

# 2006 Health Education Scope and Sequence Charts

The strands define the major elements of the *Healthful Living Standard Course of Study* that are relevant across grade levels and provide unifying threads of understanding supported by the goals and objectives of the *Standard Course of Study*. The scope and sequence charts organize the objectives by Competency Goals to reflect the logical and sequential building of health knowledge and skills from Kindergarten through High School for each strand.

The following bullets identify and define each of the health education strands in the *Healthful Living Standard Course of Study*.

- **Mental and Emotional Health** (Goal 1 - achieving well being through anticipating and managing stressors; having positive and healthy self-esteem; controlling behaviors that are unhealthy for self or others; coping with failure and loss in a healthy manner; recognizing mental and emotional health needs; and accessing appropriate resources)
- **Personal and Consumer Health** (Goal 2 - recognizing and avoiding a variety of health risks; preventing disease and infection; managing the environment and community health; practicing preventive measures; demonstrating positive hygiene habits; understanding the growth and development process; and selecting and accessing appropriate health resources)
- **Interpersonal Communication and Relationships** (Goal 3 - having healthy social support and providing support for others; having effective communication skills, including empathy, listening, negotiation and conflict resolution; identifying and seeking help for unhealthy relationships)
- **Nutrition and Weight Management** (Goal 4 - achieving high-level wellness through wise nutritional choices and a variety of regular physical activity)
- **Substance Abuse Prevention** (Goal 5 - reducing health risks by avoiding and assertively refusing harmful and illegal substances, including alcohol and tobacco, and avoiding the misuse of prescription and nonprescription medications)

**COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

<b>Kindergarten</b>		<b>Grade 1</b>		<b>Grade 2</b>	
1.01	Identify specific feelings by name and demonstrate the ability to verbalize feelings in an appropriate manner.	1.01	Describe and demonstrate appropriate ways to express and cope with emotions and feelings.	1.01	Summarize and demonstrate expected standards for behavior such as honesty, trustworthiness, and respect for others.
1.02	Demonstrate the ability to accept and act on personal responsibilities.	1.02	Identify problem-solving strategies and demonstrate the ability to make choices using those strategies.	1.02	Distinguish between evaluations of performance and self worth.
		1.03	Identify and demonstrate appropriate methods for coping with disappointment and failure.	1.03	Demonstrate how to express emotions and feelings in a positive manner, without hurting oneself or others.
<b>Grade 3</b>		<b>Grade 4</b>		<b>Grade 5</b>	
1.01	Identify healthy methods of self-control.	1.01	Identify personal stressors at home, in school, and with friends.	1.01	Differentiate between positive and negative stress and demonstrate effective ways to cope with each.
1.02	Define stress and demonstrate positive stress management strategies.	1.02	Predict physical and emotional reactions to stressful situations.	1.02	Identify feelings of depression and sadness for which someone should seek help.
1.03	Identify feelings and emotions associated with loss and grief and resources for help.	1.03	Compare and contrast positive and negative strategies for handling stress.	1.03	Demonstrate the ability to access appropriate resources for individuals experiencing feelings of depression and sadness.
1.04	Identify characteristics of someone who has self-respect.	1.04	Identify family, school, and community resources as sources of social support to reduce or prevent stress.		
		1.05	Conclude that people have different body shapes, sizes, and other personal characteristics that make them unique.		

**COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

Grade 6	Grade 7	Grade 8
1.01 Use a structured thinking process to make decisions and solve problems.	1.01 Recognize the signs and symptoms of people who are in danger of hurting themselves or others.	1.01 Analyze defense mechanisms and distinguish between the healthy and harmful utilization of each.
1.02 Identify various types of stressors and analyze the causes and effects of stress.	1.02 Summarize feelings and emotions associated with loss and grief and identify positive coping mechanisms and resources for help.	1.02 Identify the causes, signs, and effects of depression and resources for help.
1.03 Compare and contrast positive and negative methods of dealing with stress.	1.03 Distinguish how and explain why emotions can change during adolescence.	1.03 Identify the warning signs of suicide and develop a plan for seeking help.
1.04 Recognize that failure is a part of learning and growing and demonstrate the ability to cope with failure appropriately.	1.04 Analyze impulsive behaviors and identify strategies for controlling them.  1.05 Demonstrate methods for minimizing exposure to stressors and managing stress.	1.04 Summarize the characteristics of a mentally and emotionally healthy person.

**COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.**

High School

- 1.01 Analyze the factors contributing to depression and identify various treatment options.
- 1.02 Identify symptoms of mental disorders and resources for seeking professional assistance.
- 1.03 Depict the body's physical and psychological responses to stressful situations and identify positive coping methods.
- 1.04 Analyze the causes, symptoms, and effects of anxiety.

**COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.**

Kindergarten	Grade 1	Grade 2
2.01 Predict situations that should include hand washing and demonstrate correct hand washing technique.	2.01 Describe and demonstrate measures for preventing the spread of germs.	2.01 Demonstrate the proper technique for tooth brushing and describe the benefits of good dental health.
2.02 Demonstrate proper technique for brushing teeth and summarize reasons for not sharing a toothbrush.	2.02 Predict symptoms of sickness and summarize measures to get well.	2.02 Summarize methods for preventing the spread of germs through food, water, air, and touch.
2.03 Recognize and describe the meanings of traffic signs and signals.	2.03 Identify safety hazards in the home and injury prevention strategies.	2.03 Summarize appropriate measures to prevent contact with the body fluids of others.
2.04 Demonstrate the stop and search technique when entering or crossing a street.	2.04 Identify items that can cause burns and describe strategies that prevent burns.	2.04 Advocate to others the dangers associated with excessive sun exposure (e.g. sunburn, damage to the eyes, skin cancer) and identify methods for protecting oneself from the sun.
2.05 Evaluate the benefits of wearing seat belts and bicycle helmets.	2.05 Demonstrate the stop, drop, and roll response to burning clothing.	
2.06 Demonstrate how to get help in an emergency.	2.06 Summarize the transition process between primary and permanent teeth and demonstrate how to get help with dental problems.	
2.07 Demonstrate appropriate responses to warning signs, sounds, and labels.	2.07 Demonstrate how to make an emergency phone call.	

## COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Grade 3		Grade 4		Grade 5	
2.01	Analyze what it means to be healthy.	2.01	Identify problems associated with and measures to control common childhood diseases or conditions such as asthma, allergies, diabetes, and epilepsy.	2.01	Define personal values and predict how values can affect health behavior.
2.02	Demonstrate proper dental flossing technique and describe the benefits of flossing.	2.02	Identify the basic components and functions of the respiratory system.	2.02	Evaluate the importance of sleep and rest in relationship to proper growth and development.
2.03	Differentiate between communicable and non-communicable diseases.	2.03	Identify the basic components and functions of the immune system.	2.03	Summarize the functions of the male and female reproductive systems.
2.04	Conclude that most injuries are preventable and identify methods for preventing common injuries.	2.04	Summarize methods for preventing the spread of germs that cause communicable diseases.	2.04	Analyze how media images can influence perception of a desirable body size and shape.
2.05	Summarize methods for reducing injuries in and around water.	2.05	Summarize patterns of normal physical and emotional development during puberty.	2.05	Evaluate environments (time of day, level of shade/cover, geographic location) and/or activities that might expose someone to harmful rays of the sun and create actions that can be taken or policies that can be written to avoid sun damage.
2.06	Advocate for the proper usage of various methods of sun protection (e.g. big floppy hats, sunglasses w/ UV protection, proper technique of sunscreen application and reapplication, protective clothing).	2.06	Advocate that it is safe to be a friend of someone who has a disease or health condition (e.g. HIV positive, asthma, or epilepsy).	2.06	Evaluate the reliability of health information sources.
2.07	Summarize the dangers of weapons and demonstrate how to seek help if a weapon or firearm is found.	2.07	Identify personal protection equipment needed for sports and recreational activities.	2.07	Correctly apply basic first aid for common conditions.
2.08	Create a plan to escape fire at home while avoiding smoke inhalation.	2.08	Acquire skills for providing first aid for choking victims, including demonstrating the Heimlich maneuver.	2.08	Create a personal management plan for preventing tooth decay and periodontal disease.
		2.09	Critique and dispel myths about Sun Protective Factor (SPF) and sunscreen (e.g. Low SPF allows for a “safe” tan; waterproof sunscreen does not have to be reapplied; only individuals with fair complexions need to apply sunscreen, sunscreen is only needed at the beach, you only need a high SPF on an Ozone Alert - code orange day).		
		2.10	Analyze techniques used in advertising health related products and services.		

## COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.

Grade 6		Grade 7		Grade 8	
2.01	Differentiate between communicable and chronic diseases.	2.01	Analyze messages in the media targeting teens.	2.01	Infer the behavioral and environmental factors associated with the leading actual causes of death in the United States.
2.02	Identify the modes of transmission and methods for reducing the transmission of common communicable diseases.	2.02	Define and provide examples of health and medical quackery and explain how to identify this information as quackery.	2.02	Perform the Heimlich maneuver and demonstrate basic CPR techniques and procedures on a mannequin, and pass a Red Cross or American Heart Association approved test of CPR skills.
2.03	Advocate for appropriate measures to protect vision and hearing.	2.03	Predict the health consequences of inadequate rest and sleep.	2.03	Evaluate the accuracy and significance of media reports on health and medical research.
2.04	Identify the components and basic functions of the respiratory system.	2.04	Analyze how the interaction of individual behaviors, the environment, and other factors cause or prevent injuries.	2.04	Determine how certain fads affect health (e.g. body piercing, tattooing, and artificial fingernails).
2.05	Identify and describe the symptoms associated with asthma.	2.05	Demonstrate techniques for basic first aid and procedures for treating injuries and other emergencies.	2.05	Advocate for the importance of early detection and demonstrate the ability to recognize early warning signs of skin cancer.
2.06	Summarize methods by which asthma can be controlled.	2.06	Identify measures to reduce the risk of fire related injuries.	2.06	Appraise personal health status.
2.07	Summarize the relationship between conception and the menstrual cycle.	2.07	Identify measures to reduce the risk of water related injuries.	2.07	Predict the potential personal health consequences of global environmental problems.
2.08	Investigate and analyze the responsibilities of parenthood through observation and discussion with parents/caregivers or trusted adults.	2.08	Evaluate environmental, psychological, and social factors that might affect excessive sun exposure and describe how these factors contribute to the development of skin cancer.	2.08	Evaluate how personal behaviors contribute to environmental improvement and destruction.
2.09	Evaluate claims made for health products and services for accuracy and credibility.				
2.10	Analyze the increase in incidence and mortality of skin cancer over the last several decades and identify methods of prevention.				
2.11	Predict how individual behaviors can harm or help the health of the environment.				

## **COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.**

### **High School**

- 2.01 Determine individual control over health risks.
- 2.02 Describe the procedures for organ donation, local and state resources and benefits to society.
- 2.03 Analyze the benefits of health screenings, checkups, and early detection (including medical examination and self-examination) and explain the procedures used for early detection.
- 2.04 Identify the behavioral and environmental factors that contribute to chronic diseases and the methods for reducing problems associated with chronic diseases or conditions (asthma, allergies, diabetes, and epilepsy).
- 2.05 Summarize the benefits of rest and sleep for personal health.
- 2.06 Predict the potential health and social consequences of popular fads or trends (e.g. body piercing, tattooing).
- 2.07 Evaluate the risks associated with operating ATVs and motorcycles.
- 2.08 Compare and contrast how positive and negative health behaviors can have life long effects.
- 2.09 Deconstruct how media and popular culture affect normative beliefs that contradict scientific research on health and well-being.



**COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

Kindergarten	Grade 1	Grade 2
3.01 Demonstrate the ability to share objects and time.	3.01 Differentiate between appropriate and inappropriate touch and demonstrate how to seek adult assistance for inappropriate touch.	3.01 Demonstrate effective interpersonal communication skills.
3.02 Conclude and acknowledge that each person is unique and special.	3.02 Demonstrate effective strategies for resolving conflict in a non-violent manner.	3.02 Recognize and respond appropriately to the feelings of others.
3.03 Demonstrate protective behaviors to use when approached by strangers.	3.03 Demonstrate respect for the personal space and boundaries of others and explain why this is important.	3.03 Explain why it is wrong to tease others.
3.04 Recognize and respond appropriately to bullying, teasing, and aggressive behaviors.	3.04 Conclude that different people have different abilities and summarize the benefits of diversity.	3.04 Recognize bullying behaviors and demonstrate steps to take if someone is bullied.
	3.05 Differentiate between acceptable feelings and acceptable behaviors.	
	3.06 Differentiate between tattling and reporting aggression, bullying, and violence.	

**COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

Grade 3	Grade 4	Grade 5
3.01 Identify qualities and benefits of a healthy relationship.	3.01 Infer the effects of facial expressions and body language when communicating with others.	3.01 Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.
3.02 Compare and contrast behaviors that promote and hinder friendships.	3.02 Demonstrate empathy for individuals affected by disease or disability.	3.02 Create and demonstrate methods for resolving conflict without violence or avoidance.
3.03 Demonstrate how to effectively and respectfully express opinions that differ from others.	3.03 Predict situations that might lead to violence.	3.03 Predict the dangers of communicating with individuals you do not know and demonstrate methods for seeking assistance if contacted by a stranger (via internet, telephone, or face to face).
3.04 Demonstrate compassion for all living things and respect for other people's property.	3.04 Demonstrate the ability to seek help or assistance for bullying.	
3.05 Create and follow rules for productive discussion.		



**COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

Grade 6		Grade 7		Grade 8	
3.01	Identify and classify behaviors as either conducive or counterproductive to group functioning.	3.01	Predict short- and long-term negative consequences of violence to perpetrators, victims, and bystanders.	3.01	Analyze factors contributing to violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify resources for seeking help.
3.02	Demonstrate effective verbal and non verbal communication skills.	3.02	Discern the role of bystanders in preventing and stopping bullying and violence.	3.02	Predict how intolerance affects others and demonstrate strategies for promoting tolerance.
3.03	Demonstrate ways to communicate care, consideration, and respect of self and others.	3.03	Identify a variety of non-violent ways to respond when angry or upset.	3.03	Demonstrate communication skills to build and maintain healthy relationships.
3.04	Identify transitions and challenges of social relationships during puberty and adolescence.	3.04	Define tolerance and advocate to others the importance of tolerance in a healthy society respectful of differences and diversity.	3.04	Demonstrate strategies and skills in responding to approaches by unknown people (via internet, telephone, or face to face).
3.05	Predict situations that could lead to violence and demonstrate skills and strategies to avoid violence.	3.05	Compare and contrast healthy vs. unhealthy relationships.	3.05	Critique how the behavior of family and peers affects interpersonal communication.
3.06	Evaluate the importance of understanding the perspectives of others in resolving conflicts.	3.06*	Define abstinence as voluntarily refraining from intimate sexual contact that could result in unintended pregnancy or disease and analyze the benefits of abstinence from sexual activity until marriage.	3.06	Identify signs of an unhealthy relationship and demonstrate the ability to access resources (family, schools, community) for help.

Grade 6	Grade 7	Grade 8
3.07 Demonstrate effective refusal and negotiation skills.	3.07* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.	3.07* Summarize how sexually transmitted diseases, including HIV, are transmitted and demonstrate skills and strategies for remaining or becoming abstinent from sexual activity to avoid sexually transmitted diseases and unintended pregnancy. Encourage students to discuss selected skills and strategies with their parents, caregivers, or a trusted adult.
3.08 Differentiate between positive and negative effects of peer pressure.	3.08* Analyze the effectiveness and failure rates of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.	3.08* Compare and contrast methods of contraception, their effectiveness and failure rates, and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases, including HIV/AIDS.
3.09 Identify signs of abusive relationships and demonstrate the ability to access resources for help.	3.09* Analyze the risks of premarital sexual activity.	3.09* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
	3.10* Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.	
	3.11* Analyze the effects of culture, media, and family values (by discussing information with parents/caregivers or trusted adults) on decisions related to becoming or remaining abstinent.	



### **COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.**

#### **High School**

- 3.01 Demonstrate the ability to respond to others with empathy.
- 3.02 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- 3.03 Demonstrate strategies for solving interpersonal conflict without harming self or others.
- 3.04 Analyze how power and control in relationships can contribute to aggression and violence.
- 3.05 Formulate principles for healthy dating.
- 3.06\* Evaluate how a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- 3.07\* Demonstrate and refine skills and strategies for becoming or remaining abstinent from sexual activity, which is the most certain means of avoiding unintended pregnancy and sexually transmitted diseases, including HIV/AIDS.
- 3.08\* Analyze causes, consequences, and prevention of major health risks behaviors for own age group, including the transmission of HIV.
- 3.09\* Predict situations that could lead to pressures for sex and create alternatives or ways to avoid these situations, include feedback from parents/caregivers or trusted adults.

**COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

Kindergarten		Grade 1		Grade 2	
4.01	Recognize the categories of My Pyramid.	4.01	Categorize foods into the appropriate groups of My Pyramid.	4.01	Identify the amount of food from each food group of My Pyramid needed each day to achieve and maintain good health.
4.02	Explore a variety of foods and beverages for good health, including unfamiliar and culturally diverse foods.	4.02	Identify a variety of foods that are healthy choices in each of the food groups.	4.02	Summarize the benefits of healthy eating.
4.03	Identify foods and beverages that are healthy choices for teeth and bones.	4.03	Summarize the benefits of eating a variety of whole grains, fruits, and vegetables, and low fat dairy products.	4.03	Identify the body signals that tell people when they are hungry and when they are full (hunger vs. satiety).
4.04	Associate common foods with their origins.	4.04	Identify foods and beverages high in added sugar and generate examples of appealing healthy alternatives.	4.04	Categorize behaviors that are physically active and physically inactive, and compare and contrast the health effects of these activities.
4.05	Demonstrate the ability to select a healthy breakfast and lunch with a variety of whole grains, vegetables, fruits, and low fat dairy products.	4.05	Explore various movement activities and predict the benefits of physical activity.	4.05	Demonstrate the ability to plan an appealing, healthy meal and design an opportunity for an enjoyable physical activity.
4.06	Generate examples of opportunities to participate in physical activity during non-school hours.				

**COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
4.01	Compare and contrast the health effects of nutritious and non-nutritious beverages.	4.01 Identify the major components of the digestive system and summarize the digestion process.	4.01 Demonstrate the ability to select healthful food and beverage choices from the food groups of My Pyramid.
4.02	Explain and analyze the nutrient and caloric information found on a Nutrition Facts label.	4.02 Analyze how microorganisms can cause food borne illnesses and demonstrate safe food preparation, handling, cooking, and storing that promotes cleanliness and avoids cross contamination.	4.02 Evaluate the benefits of limiting the consumption of foods and beverages high in fat and added sugar.
4.03	Identify foods low in sugar and high in calcium and describe the health benefits of each.	4.03 Utilize the basic information on food labels to make decisions about the nutritional value of various foods.	4.03 Recognize the social significance of food in families and cultures.
4.04	Demonstrate the ability to select a nutritious breakfast and describe the importance of eating breakfast daily.	4.04 Demonstrate the ability to plan healthy meals and snacks that emphasize the principles of My Pyramid.	4.04 Analyze how media images of food choices and eating behaviors may be unhealthy.
4.05	Differentiate between a portion and a serving and explain how to plan meals and snacks using appropriate portion sizes.	4.05 Summarize the concept and the benefits of eating in moderation.	4.05 Summarize normal weight gain and body changes during puberty.
4.06	Summarize the components and functions of the muscular skeletal system.	4.06 Distinguish between healthy and unhealthy eating patterns.	4.06 Compare and contrast the dangers of dieting with healthy weight management.
4.07	Create methods for increasing daily physical activity.	4.07 Evaluate the benefits of drinking plenty of water, especially before and after physical activity.	4.07 Predict the short term and long-term benefits of physical activity.
		4.08 Provide examples of how the media and advertisers use persuasive techniques to influence food purchasing decisions.	
		4.09 Summarize the major components and functions of the cardiovascular system.	
		4.10 Analyze the relationship between physical activity and nutrition and the cardiovascular system.	

**COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

Grade 6		Grade 7		Grade 8	
4.01	Define common terms on food labels and terms used in advertising food.	4.01	Demonstrate the ability to successfully select healthy food choices and plan meals that emphasize the principles of the Dietary Guidelines for Americans.	4.01	Identify food preparation techniques that add less fat and sugar to foods.
4.02	Evaluate health claims on food labels for accuracy and validity.	4.02	Identify appropriate serving sizes for foods and beverages in each food group and explain how to plan for proper portions in a healthy eating plan.	4.02	Analyze barriers to personal healthful eating patterns and describe strategies for overcoming these barriers.
4.03	Justify why obesity is classified as a disease and explain how it can be a risk factor for other diseases.	4.03	Summarize the benefits of drinking sufficient amounts of water.	4.03	Evaluate the benefit of consuming adequate amounts of Vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water and a variety of foods that contain high amounts of each nutrient.
4.04	Compare and contrast different food options, including ethnic and vegetarian choices using My Pyramid.	4.04	Compare and contrast the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	4.04	Demonstrate the ability to develop a healthful personal eating plan that incorporates food choices inside and outside of the home setting.
4.05	Summarize the Dietary Guidelines for Americans and explain the implications on eating behavior.	4.05	Differentiate between positive and negative body image, and describe the importance of a positive body image.	4.05	Differentiate between body composition and body weight, and compare and contrast the strengths and weaknesses of using a variety of methods for assessing body composition.
4.06	Predict the short and long term benefits of healthy eating.	4.06	Compare and contrast healthy and risky approaches to weight management.	4.06	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.
4.07	Differentiate between nutritious	4.07	Summarize the recommended	4.07	Identify media and peer pressures for

Grade 6	Grade 7	Grade 8
and non nutritious beverages.	amounts and types of physical activity for adolescents and adults.	unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.
4.08 Identify foods high in fiber, including whole grains, fruits, and vegetables.	4.08 Identify ways to increase daily physical activity and decrease inactivity.	4.08 Recognize and describe signs, symptoms, and consequences of common eating disorders and identify resources for help.
4.09 Analyze the relationships between food consumption, physical activity levels, and body weight.		4.09 Demonstrate how to calculate a Body Mass Index and explain the purpose, limitations, and possible uses of BMI scores.
4.10 Identify physical activities that contribute to maintaining or improving the components of health related fitness (strength, endurance, flexibility).		4.10 Analyze and explain the benefits of physical activity (physical, social, and emotional).

## **COMPETENCY GOAL 4: The learner will apply knowledge and behavior self-management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.**

### **High School**

- 4.01 Delineate how healthy eating and physical activity can reduce the risk for chronic diseases (e.g. obesity, heart disease, cancer, diabetes, hypertension, and osteoporosis).
- 4.02 Identify the number of servings of food and beverages from each food group a person needs each day and explain the value of each and relationships between the groups to provide balanced nutrition.
- 4.03 Develop specific eating plans to meet nutritional requirements for special dietary needs (e.g. athletic training, pregnancy, food allergies, and diabetes).
- 4.04 Analyze the benefits of nutrients such as folic acid.
- 4.05 Evaluate specific diet plans found in popular magazines, books, internet sites, and infomercials for health benefit and consequences.
- 4.06 Evaluate specific exercise routines/programs and consumer issues found in popular magazines, books, internet sites, and infomercials for health benefit and consequences
- 4.07 Design a personal weight management (healthy eating and physical activity) plan based on personal health and nutrient needs.
- 4.08 Differentiate between healthful and harmful food and beverage consumption habits.
- 4.09 Demonstrate how to develop a healthy and well-balanced vegetarian eating plan.
- 4.10 Predict the short and long-term effects of eating disorders on healthy growth and development, and identify resources for seeking help for people with eating disorders.
- 4.11 Summarize the effects of hydration and dehydration on physical and mental performance, the risks of dehydration, and how to maintain hydration.
- 4.12 Determine appropriate methods for avoiding and responding to climate related physical conditions during physical activity.

## COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Kindergarten		Grade 1		Grade 2	
5.01	Demonstrate how to recognize and be careful with medicines.	5.01	Evaluate the benefits of medicine when used correctly.	5.01	Analyze the dangers of using tobacco products.
5.02	Distinguish between medicinal and non-medicinal drug use.	5.02	Demonstrate how to report and not touch needles/syringes or containers for alcohol, tobacco, or other drugs.	5.02	Explain why one should not use tobacco or look alike products.
5.03	Identify reliable sources of information regarding medicines and substances.	5.03	Demonstrate how to identify a harmful medicine or substance and how to respond when offered or discovering one of these substances.	5.03	Demonstrate the ability to assertively refuse an unwanted item or pressure from a peer.
Grade 3		Grade 4		Grade 5	
5.01	Summarize why household products are harmful if ingested or inhaled.	5.01	Predict short and long-term physical effects of using tobacco.	5.01	Identify short and long-term effects of alcohol use.
5.02	Predict the potential risks associated with over-the-counter medicines.	5.02	Summarize dependence and addiction to a drug or substance and identify resources for help.	5.02	Explain reasons why individuals choose not to use alcohol.
5.03	Predict and summarize the dangers of experimenting with tobacco.	5.03	Summarize motivations for drug use and create healthy alternatives.	5.03	Evaluate the information found on the warning labels of tobacco products and predict the effectiveness of these warnings.
		5.04	Create rational counter-arguments for pressure to use drugs, alcohol, or tobacco products.	5.04	Compare and contrast the factors that influence a person's decision to use or not use tobacco.
				5.05	Demonstrate effective use of assertive refusal skills when declining alcohol, tobacco, and other drugs.

**COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.**

Grade 6	Grade 7	Grade 8
5.01 Evaluate advertising for tobacco and alcohol and predict reasons for possible influences on behavior.	5.01 Explain the variety of health risks associated with injection drug use.	5.01 Determine the relationship between alcohol and other drug use and other health risks (including violent behaviors, unintentional injuries, sexual risk behaviors, and suicide)
5.02 Identify short term and long-term benefits of resistance to substance abuse.	5.02 Assess the addictive nature of tobacco, predict the consequences of prolonged usage, and identify resources for quitting.	5.02 Describe the health risks associated with using performance-enhancing drugs.
5.03 Describe the immediate social and physical consequences of tobacco use, including spit tobacco, and other drug abuse.	5.03 Evaluate the social, economic, and cosmetic consequences of using alcohol, tobacco, or other drugs.	5.03 Analyze the purpose and benefit of policies and laws related to the sale and use of tobacco products (federal, state, local, and school).
5.04 Describe the short and long-term effects of being exposed to others' tobacco use.	5.04 Differentiate proper use from abuse of over the counter medications and predict the consequences of abuse.	5.04 Determine positive alternatives to using alcohol and other drugs.
5.05 Demonstrate effective assertive refusal skills in refusing alcohol and other drugs.	5.05 Summarize drug dependence and addiction and the dangers associated with each.	5.05 Describe methods of encouraging others not to use illegal substances.
	5.06 Delineate the sequence of substance abuse that can lead to serious health risks.	5.06 Analyze anti-cigarette and anti-spit tobacco advertisements.
		5.07 Describe the risks associated with alcohol and other drug use and driving.

## **COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.**

### **High School**

- 5.01 Analyze the dangers, legal, and ethical issues related to using performance enhancing drugs (including anabolic steroids).
- 5.02 Analyze the risks associated with using alcohol or other drugs and driving (motor vehicle, ATV, water recreational vehicle) or riding with someone under the influence.
- 5.03 Evaluate the relationship between intravenous drug use and transmission of blood borne diseases (HIV, tuberculosis, and hepatitis).
- 5.04 Advocate to others the harmful effects of binge drinking.
- 5.05 Predict potential effects of an individual's substance abuse on others.
- 5.06 Define "Fetal Alcohol Syndrome", explain its effects, and describe how it is prevented.
- 5.07 Infer the effects of tobacco and other drugs on unborn children.