

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 1:**

**1.0 Students will comprehend concepts related to health promotion and disease prevention.**

*Strand: Emotional, Social, and Personal Health*

### **K-2 Benchmark:**

**1.1 Students will care for their bodies.**

#### **Kindergarten**

**K.1.1.1 Students will demonstrate correct hand washing techniques.**

**K.1.1.2 Students will name reasons for hand washing.**

#### **Second Grade**

**2.1.1.1 Students will demonstrate proper tooth brushing techniques.**

**2.1.1.2 Students will list at least three ways to keep teeth healthy.**

**2.1.1.3 Students will describe the function of the respiratory system.**

**2.1.1.4 Students will describe the function of the circulatory system.**

### **3-5 Benchmark:**

**1.2 Students will learn and care for their body systems.**

#### **Third Grade**

**3.1.2.1 Students will describe the functions of the nervous system.**

**3.1.2.2 Students will describe the functions of the digestive system.**

#### **Fourth Grade**

**4.1.2.1 Students will describe the function of the skeletal system.**

**4.1.2.2 Students will name three parts of the skeletal system.**

#### **Fifth Grade**

**5.1.2.1 Students will name the glands of the endocrine system and their function.**

**5.1.2.2 Students will describe changes during puberty.**

**5.1.2.3 Students will label a basic diagram of the male/female reproductive system.**

### **6-8 Benchmark:**

**1.3 Students will gain health knowledge.**

#### **Sixth Grade**

**6.1.3.1 Students will identify steps to access valid health information, products, and services.**

**6.1.3.2 Students will describe how to care for the changing adolescent body.**

**6.1.3.3 Students will list the benefits of being well-groomed.**

**6.1.3.4 Students will list ways to care for the skin, hair, and nails.**

**6.1.3.5 Students will discuss the emotional, intellectual, and social changes during adolescence.**

#### **Seventh Grade**

**7.1.3.1 Students will list good grooming habits for care of the skin, hair, and nails**

## **Eighth Grade**

- 8.1.3.1 Students will list ten life skills to help maintain and improve health.**
- 8.1.3.2 Students will identify physical changes in puberty.**
- 8.1.3.3 Students will describe how the body changes during puberty.**
- 8.1.3.4 Students will discuss how the female reproductive system works.**
- 8.1.3.5 Students will discuss how the male reproductive system works.**
- 8.1.3.6 Students will discuss the emotional and social changes in adolescence.**
- 8.1.3.7 Students will discuss accepting differences among adolescents.**
- 8.1.3.8 Students will describe the structure and function of the female reproductive system.**
- 8.1.3.9 Students will explain the menstrual cycle.**

## **9-12 Benchmark:**

- 1.4 Students will analyze factors that lead to healthy decisions.**

### **FACS: Individuals and Families**

**F.1.4.1 Students will research physical, emotional, social and intellectual development.**

**F.1.4.2 Students will identify risk-taking behaviors.**

### **H.S. Health**

**H.1.4.1 Students will demonstrate the decision-making skills and strategies to reach personal health.**

**H.1.4.2 Students will discuss the relationship between physical, mental, emotional, and social health.**

## ***Strand: Prevention and Control of Disease***

## **3-5 Benchmark:**

- 1.5 Students will recognize symptoms and get treatment for communicable diseases.**

### **Fourth Grade**

**4.1.5.1 Students will define “communicable” and “non-communicable” diseases.**

**4.1.5.2 Students will give two examples of communicable and non-communicable diseases.**

### **Fifth Grade**

**5.1.5.1 Students will list the four kinds of pathogens that cause communicable diseases.**

**5.1.5.2 Students will explain how to protect themselves from the pathogens.**

## **6-8 Benchmark:**

- 1.6 Students will choose behaviors to prevent the spread of pathogens.**

### **Seventh Grade**

**7.1.6.1 Students will discuss the ways in which pathogens are spread.**

**7.1.6.2 Students will describe the immune system and how it responds to pathogens.**

**7.1.6.3 Students will list ways to keep the immune system healthy, including getting adequate rest.**

**9-12 Benchmark:**

**1.7 Students will choose behaviors to reduce risk of infection with communicable diseases.**

**FACS: Individuals and Families**

**F.1.7.1 Students will explain the causes, transmission, symptoms, and treatment of meningitis, hepatitis, and mononucleosis.**

**H.S. Health**

**H.1.7.1 Students will describe the body's chemical and physical defenses against infectious diseases.**

**H.1.7.2 Students will describe behaviors to get healthy and stay healthy.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 2:**

**2.0 Students will demonstrate the ability to access valid health information and health-promoting products and services.**

### ***Strand: Family and Social Health***

#### **K-2 Benchmark:**

**2.1 Students will share feelings about family changes.**

##### **First Grade**

**1.2.1.1 Students will identify “family.”**

##### **Third Grade**

**3.2.1.1 Students will compare/contrast the roles and responsibilities among family members.**

#### **6-8 Benchmark:**

**2.2 Students will adjust to family changes in healthful ways.**

##### **Sixth Grade**

**6.2.2.1 Students will identify ways to adjust to family changes.**

**6.2.2.2 Students will describe ways to cope with abuse and violence.**

##### **Eighth Grade**

**8.2.2.1 Students will describe how family relationships can be harmful.**

**8.2.2.2 Students will summarize how dysfunctional families can be helped.**

#### **9-12 Benchmark:**

**2.3 Students will make healthful adjustments to family changes.**

##### **FACS: Individuals and Families**

**F.2.3.1 Students will evaluate strategies that will help individuals and families cope with a variety of disadvantaging conditions.**

### ***Strand: Safety And Survival***

#### **K-2 Benchmark:**

**2.4 Students will demonstrate ways to stay healthy and safe.**

##### **First Grade**

**1.2.4.1 Students will demonstrate how to call 911.**

##### **Second Grade**

**2.2.4.1 Students will know and practice guidelines for safe use of the Internet.**

**3-5 Benchmark:**

**2.5 Students will get help or take steps to remain healthy.**

**Third Grade**

**3.2.5.1 Students will practice safety around electricity and electrical hazards.**

**Fourth Grade**

**4.2.5.1 Students will make a diagram of a fire escape plan for their home.**

**4.2.5.2 Students will identify safety rules to employ when home alone.**

**6-8 Benchmark:**

**2.6 Students will seek assistance or take necessary steps to promote health.**

**Sixth Grade**

**6.2.6.1 Students will list ways to get help when harmed by violence.**

**6.2.6.2 Students will explain how to be prepared for any first aid emergency.**

**6.2.2.3 Students will explain how to take the initial steps of the first aid for all emergencies.**

**6.2.2.4 Students will recognize how and when to perform the Heimlich Maneuver.**

**6.2.2.5 Students will describe how to control bleeding and shock.**

**6.2.2.6 Students will describe how to give first aid for broken bones and sprains.**

**6.2.2.7 Students will explain how to recognize and treat burns and frostbite.**

**Eighth Grade**

**8.2.2.1 Students will describe how family relationships can be harmful.**

**8.2.2.2 Students will summarize how dysfunctional families can be helped.**

**9-12 Benchmark:**

**2.7 Students will seek information or take the necessary steps to promote health.**

**FACS: Individuals and Families**

**F.2.7.1 Students will analyze health messages, delivered through advertising and in the media.**

**H.2.7.1 Students will know how to develop an emergency action plan.**

**H.2.7.2 Students will list proper first aid procedures as needed in emergency situations.**

***Strand: Alcohol, Tobacco, Drugs, and Poisons (Substance Abuse and Nonuse)***

**K-2 Benchmark:**

**2.8 Students will learn the dangers of alcohol, tobacco, drugs, and poisons.**

**First Grade**

**1.2.8.1 Students will name home poisons.**

**1.2.8.2 Students will name ways to prevent accidental poisoning.**

**Second Grade**

**2.2.8.1 Students will describe how medications should be used safely.**

**3-5 Benchmark:**

**2.9 Students will learn the dangers of alcohol, tobacco, drugs, and poisons.**

**Fourth Grade**

**4.2.9.1 Students will identify ways that alcohol and tobacco harm the mind and body.**

**Fifth Grade**

**5.2.9.1 Students will explain strategies for saying "no" to illegal drug use.**

**6-8 Benchmark:**

**2.10 Students will not be involved in the use of tobacco, alcohol, and drugs.**

**Sixth Grade**

**6.2.10.1 Students will explain why alcohol and drug abuse are dangerous.**

**6.2.10.2 Students will discuss how to resist pressures to use alcohol, tobacco, and drugs.**

**Seventh Grade**

**7.2.10.1 Students will identify types of tobacco products and their harmful ingredients.**

**7.2.10.2 Students will identify harmful effects of using tobacco products.**

**7.2.10.3 Students will identify harmful effects of secondhand smoke.**

**7.2.10.4 Students will explain how to get treatment for tobacco misuse and abuse.**

**7.2.10.5 Students will identify types of alcohol products and their harmful ingredients.**

**7.2.10.6 Students will identify harmful effects of using alcohol products.**

**7.2.10.7 Students will explain how to get treatment for alcohol misuse or abuse.**

**7.2.10.8 Students will identify types of illegal drugs and their harmful ingredients.**

**7.2.10.9 Students will identify harmful effects of using illegal drugs.**

**7.2.10.10 Students will explain how to get treatment for drug misuse or abuse.**

**9-12 Benchmark:**

**2.11 Students will not be involved in the misuse or abuse tobacco, alcohol, and drugs.**

**FACS: Individuals and Families**

**F.2.11.1 Students will identify risks of substance abuse.**

**F.2.11.2 Students will explain how drugs enter and affect the body.**

**F.2.11.3 Students will describe the effects of alcohol on the mind and the body.**

**F.2.11.4 Students will explain the dangers and risks of illegal drugs and prescription drugs.**

**F.2.11.5 Students will describe the consequences of drinking and driving.**

**F.2.11.6 Students will understand the addiction cycle.**

**F.2.11.7 Students will be aware of the impact of illegal drugs in their community and globally.**

**H.S. Health**

**H.2.11.1 Students will list the risks of tobacco use and second-hand smoke.**

**H.2.11.2 Students will discuss the health benefits of quitting tobacco use immediately and continue throughout life.**

**H.2.11.3 Students will list the short and long term effects of alcohol on the body and on relationships.**

**H.2.11.4 Students will identify community sources of prevention and treatment of alcohol abuse.**

**H.2.11.5 Students will explain the abuse and misuse of both legal and illegal drugs.**

**H.2.11.6 Students will describe the effects of commonly abused drugs on the body.**

**H.2.11.7 Students will list treatment options for drug abusers.**

***Strand: Consumer and Community Health***

**3-5 Benchmark:**

**2.12 Students will access health information.**

**Fourth Grade**

**4.2.12.1 Students will identify three different sources for obtaining consumer health information.**

**6-8 Benchmark:**

**2.13 Students will evaluate sources of health information.**

**Seventh Grade**

**7.2.13.1 Students will identify three different sources for obtaining consumer health information.**

**7.2.13.2 Students will identify reliable sources of health information.**

**7.2.13.3 Students will identify types of health care facilities.**

**Eighth Grade**

**8.2.13.1 Students will describe how to access valid health information.**

**9-12 Benchmark:**

**2.14 Students will evaluate management practices related to health resources.**

**FACS: Individuals and Families**

**F.2.14.1 Students will demonstrate management of individual and family resources.**

**F.2.14.2 Students will evaluate the impact of technology on individual and family resources.**

**F.2.14.3 Students will discriminate between situations that require personal prevention or intervention and those situations that require professional assistance.**

**F.2.14.4 Students will determine situations which require crisis intervention.**

***Strand: Environmental Health***

**3-5 Benchmark:**

**2.15 Students will learn ways to protect the environment.**

**Fourth Grade**

**4.2.15.1 Students will differentiate among the terms reduce, reuse, and recycle.**

**4.2.15.2 Students will identify the four types of pollution and their harmful effects.**

**9-12 Benchmark:**

**2.16 Students will be a health advocate for the environment.**

**FACS: Individuals and Families**

**F.2.16.1 Students will analyze the effects of individual responses to environment on human growth and development.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 3:**

**3.0 Students will demonstrate the ability to practice health-enhancing behaviors and reduce risks.**

*Strand: Emotional, Social, and Personal Health*

### **K-2 Benchmark:**

**3.1 Students will learn ways to take care of their health.**

#### **Kindergarten**

**K.3.1.1 Students will demonstrate positive caring, sharing, working, and playing with others in a positive manner.**

#### **First Grade**

**1.3.1.1 Students will demonstrate respectful behavior.**

#### **Second Grade**

**2.3.1.1 Students will complete a pre/post character traits observation checklist.**

**2.3.1.2 Students will practice the character traits of responsibility.**

**2.3.1.3 Students will describe how medications can be used safely.**

### **3-5 Benchmark:**

**3.2 Students will take responsibility for their health.**

#### **Third Grade**

**3.3.2.1 Students will complete a pre/post character traits observation checklist.**

**3.3.2.2 Students will practice the character traits of fairness.**

**3.3.2.3 Students will identify feelings.**

**3.3.2.4 Students will describe positive changes in coping with emotions related to feelings.**

#### **Fourth Grade**

**4.3.2.1 Students will complete a pre/post character traits observation checklist.**

**4.3.2.2 Students will practice the character traits of trustworthiness.**

**4.3.2.3 Students will define the term "bully."**

**4.3.2.4 Students will list three or more appropriate reactions to bullying.**

#### **Fifth Grade**

**5.3.2.1 Students will practice the character traits of citizenship.**

**5.3.2.2 Students will list strategies for stress management.**

### **6-8 Benchmark:**

**3.3 Students will choose behaviors that promote a healthy mind and/or body.**

#### **Sixth Grade**

**6.3.3.1 Students will describe ways to take responsibility for their health.**

**6.3.3.2 Students will demonstrate the six traits of good character.**

**6.3.3.3 Students will list ways to maintain a positive self-esteem.**

**6.3.3.4 Students will list the causes and signs of stress.**

**6.3.3.5 Students will design a plan to manage stress.**

**6.3.3.6 Students will describe healthy ways of dealing with depression and grief.**

## **Seventh Grade**

**7.3.3.1 Students will distinguish between the three parts of health.**

**7.3.3.2 Students will identify the factors that affect health status.**

**7.3.3.3 Students will list the steps to follow to practice healthful behaviors.**

**7.3.3.4 Students will list the steps to follow in setting health goals.**

**7.3.3.5 Students will describe six values that build character and promote health.**

**7.3.3.6 Students will identify influences on character and actions.**

**7.3.3.7 Students will discuss how to use resistance skills to maintain good character.**

**7.3.3.8 Students will identify kinds of emotions and healthful ways to express them.**

**7.3.3.9 Students will examine the effects of stress on the body, mind, and relationships.**

**7.3.3.10 Students will describe different kinds of anxiety disorders.**

**7.3.3.11 Students will identify and change behaviors that lead to stress.**

**7.3.3.12 Students will explain how to cope with stress and be resilient.**

## **Eighth Grade**

**8.3.3.1 Students will identify the ways risk behaviors affect overall health.**

**8.3.3.2 Students will discuss how the three parts of health are related.**

**8.3.3.3 Students will explain the importance of keeping a personal health record.**

**8.3.3.4 Students will explain how to demonstrate traits of good character.**

**8.3.3.5 Students will define and give examples of addictive behaviors.**

**8.3.3.6 Students will discuss how the body reacts to stressors.**

**8.3.3.7 Students will identify stress management skills.**

**8.3.3.8 Students will describe the five stages of grief and death and dying.**

**8.3.3.9 Students will describe how to comfort a grieving person.**

**8.3.3.10 Students will discuss steps to help teens who are depressed.**

**8.3.3.11 Students will list steps for suicide prevention.**

## **9-12 Benchmark:**

**3.4 Students will analyze and select behaviors that promote a healthy mind and/or body.**

### **FACS: Individuals and Family**

**F.3.4.1 Students will explain the impact of values, goals, character, and standards on relationships and health.**

**F.3.4.2 Students will identify the factors that affect health status.**

**F.3.4.3 Students will describe how life events affect physical and emotional development.**

**F.3.4.4 Students will compare/contrast approaches to conflict prevention and management.**

**F.3.4.5 Students will determine the roles of decision making and problem solving in reducing and managing conflict.**

**F.3.4.6 Students will define and choose effective responses to harassment.**

**F.3.4.7 Students will determine stress management for family, work, and community settings.**

### **H.S. Health**

**H.3.4.1 Students will identify ways to achieve and maintain high self-esteem.**

**H.3.4.2 Students will give examples of positive and negative ways to use coping strategies.**

**H.3.4.3 Students will recognize the causes and affects stress has on your body.**

- H.3.4.4 Students will identify ways to control stress.
- H.3.4.5 Students will recognize common mental disorders.
- H.3.4.6 Students will identify risks and treatments of eating disorders.
- H.3.4.7 Students will explain the relationship between depression and suicide.
- H.3.4.8 Students will be able to describe treatment options for mental illness.
- H.3.4.9 Students will explain how to care for and protect the nervous system.
- H.3.4.10 Students will discuss the function of the cardiovascular/respiratory systems.
  
- H.3.4.11 Students will describe behaviors to reduce risk of cardiovascular and respiratory diseases.

***Strand: Family and Social Health***

**6-8 Benchmark:**

**3.5 Students will use resistance skills when appropriate.**

**Eighth Grade**

- 8.3.5.1 Students will differentiate between positive and negative peer pressure.
- 8.3.5.2 Students will list ways to say “no” to negative peer pressure.
- 8.3.5.3 Students will discuss how to show self respect by protecting themselves from negative peer pressure
- 8.3.5.4 Students will list reasons why practicing abstinence is a reasonable decision.
- 8.3.5.5 Students will explain how to use resistance skills if there is pressure to be sexually active.
- 8.3.5.6 Students will identify behaviors that support the decision to practice abstinence.
- 8.3.5.7 Students will list steps teens who have been sexually active can take to change their behavior.

**6-8 Benchmark:**

**3.6 Students will learn about the life cycle.**

**Eighth Grade**

- 8.3.6.1 Students will identify the stages in the life cycle.
- 8.3.6.2 Students will discuss conception and pregnancy
- 8.3.6.3 Students will describe how a baby develops.
- 8.3.6.4 Students will discuss prenatal care.
- 8.3.6.5 Students will discuss the processes for labor and delivery.
- 8.3.6.6 Students will discuss the decisions about pregnancy that people make and the consequences that follow.
- 8.3.6.7 Students will discuss the short-term and long-term effects of alcohol on the body and the mind.
- 8.3.6.8 Students will list the risks associated with drinking alcohol during pregnancy.
- 8.3.6.9 Students will describe the effects alcohol, drugs, and tobacco have on decision-making, pregnancy, and the reproductive organs.

**9-12 Benchmark:**

**3.7 Students will develop habits that promote healthy living throughout the life cycle.**

**FACS: Individuals and Family**

- F.3.7.1 Students will identify the impact of heredity and environment on human growth and development.

- F.3.7.2 Students will compare/contrast the effects of gender, ethnicity, and culture on individual development.
  - F.3.7.3 Students will demonstrate teamwork and leadership skills.
  - F.3.7.4 Students will create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
  - F.3.7.5 Students will demonstrate strategies to motivate and encourage group members.
  - F.3.7.6 Students will demonstrate processes for cooperating, compromising, and collaborating.
  
  - F.3.7.7 Students will evaluate the need for diversity/empathy in relationships.
  - F.3.7.8 Students will apply communication skills in family, community, and workplace settings.
- H.S. Health
- H.3.7.1 Students will identify ways to keep the reproductive system healthy.
  - H.3.7.2 Students will list the role, heredity, environment, and behavior plays in reproductive health.

***Strand: Nutrition***

**K-2 Benchmark:**

- 3.8 Students will learn healthy eating habits.**

**First Grade**

- 1.3.8.1 Students will classify foods into appropriate food groups.
- 1.3.8.2 Students will identify healthy vs. unhealthy foods.

**3-5 Benchmark:**

- 3.9 Students will learn to use the information from the Food Guide Pyramid.**

**Third Grade**

- 3.3.9.1 Students will illustrate or list the six components of a balanced meal.
- 3.3.9.2 Students will use the food guide pyramid.

**6-8 Benchmark:**

- 3.10 Students will follow nutrition and wellness practices to be healthy.**

**Sixth Grade**

- 6.3.10.1 Students will explain why people need to eat six nutrients.
- 6.3.10.2 Students will explain how to follow the Dietary Guidelines.
- 6.3.10.3 Students will discuss how to use the Food Guide Pyramid.
- 6.3.10.4 Students will identify ways healthful eating habits promote health.
- 6.3.10.5 Students will describe the benefits of rest and sleep.
- 6.3.10.6 Students will discuss how regular physical activity benefits the three areas of health.
- 6.3.10.7 Students will explain how one can achieve health-related fitness.
- 6.3.10.8 Students will describe lifestyle changes that can increase physical fitness.

**Seventh Grade**

- 7.3.10.1 Students will identify types and sources of nutrients.
- 7.3.10.2 Students will discuss ways physical activity improves health.
- 7.3.10.3 Students will describe common illnesses and injuries related to physical activity.
- 7.3.10.4 Students will identify ways to reduce risk of illness/injuries related to physical activity.
- 7.3.10.5 Students will identify eating disorders, anorexia, bulimia, and compulsive

over-eating.

7.3.10.6 Students will identify how obesity affects health.

**9-12 Benchmark:**

**3.11 Students will practice nutrition and wellness practices that enhance individual and family well-being.**

**FACS: Individuals and Family**

**F.3.11.1 Students will research nutrition related conditions/diseases that affect health.**

**F.3.11.2 Students will describe the impact of food and diet fads, food addictions, and eating disorders on wellness.**

**F.3.11.3 Students will apply dietary guidelines to meet nutrition and wellness needs.**

**F.3.11.4 Students will analyze how regular physical activity will enhance and maintain health.**

**H.S. Health**

**H.3.11.1 Students will explain how the body obtains energy from food.**

**H.3.11.2 Students will explain how to plan a healthy diet.**

**H.3.11.3 Students will discuss the benefits of maintaining a healthy weight.**

**H.3.11.4 Students will develop a plan for achieving life-long fitness.**

***Strand: Safety and Survival***

**K-2 Benchmark:**

**3.12 Students will follow safety rules for home and away from home.**

**Kindergarten**

**K.3.12.1 Students will demonstrate the stop, drop, and roll technique.**

**K.3.12.2 Students will demonstrate what to do when approached by a stranger.**

**K.3.12.3 Students will identify the differences between a good touch and a bad touch.**

**First Grade**

**1.3.12.1 Students will explain safe techniques for crossing streets.**

**Second Grade**

**2.3.12.1 Students will identify rules for water, car, and bus safety.**

**3-5 Benchmark:**

**3.13 Students will follow safety rules for home and away from home.**

**Third Grade**

**3.3.13.1 Students will list ways to stay safe from strangers.**

**Fourth Grade**

**4.3.13.1 Students will list safety rule to employ while home alone.**

**Fifth Grade**

**5.3.13.1 Students will describe safety rules for bicycles, skateboards, roller blades,**

**6-8 Benchmark:**

**3.14 Students will practice protective factors to reduce the risk of accidents or violence.**

### **Sixth Grade**

- 6.3.14.1 Students will discuss ways to prevent injuries during physical activity.**
- 6.3.14.2 Students will discuss how to stay safe when participating in activities outdoors.**
- 6.3.14.3 Students will describe how to recognize and treat common injuries.**
- 6.3.14.4 Students will identify factors that promote the risk of violence.**
- 6.3.14.5 Students will list forms of violence.**
- 6.3.14.6 Students will describe forms of and signs of abuse.**
- 6.3.14.7 Students will identify warning signs of suicide.**
- 6.3.14.8 Students will discuss responsible ways to manage anger.**
- 6.3.14.9 Students will describe protective factors to reduce the risk of violence in schools and in the community.**
- 6.3.14.10 Students will list ways schools and communities can promote safety.**

### **Seventh Grade**

- 7.3.14.1 Students will describe ways in which violence affects teens.**
- 7.3.14.2 Students will identify factors that increase/decrease the risk of violence.**
- 7.3.14.3 Students will explain how to prevent violence in the community.**
- 7.3.14.4 Students will describe ways to prevent becoming a victim.**
- 7.3.14.5 Students will identify ways to stay safe during natural disasters.**

### **Eighth Grade**

- 8.3.14.1 Students will identify protective factors against violence.**
- 8.3.14.2 Students will describe forms and signs of abuse.**
- 8.3.14.3 Students will describe forms of violence, including harassment, incest, and rape.**
- 8.3.14.4 Students will list ways to avoid violence, including harassment, incest, and rape.**
- 8.3.14.5 Students will list self-protection strategies to stay safe.**
- 8.3.14.6 Students will identify universal precautions to stay healthy.**

### **9-12 Benchmark:**

- 3.15 Students will practice protective factors to reduce the risk of accidents or violence.**

#### **FACS: Individuals and Family**

- F.3.15.1 Students will identify behavior and strategies that enhance personal safety in relationships.**
- F.3.15.2 Students will create strategies for handling unhealthy relationships.**
- F.3.15.3 Students will demonstrate CPR techniques.**

#### **H.S. Health**

- H.3.15.1 Students will list the most effective ways to deal with school violence.**
- H.3.15.2 Students will demonstrate CPR techniques.**

### **6-8 Benchmark:**

- 3.16 Students will choose behaviors to reduce infection of sexually transmitted diseases.**

#### **Seventh Grade**

- 7.3.16.1 Students will identify common sexually transmitted diseases and their**

effects.

**7.3.16.2 Students will list ways to prevent and treat sexually transmitted diseases.**

**7.3.16.3 Students will explain how HIV is transmitted and develops into AIDS.**

**Eighth Grade**

**8.3.16.1 Students will describe facts and fallacies about how STDs are spread.**

**8.3.16.2 Students will discuss causes, symptoms and treatments of various STDs.**

**8.3.16.3 Students will discuss ways to prevent STDs by practicing abstinence/responsibility**

**8.3.16.4 Students will describe signs and ways HIV is spread.**

**9-12 Benchmark:**

**3.17 Students will choose behaviors to reduce infection of sexually transmitted diseases.**

**FACS: Individuals and Family**

**F.3.17.1 Students will identify the risks of early sexual activity.**

**F.3.17.2 Students will describe the symptoms and treatments for common STDs.**

**F.3.17.3 Students will describe how HIV affects and destroys the immune system.**

**F.3.17.4 Students will identify behaviors known to transmit HIV/AIDS.**

**F.3.17.5 Students will compare the relationship between unsafe behaviors and the rise of HIV/AIDS.**

**F.3.17.6 Students will explain the importance of abstinence as it relates to the prevention of STDs.**

**H.S. Health**

**H.3.17.1 Students will describe behaviors that prevent the spread of STDs.**

**H.3.17.2 Students will know when/where to find treatment for STDs.**

**H.3.17.3 Students will compare/contrast HIV and AIDS.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 4:**

**4.0 Students will analyze the influence of culture, media, technology and other factors on health.**

### ***Strand: Nutrition***

#### **6-8 Benchmark:**

**4.1 Students will identify the influences on body image and self-esteem.**

##### **Seventh Grade**

**7.4.1.1 Students will discuss what body image is and what influences it.**

**7.4.1.2 Students will identify signs and symptoms of eating disorders.**

**7.4.1.3 Students will describe the prevention and treatment for eating disorders.**

#### **9-12 Benchmark:**

**4.2 Students will analyze influences on food choices.**

##### **H.S. Health**

**H.4.2.1 Students will analyze food labels and make healthy choices for foods.**

### ***Strand: Consumer Health***

#### **3-5 Benchmark:**

**4.3 Students will describe the way media influence choices.**

##### **Fourth Grade**

**4.4.3.1 Students will evaluate three different sources for obtaining consumer health information.**

#### **6-8 Benchmark:**

**4.4 Students will check out ways technology, media, culture influence health choices.**

##### **Seventh Grade**

**7.4.4.1 Students will analyze media messages.**

**7.4.4.2 Students will discuss reasons to choose healthful entertainment.**

**7.4.4.3 Students will list factors to consider before purchasing something.**

**7.4.4.4 Students will describe how to exercise consumer rights.**

##### **Eighth Grade**

**8.4.4.1 Students will analyze the influences of culture family and media on decisions to not use tobacco, alcohol, and drugs.**

#### **9-12 Benchmark:**

**4.5 Students will check out ways technology, media, culture influence health choices.**

##### **FAC: Individuals and Family**

**F.4.5.1 Students will assess the use of technology and its impact on quality of life.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 5:**

**5.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health.**

*Strand: Strand: Emotional, Social, and Personal Health*

### **6-8 Benchmark:**

**5.1 Students will communicate in healthy ways.**

#### **Sixth Grade**

**6.5.1.1 Students will describe healthful ways to express emotions.**

**6.5.1.2 Students will list guidelines for telephone, internet, and written communication.**

#### **Eighth Grade**

**8.5.1.1 Students will discuss interpersonal communication, including the use of "I-messages."**

**8.5.1.2 Students will compare verbal and nonverbal communication.**

**8.5.1.3 Students will identify effective communication skills.**

**8.5.1.4 Students will list guidelines for telephone, Internet, and written communication.**

**8.5.1.5 Students will explain effective communication with different audiences.**

**8.5.1.6 Students will explain how to manage anger and deal with criticism.**

### **9-12 Benchmark:**

**5.2 Students will demonstrate respectful and caring relationships in the family, workplace, and community.**

#### **FAC: Individuals and Family**

**F.5.2.1 Students will describe the role of the family as the basic unit of society.**

**F.5.2.2 Students will examine the processes for building and maintaining interpersonal relationships.**

**F.5.2.3 Students will research the role of support systems in meeting human growth and development needs.**

**F.5.2.4 Students will identify factors that contribute to healthy relationships.**

**F.5.2.5 Students will explain the effect of personal needs, self-esteem, and self-image on relationships.**

**F.5.2.6 Students will determine the impact of change and transitions over life's course.**

**F.5.2.7 Students will demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.**

**F.5.2.8 Students will demonstrate effective listening and feedback techniques.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 6:**

**6.0 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**

*Strand: Emotional, Social, and Personal Health*

### **6-8 Benchmark:**

**6.1 Students will make responsible decisions.**

#### **Sixth Grade**

**6.6.1.1 Students will discuss steps to follow to make responsible decisions.**

**6.6.1.2 Students will list steps to follow to resist negative peer pressure.**

#### **Seventh Grade**

**7.6.1.1 Students will discuss steps to follow to make responsible decisions.**

**7.6.1.2 Students will describe the benefits of making responsible decisions.**

**7.6.1.3 Students will explain how to take responsibility for unwise decisions.**

#### **Eighth Grade**

**8.6.1.1 Students will demonstrate how internal and external influences might affect decisions.**

### **9-12 Benchmark:**

**6.2 Students will make responsible decisions.**

#### **FAC: Individuals and Family**

**F.6.2.1 Students will apply management principals to decisions about individual and family and housing and insurance.**

*Strand: Family and Social Health*

### **6-8 Benchmark:**

**6.3 Students will develop skills to prepare for later life experiences.**

#### **Eighth Grade**

**8.6.3.1 Students will explain the importance of honoring commitments in marriage and other relationships.**

**8.6.3.2 Students will discuss the problems with teen marriage.**

**8.6.3.3 Students will discuss the problems of teen parenthood.**

# **K-12 Health Standards/Benchmarks/Core Indicators**

## **Health Standard 7:**

**7.0 Students will demonstrate the ability to advocate for personal, family, and community health.**

### ***Strand: Consumer Health***

#### **6-8 Benchmark:**

**7.1 Students will investigate health careers.**

##### **Seventh Grade**

**7.7.1.1 Students will discuss influences that affect your choice of a career.**

**7.7.1.2 Students will identify ways to learn more about careers..**

#### **9-12 Benchmark:**

**7.2 Students will evaluate management practices related to human, economic and environmental resources.**

##### **FAC: Individuals and Family**

**F.7.2.1 Students will analyze the potential impact of career path decisions on balancing work and family.**

**F.7.2.2 Students will apply management principals to individuals and family financial practices.**

**F.7.2.3 Students will examine how individuals and families make choices to satisfy wants and needs.**























