Understand that abstinence is the only 100% preventative method of STD's. II-C-4
10. Understand behaviors and outcomes of choosing abstinence versus becoming sexually active. II-C-4
11. Understand why human sexuality requires a stable, committed relationship. II-C-5
12. Recognize the misuse and inappropriate expressions of sexuality (i.e. rape, sexual harassment, sexual assault). II-C-5

*D. Chronic and Communicable Diseases

1. Identify pathogens which cause disease. II-D-1
2. Recognize basic signs of common life-threatening diseases (i.e. cancer, stroke, respiratory, accidents, etc.) II-D-1, I-C-2
3. Identify common childhood illnesses. II-D-1
4. Identify sexually transmitted diseases, their symptoms, preventative measures and treatment. II-D-1, 3
5. Understand methods used to avoid the spread of pathogens. II-D-2

6. Identify how the body defends itself against disease. II-D-2
7. Comprehend and discuss prevention measures for some diseases. II-D-2
8. Understand cause and effect of immunizations. II-D-2
9. Identify past and present disease effects on society. III-D-3
10. Identify myths and facts about disease in society. III-D-3

E. Personal Grooming

1. Recognize cleanliness is a way to prevent disease. II-E-1
2. Comprehend and discuss ways to "take care" of the body (i.e. sleeping, bathing, etc.). II-E-1
3. Know the connection between personal hygiene and body odors. II-E-1
4. Understand the effects of good grooming and cleanliness to social relationships. II-E-2
5. Recognize the correct methods for brushing and flossing the teeth to prevent cavities and dental disease. II-E-1, II-D-2
6. Knows the proper procedure for blowing the nose and coughing. II-E-1, II-D-2
7. Understands the appropriate dress for different weather conditions. II-E-1
8. Identify toilet articles for personal use and explain their purposes and proper use. II-D-1,2, I-A-1
9. Recognize products needed for personal hygiene needs. II-D-1, I-A-1
10. Understand skin and hair care including UV protection, washing/coloring hair). II-D-1, I-A-1

***Standard III: Emotional/Mental Health**

A. Communication: Decision Making Behaviors

1. Identify signs of good mental health. III-A-1
2. Understand and recognize signs of high and low self-esteem. III-A-1

3. Understand self-respect and respect for others that reflect Catholic values. III-A-1, 4
4. Define mental disorders. III-A-5
5. Identify common mental disorders and treatments. III-A-5
6. Understand the responsible decision making process. III-A-2
7. Identify refusal skills. III-A-3
8. Understand the importance of setting short-term and long-term goals. III-A-2
9. Understand the effects of bullying. III-A-3
10. Understand the differences in gender bullying. III-A-3
11. Comprehend and discuss ethical/moral standards of dating behavior. III-A-3,4

B. Health Enhancing Behaviors

1. Differentiate among the three types of drugs (i.e. over the counter, prescription and illegal). III-B-1
2. Identify street names for illegal drugs. III-B-1
3. Identify poisonous effect of drugs. III-B-1
4. Define drug addiction. III-B-1
5. Classify types of drugs (i.e. narcotics, depressants, stimulants, hallucinogens, inhalants etc.). III-B-1
6. Understand blood alcohol content. III-B-1
7. Identify the short-term and long-term physical and psychological effects of alcohol on the body. III-B-1
8. Understand the effects of tobacco use. III-B-1
9. Understand how mixing drugs can have possible dangerous, life-threatening effects. III-B-1
10. Understand ways an individual's chemical dependency affects the quality of his/her life and lives of the individual's family. III-B-1, II-D-4
11. Understand the effects of legal and illegal drug use on our society. III-B-1, II-D-4
12. Comprehend and discuss facts and myths about tobacco, alcohol and drug use. III-B-2,
13. Identify refusal skills. III-B-2, III-A-3

14. Identify personality traits, environmental conditions, and heredity which make people susceptible to drug addiction. III-B-2, II-D-2
15. Identify accurate sources of drug information (i.e. professionals, agencies, media). III-B-2, I-A-1
16. Understand legal penalties for drug abuse. III-B-2, II-D-4

Items marked with an asterisk are focus areas.