

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>1. The ability to live, work and play depends upon the healthy functioning of body systems. (HP 1)</p>	<p>a. organize data, information and ideas about the structure and function of the body systems into useful forms (including charts, graphs, outlines) for analysis and presentation. (1.8)</p>	<p>K/HG/42-43; K/HG/44; 1/HG/43-44; 2/HG/44; 3/HG/33-34; 3/HG/35-36; 4/HG/53-54; 4/DP/60-61</p>
<p>2. Daily activities can affect body system functioning. (HP 2)</p>	<p>a. evaluate how certain behaviors (both positive and negative) influence body system functions in order to determine a cause and effect relationship (1.6)</p>	<p>K/HG/46; K/DP/32-33; 1/HG/45-46; 2/PM/1; 3/HG/33-34; 3/HG/35-36; 4/HG/55-56; 4/DP/58-59</p>
<p>3. The skeletal/muscular, cardiovascular, respiratory, urinary, digestive systems and nervous system have basic structures and functions that enable humans to live and perform a variety of tasks. (HP 1)</p>	<p>a. identify and describe the basic structures and functions of the circulatory, respiratory, urinary, skeletal/muscular, digestive, and nervous system (1.10; 2.10)</p>	<p>K/DP/28-29; 3/HG/30</p>
<p>4. The skeletal system provides a framework for the body. It protects internal organs, aids in movement and plays a role in blood cell formation. (HP 1)</p>	<p>a. compose written communications for parents and students regarding the body systems, their structures and functions (2.1)</p>	<p>2/HG/42-43</p>
<p>5. The muscular system provides humans with the ability to move and perform a variety of physical tasks. Specialized muscles help humans breathe, digest food, eliminate wastes and circulate blood. (HP 1)</p>	<p>a. design and conduct field and laboratory inquiries by using the five senses to gather information; make observations; organize data; predict, summarize and draw conclusions about one's personal and social environment (1.3)</p>	<p>2/HG/42-43; 4/HG/51-52</p>
<p>6. The cardiovascular system includes the heart and blood vessels. The heart pumps blood to all body cells. The blood delivers oxygen and nutrients and removes carbon dioxide and other waste materials. (HP 1)</p>		<p>3/HG/33-36; 4/HG/53-56</p>
<p>7. The respiratory system, which includes the air passage ways and lungs, takes in oxygen from the air, delivers it to the blood through the capillaries, and removes carbon dioxide from the blood. (HP 1)</p>		<p>3/HG/33-36; 4/HG/53-56</p>
<p>8. The urinary system is part of the excretory system. It includes the kidneys, ureters, bladder and urethra. The urinary system filters waste from the blood and removes excess water. (HP 1)</p>		

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
9. The digestive system processes food into a form the body can use for growth and internal functioning. It also removes solid waste from the body. (HP 1)		3/HG/33-34
10. The human brain is part of the nervous system. The brain is important for all thought processes and for feelings, coordination and balance. The brain also monitors internal functioning including breathing and heart rate. (HP 1)	a. design and conduct introductory laboratory investigations regarding body system functions, e.g., heart rate and physical activity, strength of bones, volume of exhaled air, the effect of digestion on food, etc. (1.3)	

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Social systems include functions and characteristics of the family, friends and peer relationships. (SS 6)	a. evaluate characteristics of a healthy community and environment (1.6)	K/CE/20-21; K/CE/22-23; 1/FL/12; 2/CE/15; 4/CE/15-16
2. Family, friends and peers can have a positive or negative influence on one's well-being. (HP 2)	a. describe characteristics needed to be a responsible friend and family member (4.3)	K/PM/4-5; 1/FL/10-11; 2/FL/10-12; 3/FL/9-10; 3/FL/11-13; 4/FL/12-13
3. Individuals have unique needs, strengths, abilities and responsibilities within culturally diverse social systems. (HP 2)	a. identify and discuss the effects of human actions toward people with different abilities and toward people with different ethnic and cultural backgrounds (2.3; 4.3) b. analyze the duties and responsibilities needed to be a contributing member of a social community (4.3)	K/PM/6-7; 1/FL/15; 2/FL/10-12; 3/HG/31-32 K/FL/8-9; 1/PM/6; 2/CE/16-17; 2/CE/18-19; 2/FL/10-12; 3/FL/9-10; 4/CE/15-16
4. There are agencies such as Department of Health, the fire department, police department, etc. that work to improve or maintain the health of the community. (SS 6)	a. identify appropriate health professionals who can provide assistance for specific health issues or problems (3.2)	K/SA/37; 1/DP/31-32; 2/DP/53-54;

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>5. A component of effective communication is the ability to express needs, wants and feelings in health-enhancing ways. (HP 2)</p>	<p>a. identify confusing, difficult or threatening situations that may require the assistance of a trusted adult (3.1) b. identify appropriate ways to express needs, wants and feelings in a variety of situations (2.1) c. demonstrate ways to communicate care, consideration and respect of self and others (4.7)</p>	<p>K/SA/40-41; 1/SA/23-24; 2/SA/47-48; 3/SA/21-22; 4/FL/8-9 K/FL/10-11; 1/PM/7-8; 2/SA/47-48; 3/SA/21-22; 3/FL/16-17; 4/FL/8-9 K/FL/10-11; 1/PM/3-5; 2/PM/2-3; 3/FL/14-15; 4/FL/8-9</p>
<p>6. Effective communication includes verbal and non-verbal skills such as organizing thoughts, attentive listening, speaking clearly, interpreting non-verbal cues and avoiding put-downs. (CA 6)</p>	<p>a. use effective communication skills in the classroom and in simulated social situations (2.3) b. discuss and respond thoughtfully to others by exhibiting attentive listening skills (2.3)</p>	<p>K/PM/1; 1/PM/3-5; 2/PM/4-5; 3/FL/16-17; 4/FL/10-11 1/PM/3-5; 2/PM/4-5; 3/FL/14-15; 4/FL/10-11</p>

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

<p>What All Students Should Know <i>By the end of grade 4, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session</i></p>
<p>1. Personal health is enhanced by behaviors that include care of skin, hair, teeth, gums, eyes, nose, ears and nails. (HP 2)</p>	<p>a. identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling (4.7)</p>	<p>K/PM/2-3; K/DP/47-48; 1/PM/1-2; 2/PM/2-3; 3/NF/25-29; 4/PM/1-2; 4/NF/44-45; 4/NF/48-49; 4/DP/58-59</p>
<p>2. Regular physical activity, adequate sleep and balanced nutrition contributes to health maintenance and enhancement. (HP 2)</p>	<p>a. apply knowledge about physical activity and care of the body to daily personal health habits (1.10) b. using a variety of hands-on resources, literature and discussion, identify teeth and their functions in eating, speaking and appearance (1.4)</p>	<p>K/NF/14-19; 1/NF/25-30; 1/HG/45-46; 2/NF/20-22; 3/NF/25-29; 4/NF/46-47; 4/DP/60-61 K/DP/47-48; 1/HG/45-46; 3/HG/30;</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
3. Preventive care enhances personal health and assists in early detection and treatment of health problems, e.g., regular health and dental check-ups, immunizations, etc. (HP 3)	a. identify why preventive physical and dental exams are important for health maintenance (4.7)	K/DP/47-48; K/DP/50; 1/HG/45-46; 2/DP/53-54; 4/DP/58-59
4. All organisms grow and change throughout life. (HP 1)	a. identify and sequence the stages of the human life cycle, e.g., infant, toddler, pre-school, school-age, etc. (1.6)	K/HG/42-44; 1/HG/47; 3/HG/31-31; 4/HG/51-52

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Basic principles of nutrition (food sources, the food pyramid and essential nutrients) are necessary for an understanding of how nutrition and health are interrelated. (HP 2)	a. identify, locate and select information about the sources and basic functions of the six essential nutrients (1.6) b. categorize foods into appropriate groups on the food pyramid based on primary nutrient content (1.10)	K/NF/14-15; 1/NF/26-27; 1/NF/28-29; 2/NF/20-22; 3/NF/25-26; 4/NF/44-45 3/NF/25-26; 4/NF/46-47
2. Balance, variety and moderation in the diet will enhance and promote health. (HP 2)	a. make informed decisions regarding food choices based on understanding of balance, moderation and variety (4.7)	K/NF/17; 1/NF/25; 2/NF/27-28; 3/NF/28-29; 4/NF/48-49
3. Food provides energy for the human body to work, grow and perform daily routines. (HP 1,2)	a. describe the relationship between food intake and energy/activity levels (1.6)	1/NF/30; 3/NF/23-24; 3/NF/27; 4/NF/46-47
4. Food choices are influenced by availability, family, preferences, and culture, e.g., nationality, religion, heritage. (HP 2)	a. describe the relationship of family preferences and culture to one's food choices 91.7; 1.10)	2/NF/23-24; 3/NF/25-26; 4/NF/46-47

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. The media can influence one's health habits and decisions, e.g., persuasive advertising techniques. (HP 6)	a. interpret how the media can influence a consumer's decisions regarding health practices and products (1.7)	1/DP/35-37; 2/DP/33-34; 3/NF/28-29; 3/DP/44-45; 4/NF/48-49; 4/DP/35-36
2. Reading labels can help consumers make decisions about product selections. (HP 2, 6)	a. interpret labels in order to make decisions about product selections (1.5, 4.1)	2/NF/27-28; 3/DP/39; 4/NF/46-47
3. Health literacy includes the ability to understand how communication techniques used through a variety of media can influence health decisions and practices. (HP 6)	a. use technological tools to exchange information and ideas (2.7)	K/DP/35-37; 1/NF/25; 3/DP/44-45

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Basic life management includes skills in decision making, problem solving, goal setting, refusal and stress management. (HP 2)	a. develop and record short term goals regarding personal health and/or fitness, (e.g., brush teeth twice a day for the next two weeks, walk for fifteen minutes three times a week after school), monitor progress and evaluate (4.5)	K/NF/16; 1/NF/25; 1/NF/30; 2/PM/4-5; 2/PM/6-7; 3/PM/5-6; 4/PM/6-7
	b. identify personal stressors in daily living and appropriate strategies to cope or adapt (3.1)	K/FL/13; 1/FL/13-14; 2/FL/13-14; 3/FL/14-15; 4/SM/30-31
	c. apply basic conflict resolution strategies to solve or prevent problems (3.2)	K/FL/13; 1/FL/13-14; 2/FL/13-14; 3/FL/14-15;3/FL/16-17 4/SM/30-31
	d. demonstrate assertive/refusal skills and identify situations in which they should be used (1.10; 4.1)	K/SA/40-41; 1/SA/23-24; 1/DP/38-39; 2/DP/37-39; 2/SA/47-48; 3/SA/21-22; 3/DP/44-45; 4/DP/41-42

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Diseases can be categorized as communicable (transmitted to humans through some vehicle, e.g., person, air, water, insect, etc.) or non-communicable (not passed from person to person, e.g., cancer, heart disease, etc.). (HP 3)	a. organize information about basic diseases into communicable and non-communicable and describe the difference between the two (1.5) b. identify and describe basic causes, symptoms, treatments and management of common communicable diseases and health problems (1.5); 1.10; 4.7)	1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61 K/DP/49; 1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61
2. The body has ways to defend itself against disease. (HP 1)	a. identify the body’s basic lines of defense, including skin, hairs in nasal passage, bronchi, stomach acid and white blood cells (1.5)	4/DP/60-61
3. There are certain conditions and behaviors that enhance both growth and spread of germs. (HP 3)	a. draw conclusion about factors necessary for germs to grow (1.2)	2/DP/49-50; 3/DP/46-47; 4/DP/60-61
4. There are health behaviors and practices that can speed recovery, reduce diseases and prevent illness. Behaviors include good handwashing, covering mouth when sneezing, adequate rest, drinking plenty of fluids during illness, keeping immunizations up-to-date. (HP 2,3)	a. identify and apply practices that reduce one’s risk of communicable diseases and speeds recovery from illness (3.1; 3.2; 4.7)	K/DP/49; 1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61
5. Early intervention and health practices can help to manage, reduce the risk or prevent non-communicable diseases. (HP 3)	a. determine cause and effect relationship between health behaviors and disease on illness (1.6)	1/DP/48-50; 2/DP/49-50; 3/DP/46-47; 4/DP/60-61

STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Control

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. There are observable conditions in a safe home, school or neighborhood environment. (HP 5)	a. identify actions that are risky or harmful because of their effect upon self and others (4.3; 4.7)	K/SA/35-36; 1/SA/16-17; 1/SA/18-19; 1/SA/20-21; 1/SA/22; 2/SA/45-46; 3/SA/18; 3/SA/19-20; 4/SA/23-24

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Control continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
2. There are ways to assess one's environment and to recognize the potential for danger in everyday situations, e.g., not wearing a seat belt, too many plugs in one outlet, telling a caller that parents are not home, etc. (HP 5)	a. identify potential risks in daily living and apply basic health and safety measures (4.7)	K/SA/35-36; K/SA/38-39; 1/SA/16-17; 1/SA/20-21; 2/SA/45-46; 3/SA/21-22; 4/SA/23-24; 4/SA/25
3. Basic first aid procedures and decision-making skills can help to protect one's safety and well-being, e.g., never taking another individual's medicine, running cool water over a first degree burn. (HP 2, 7)	a. demonstrate basic first aid procedures for handling childhood injuries, e.g., cuts, scrapes, first degree burns, etc. (1.10) b. select and apply first aid procedures to solve problems related to simple injuries, choking and weather emergencies, e.g., where to go in a storm. Verify whether a first aid solution addresses the problem to which it was applied (3.1; 3.2; 3.7)	see grade 5 see grade 5
4. Individuals can reach emergency assistance by knowing the appropriate number to call (911 in most areas) and including pertinent information (who, what, where, how many, ask for assistance and hang-up last). (HP 7)	a. recognize problems in daily living situations that may require emergency assistance and select appropriate resources, including 911 call to solve the problem (3.2; 3.7)	K/SA/37; 1/SA/16-17; 1/SA/22; 3/SA/21-22; 4/SA/21-22

STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol, and Other Drugs (TAOD)

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. There are safe and unsafe substances that can be placed in the mouth. (HP 5)	a. identify substances that are safe and unsafe to be taken orally (1.10; 4.7)	K/DA/27; 1/DA/33-34; 2/DA/29-30; 3/DA/37-38; 4/DA/33-34
2. Medicines are used to treat an illness or to prevent health problems. Medicines should be taken under the supervision of an adult according to recommended guidelines. (HP 5)	a. identify the purpose of medicines and how they can be used safely (1.10; 4.7)	K/DA/27; 1/DA/31-32; 2/DA/31-32; 3/DA/39
3. Tobacco, alcohol and other drugs (TAOD) can have dangerous effects on the body. (HP 5)	a. describe how TAOD can affect body systems (2.4; 3.5; 4.1)	K/DA/28-29; 1/DA/35-37; 1/DA/38-39; 2/DA/31-32; 2/DA/33-34; 2/DA/35-36; 3/DA/40-41; 4/DA/35-36; 4/DA/37-38

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol, and Other Drugs (TAOD) continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
4. Tobacco contains nicotine which is an addictive drug. Smoking can affect not only the smoker but others exposed to second-hand smoke. (HP 5)	a. describe the effects of smoking including second-hand smoke (2.1; 2.4; 3.5; 4.1)	K/DA/28-29; 1/DA/35-37; 2/DA/33-34; 3/DA/40-41; 4/DA/35-36
5. Many factors, e.g., media, peers, self-concept, etc., influence decisions to use or abuse substances. (HP 5,6)	a. evaluate how the media and other factors may influence one's perspective (1.7) b. describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol, and other drug use (2.1)	1/DA/38-39; 2/DA/33-34; 3/DA/42-43; 3/DA/44-45; 4/DA/35-36 K/DA/30-31; 1/DA/41-42; 2/DA/33-34; 3/DA/37-38; 3/DA/42-43; 4/DA/41-42

NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc, are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.

STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session</i>
1. Air, land and water pollution plus exposure to sun and loud noises can affect one's health. (SC 4)	a. Identify actual or potential risk factors within the home, school and community environment that can affect one's health, then establish goals and a plan to reduce personal risks, e.g., wearing sunscreen, keeping food refrigerated, having parent change furnace filter, etc. (3.1; 4.5)	K/CE/22-23; 1/SA/16-17; 1/SA/18-19; 2/CE/15; 2/CE/16-17; 2/SA/45-46; 3/SA/21-22; 4/CE/15-16
2. There are laws, regulations and community agencies that are designed to promote and protect community and environmental health. (SC 8)	a. Examine a common environmental problem, then discuss the effort made by individual agencies or the government to reduce or to prevent the problem (3.1; 3.7)	K/CE/24; 4/CE/17-18
3. Individual actions can do much to help preserve the environment and promote environmental health. (SC 4)		4/CE/15-16; 4/CE/17-18; 4/CE/19-20

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STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

- A. Fundamental Movement Skills and Games – *see physical education curriculum*
- B. Sport Skills and Lifetime Activities – *see physical education curriculum*
- C. Rhythms and Dance – *see physical education curriculum*
- D. Principles of Human Movement – *see physical education curriculum*

STRAND V: PHYSICAL AND LIFETIME WELLNESS

A. Personal Fitness/Wellness

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Gaining basic knowledge of the components of health-related fitness is essential to understanding that exercise contributes to good health. (HP 4)	a. identify the components of health-related fitness and relate their importance to individual well-being. (4.1) b. differentiate between aerobic and anaerobic exercises when performing individual routines (1.6) c. select and participate regularly in physical activities for the purpose of improving skills and health (4.7)	K/NF/16/1,2; 1/NF/30/1; 2/NF/27-28/1; 3/NF/27/1; 4/NF/48-49/1 2/NF/25-26/3
2. Learning the internal and external body parts and their relationship to developing a healthy body helps in understanding their physical self. (HP 1)	a. identify the major structures and functions of the circulatory, respiratory, muscular and skeletal systems and relate them to the development of a healthy body (1.6)	K/DA/28-29/2; 1/HG/43-44/2; 2/NF/25-26/1,2; 3/HG/30/2; 3/HG/33-34/2,3; 4/HG/53-54/1,2
3. There are physiological signs associated with engagement in rigorous physical activity. (HP 1, 4)	a. use technological tools and other resources to locate, select and organize information (1.4) b. recognize the physiological indicators that accompany moderate and vigorous physical activity (1.10)	2/NF/25-26/1; 4/HG/55-56/4 2/NF/25-26/1; 4/HG/55-56/4
4. Health-related fitness testing is conducted for personal fitness assessment. (HP 4)	a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7) b. associate results of fitness testing to health status and the ability to perform various activities (1.6)	K/NF/16/2; 1/NF/30/3; 4/NF/48-49/5

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STRAND V: PHYSICAL AND LIFETIME WELLNESS
 A. Personal Fitness/Wellness continued

What All Students Should Know <i>By the end of grade 4, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 4, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
5. Stress is present in many forms at all developmental levels and effective coping and management skills must be learned. (HP 2)	a. recognize ways to manage common sources of stress (4.7)	K/FL/13/2; 1/FL/13-14/2; 2/FL/13-14/2; 3/FL/14-15/1,2; 4/SA/30-31/2,3
6. Wellness is developing a positive attitude and quality of life that involves proper diet, exercise, time for recreation, time for work and time for family. (HP 2))	a. use technological tools and other resources to locate, select and organize information (1.4) b. explain the role of nutrition and physical fitness in the maintenance of optimal health (2.1) c. recognize that substance use and abuse is detrimental to healthy lifestyle (3.1)	1/NF/25/2; 2/HG/40-41/1; 3/HG/30/1; 3/DA/44-45/1; 3/NF/28-29/1; 3/HG/35-36/2; 4/NF/48-49/1 K/NF/14-15/1,2; 1/NF/25/1,2; 2/NF/20-22/1; 3/NF/27/1; 3/NF/28-29/2; 4/NF/44-45/1 K/DA/32-33/1,2; 1/DA/41-42/1,3; 3/DA/44-45/2,3; 4/DA/41-42/1-4

STRAND V: PHYSICAL AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings –
see physical education curriculum

C. Injury Prevention/Treatment and Rehabilitation – *see physical education curriculum*

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>1. Human body systems do not exist in isolation. Their optimal functioning depends upon their interdependence. When system failure occurs in one, it ultimately causes problems for other body systems. (HP 1)</p>	<p>a. apply knowledge of system interrelationships to predict health problems that occur during puberty and the interrelationship among systems that cause these changes (1.6; 1.10)</p>	<p>5/HG/53-54/3; 5/DP/61/1; 5/DA/32-33/1; 5/NF/48-49/1; 6/HG/54-55/2,3; 6/PM/3-5/1; 6/SM/18-19/3; 7/HG/60-61/3; 7/DP/67-68/1,2; 8/HG/47-48/2; 8/DP/67-68/2,3; 8/SM/14-15/3</p>
<p>2. The endocrine system is a system of ductless glands that secrete hormones into the blood. These hormones regulate many vital body functions, including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal) and energy, metabolism (thyroid). (HP 1)</p>	<p>a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)</p>	<p>5/HG/52/1; 5/HG/51-52/1; 6/HG/57-58/1,2; 7/HG/63-64/1,2; 8/HG/47-48/3,4</p>
<p>3. The nervous system includes the brain, nerves and spinal cord. It is the communication center for the body, sending and receiving messages, regulating body functions and serving as the control center for the five senses and for emotions, speech, coordination, balance, and learning. Learning is influenced by the brain's short-term and long-term memory as well as learning styles and the environment. (HP 1)</p>	<p>a. analyze how learning is influenced by memory, environment, learning styles and strategies (1.2)</p>	<p>5/HG/53-54/1,2</p>
<p>4. The immune system is the body's defense team. It provides the body several lines of defense in order to fight infections and to build resistance to disease. (HP 1)</p>	<p>a. conduct research to answer questions and evaluate information about the immune system (1.2)</p>	<p>5/DP/62-63/1; 5/DP/61/2; 6/DP/62-63/2; 7/DP/69-70/1,2; 8/DP69-71/2,3</p>
<p>5. The reproductive system includes male and female organs that release specific hormones responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization. (HP 1)</p>	<p>a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)</p>	<p>5/HG/51-52/3; 5/HG/52/1; 6/HG/56/1,2; 7/HG/65-66/1,3; 8/HG/52-55/1; 8/HG/49-51/1</p>
<p>6. Humans follow a predictable pattern and sequence of reproduction, growth and development (HP 1)</p>	<p>a. use a variety of resources and technologies in order to describe the structure, function and interactions of the endocrine, reproductive, nervous and immune systems (1.4)</p>	<p>5/HG/51-52/2; 6/HG/54-55/2; 6/HG/57-58/1; 7/HG/63-64/1; 8/HG/47-48/2</p>
<p>7. Fetal development and birth follow a sequential process. (HP 1)</p>	<p>a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)</p>	<p>5/HG/50-51/1; 7/HG/63-64/3</p>

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>1. Relationships with peers can include both negative peer pressure and positive peer support. (HP 2)</p>	<p>a. differentiate between negative peer pressure and positive peer support when making informed and responsible decisions (4.1)</p>	<p>5/SM/27-29/1,2; 5/DA/38-39/1; 6/SM/20-21/1; 6/SM/24-25/1; 6/DA/39-40/3; 6/DA/41-42/1,3; 7/SM/22-24/1,2; 7/SM/32-33/1; 7/DA/36-37/1,2; 8/PM/1-3/3; 8/SM/16-17/1,2; 8/DA/36-37/1,2,3</p>
<p>2. Family, friends and culture can influence personal health practices. (HP 2)</p>	<p>a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)</p>	<p>5/FL/16-18/2; 5/FL/12-13/2; 6/FL/10/1,2; 6/DA/43-44/1,3; 7/FL/9-10/1,3; 7/FL/11-12/1,2,3; 8/FL/9-10/1; 8/HG/49-51/2; 8/HG/52-53/2</p>
<p>3. There are cooperative and social skills that facilitate working in group situations (HP 2)</p>	<p>a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)</p>	<p>5/FL/14-15/2; 5/FL/16-18/3; 6/FL/11-13/1,3,5; 7/FL/13-14/2; 8/FL/11-13/3; 8/VP/62-65/2</p>
<p>4. All individuals have unique needs that should be considered in order to provide maximal opportunities to lead a healthy, productive life. (HP 2)</p>	<p>a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)</p>	<p>5/SM/22-24/4; 5/SM/25-26/3; 5/DA/30-31/3; 6/SM/22-23/2; 7/SM/27-28/3; 7/SM/29-31/2; 8/FL/11-13/1; 8/SM/16-17/2; 8/HG/52-55/2; 8/DA/34-35/3</p>
<p>5. Defense mechanisms are learned behaviors that can be both constructive or destructive as a means for handling emotions. (HP 2)</p>	<p>a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)</p> <p>b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)</p>	<p>5/SM/22-24/3; 5/SM/27-29/2; 6/FL/11-13/4; 6/SM/20-21/2,3; 7/SM/25-26/2,3; 7/SM/34-35/1,2; 8/SM/14-15/1; 8/SM/18-19/3; 8/VP/59-61/3 5/HG/50-51/3; 5/DP/64-66; 6/SM/24-25/3</p>
<p>6. Individuals have responsibilities within culturally diverse social systems. (SS 6)</p>	<p>a. analyze cultural influences on personal health practices and decisions (4.1)</p>	<p>5/FL/16-18/1; 5/SM/22-24/2; 6/PM/3-5/3; 7/SM/32-33/2; 8/VP/59-61/1,2</p>
<p>7. Community networks and government agencies protect and promote individual and community health. (SS 6)</p>	<p>a. select appropriate resources in the community to determine their role in prevention and treatment of health-related problems (i.e., American Cancer Society, March of Dimes, American Heart Association, etc.) (1.7; 3.4; 3.7)</p>	<p>6/FL/8-9/3; 6/CE/16-17/1,2; 8/SM/18-19/3; 8/NF/24-25/3; 8/SA/28-30/4</p>

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
<p>7. Community networks and government agencies protect and promote individual and community health. (SS 6)</p>	<p>b. examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible, e.g., recycling efforts, pollution controls, etc. (3.6; 4.6)</p>	<p>5/SM/27-29/3; 6/CE/14-15/1,3,4; 6/CE/16-17/3; 7/CE/19-20/1,2; 8/DA/34-35/3</p>
<p>8. Communication skills needed to foster healthy relationships with peers, adults and members of the community include demonstrating care, consideration and respect of self and others; managing feelings caused by disappointment, stress, separation or loss; and recognizing barriers to effective communication. (HP 2)</p>	<p>a. exchange information and ideas while recognizing the perspective of others (4.1)</p>	<p>5/FL/14-15/2; 6/SA/26-27/3,4; 7/PM/1-2/2; 7/CE/19-20/3; 7/SM/29-31/3; 8/PM/1-3/2; 8/FL/9-10/2</p>

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
<p>1. There are seven behaviors that if performed regularly can contribute to healthy lifestyle. They include eating breakfast every day, refraining from smoking, sleeping six to eight hours each night, maintaining normal weight, exercising regularly, and refraining from drinking alcohol beverages. (HP 2,5)</p>	<p>a. analyze the relationship between behaviors and health (1.7) b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)</p>	<p>5/PM/1-2/3; 5/DP/61/1; 5/PM/9/2; 7/PM/1-2/2; 7/DP/38-39/2; 8/PM/1-3/3 5/PM/10-11/2; 5/PM/9/1; 6/PM/1-2/3; 6/PM/6-7/3; 7/NF/55-56/1,2; 8/PM/6-8/3; 8/NF/20-21/1,3</p>
<p>2. Rapid changes in physical, social, emotional and intellectual growth contribute to adolescent health concerns. Understanding and learning ways to manage these changes can ease the transition to adulthood. (HP 1,2)</p>	<p>a. identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7)</p>	<p>5/HG/50-51/2,3; 5/HG/53-54/3; 5/NF/44-45/1; 6/HG/56/1; 7/HG/60-61/3; 8/HG/49-51/2; 8/DP/67-68/1-4</p>
<p>3. Human growth and development is influenced by heredity, family and environment. (HP 1)</p>	<p>a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)</p>	<p>5/PM/9/1; 6/PM/3-5/1; 6/DP/59-60/2; 7/PM/3-4/1; 8/FL/9-10/3; 8/HG/49-51/3; 8/DP/69-71/4</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>1. Fats provide the body with a stored form of energy, warmth and insulation for body organs. Carbohydrates provide the body with an immediate source of energy. Protein helps the body grow, makes muscles strong and repairs body tissues. Vitamins and minerals provide energy and help the body perform many functions including fighting infections, making strong bones and teeth, etc. (HP 2,3)</p>	<p>a. Conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4) b. identify food sources that supply each of the essential nutrients (1.10)</p>	<p>5/NF/46-47/2 5/NF/42-43/3; 7/NF/53-54/1,2; 8/NF/20-21/2</p>
<p>2. Nutrients are used by the body for energy, growth, repair, and cellular needs. (HP 1,2)</p>	<p>a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7) b. describe the contribution specific nutrients make towards growth, repair and cellular needs of the body (1.16)</p>	<p>6/NF/47-48/1; 7/NF/53-54/1,2; 8/NF/20-21/2 5/NF/44-45/1; 8/NF/20-21/3</p>
<p>3. The food pyramid is a graphic representation of one’s daily nutrient needs and the food groupings that can provide them. (HP 2)</p>	<p>a. organize foods into groups with similar nutrient composition. (1.5)</p>	<p>5/NF/42-43/2; 6/NF/47-48/2; 7/NF/51-52/4; 8/NF/20-21/3</p>
<p>4. Nutrient needs change as one grows. (HP 2)</p>	<p>a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.2)</p>	<p>5/NF/42-43/3; 6/NF/47-48/3; 7/NF/51-52/2,4; 8/NF/20-21/2</p>
<p>5. Balance, moderation and variety are important concepts to be considered when making food choices. (HP 2)</p>	<p>a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)</p>	<p>5/NF/44-45/2; 6/NF/52-53/1; 7/NF/53-54/3; 8/NF/20-21/3</p>
<p>6. Food choices are influenced by one’s culture, family, emotions, and by peers and the media. (HP 2)</p>	<p>a. evaluate factors which influence food choices and their impact on nutrition and health (4.4)</p>	<p>5/NF/46-47/3; 6/NF/49/2; 6/NF/52-53/2,3; 7/NF/53-54/1,2,3; 8/NF/26-27/1,4</p>
<p>7. Food choices and concerns regarding body image affect body composition and optimal health. (HP 2)</p>	<p>a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)</p>	<p>6/NF/49/2; 7/NF/57-58/1,2,3; 8/NF/24-25/1,2,3</p>
<p>8. Food labels can be analyzed to determine calories and nutrients in a product plus serving size, types of ingredients and nutritional value. (HP 2,6)</p>	<p>a. analyze food labeling information to determine calories, nutrients and serving size in a product. (1.2)</p>	<p>7/NF/51-52/3</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Consumers have the following rights to protect themselves from false health claims: <ul style="list-style-type: none"> • right to safety, • right to choose, • right to be informed, • right to be heard, • right to have problems corrected, and • right to consumer education. (HP 6) 	a. identify agencies that provide consumer protection service (1.9) b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	8/NF/26-27/3 5/NF/46-47/3; 7/NF/57-58/2; 8/NF/26-27/1-3
2. Consumer issues include fads, quackery and advertising can influence health behaviors and practices. (HP 6)	a. develop strategies to solve consumer health problems (3.2; 3.3)	6/NF/52-53/2; 8/NF/26-27/2
3. Advertising techniques influence consumer decisions. (HP 6)	a. use critical thinking skills to analyze marketing and advertising techniques. (4.4)	5/DA/36-37/3; 6/NF/52-53/3; 7/NF/57-58/3; 8/DA/34-35/1,2,3

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2, 5)	a. apply the decision-making process to adolescent health issues (4.1) b. evaluate the process used in solving problems and verify whether or not the solution addresses the problem to which it was applied (3.4; 3.7)	5/FL/14-15/2,3; 6/SM/22-23/2; 6/SM/24-25/3; 6/SA/28-29/3; 7/SM/22-24/4; 8/DA/44-46/1 6/SM/22-23/2; 7/VP/34-35/1,2; 8/DA/44-46/1,4

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills continued

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2,5)	c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1) d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3) e. apply peer stress management skills to reduce stress-related problems. (3.2, 3.3) f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	5/DA/38-39/2; 5/SA/57-59/2; 6/SA/28-29/3; 7/SM/27-28/2; 8/SA/28-30/4 5/DA/38-39/2; 6/DA/36-38/3; 6/DA/39-40/3; 6/DA/45-46/1; 7/FL/13-14/4; 8/DA/36-37/2 6/SM/22-23/3; 7/SM/22-24/3,4; 8/SM/18-19/3 5/SM/22-24/1,3; 5/SM/27-29/2; 6/SM/24-25/1-3; 7/SM/25-26/1,2,3
2. Health-related career opportunities exist in areas of education, primary prevention and tertiary care, e.g., medical engineer, exercise physiologist, sports therapist, nurse, physician, dietitian, etc. (HP 6)	a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.8)	

STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. Communicable diseases are caused by pathogens including bacteria, virus, fungi and parasites. Communicable diseases include colds, influenza, strep throat, HIV/AIDS, athlete's foot, ring worm, etc. (HP 3)	a. use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8)	5/DP/64-66/1,2; 6/DP/61/3; 6/DP/62-63/2; 7/DP/69-70/1,2; 8/DP/69-71/1,4; 8/DP/66/3
2. Communicable diseases are transmitted through direct and indirect contact, water, air, vector or animal. (HP 3)	a. determine optimal conditions for growth of organisms (1.1)	5/DP/62-63/1; 6/DP/61/1

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control continued

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>3. The body has several lines of defense against communicable diseases. How the body defends itself is evident through the stages of disease progression. (HP 3)</p>	<p>a. outline the body's line of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)</p>	<p>5/DP/62-63/1; 6/DP/61/2</p>
<p>4. Non-communicable diseases are caused by heredity, life-style factors, auto-immune system problems and unknown reasons. Non-communicable diseases include heart disease, cancer, leukemia, arthritis, hypertension, multiple sclerosis, etc. (HP 1, 3)</p>	<p>a. locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder, etc. (1.4)</p> <p>b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)</p>	<p>7/DP/67-68/3; 8/DP/67-68/1,2,3</p> <p>5/DP/62-63/2; 6/DP/59-60/3; 8/DP/67-68/2</p>
<p>5. Non-communicable diseases can impact on adolescents' physical, social, emotional growth, necessitating adaptation, understanding and management of the problem. (HP 1, 3)</p>	<p>a. identify non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescents' physical, social and emotional growth (1.7; 3.1; 3.8)</p>	<p>6/DP/59-60/1; 7/DP/67-68/2; 8/DP/66/1</p>
<p>6. Learning the symptoms and causes of adolescent health problems can facilitate early diagnosis and treatment including self care and management. (HP 3)</p>	<p>a. identify adolescent health concerns and select appropriate strategies to solve or prevent problems e.g., anorexia, bulimia, acne, scoliosis, etc. (3.1; 3.2; 3.3)</p>	<p>5/PM/9/1; 6/PM/6-7/3; 7/NF/57-58/1,2, 3; 8/NF/24-25/3</p>
<p>7. Health behaviors practiced during adolescence can reduce the risk of disease formation or transmission (HP 3, 5)</p>	<p>a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low-fat diet, avoiding congested malls during flu outbreaks (4.7)</p>	<p>5/NF/44-45/1; 5/DP/62-63/3; 6/DP/59-60/2; 6/DP/62-63/3; 6/SM/18-19/3; 7/NF/55-56/1,2; 7/SM/22-24/2,3,4; 8/DP/69-71/4; 8/SM/16-17/2,3</p>
<p>8. Public health agencies and government health departments help to reduce, control, monitor or prevent disease through research, education and enforcement of laws. (HP 3)</p>	<p>a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)</p>	<p>7/NF/51-52/3; 8/DP/66/3</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. There are ways to assess potential unsafe situations in their physical and social environment (HP 3,5)	a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7) b. recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6)	5/SA/60/1,2; 6/SA/26-27/2; 7/SA/34-35/3; 8/SA/28-30/4 5/SA/57-59/3; 6/SA/26-27/3; 7/SA/34-35/3; 8/SA/28-30/2
2. Sports-related injuries can be reduced or avoided through the use of appropriate safety equipment and first aid guidelines. (HP 2)	a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury (1.10; 4.1)	6/NF/50-51/3; 7/NF/55-56/3; 8/SA/31-33/2
3. Basic first aid techniques can help to save lives, reduce the severity of an injury and enhance recovery. (HP 7)	a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7) b. demonstrate the Heimlich Maneuver and rescue breathing and other basic first-aid procedures (4.7)	5/SA/55-56/2; 6/SA/30-32/3,4; 8/SA/31-33/1 5/SA/55-56/2; 6/SA/30-32/2-4; 8/SA/31-33/2

STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. The ways in which a drug affects the body are determined by the nature of the drug, how it enters the body and how it interacts with the body chemistry. (HP 1,5)	a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into legal or illegal. (3.5; 4.7)	5/DA/32-33/2; 6/41-42/2; 6/DA/35/2; 7/DA/38-39/1,2; 8/DA/34-35

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs continued

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>2. TAOD can affect the healthy functioning of the nervous and reproductive systems as well as other systems previously studied. (H 1, 5)</p>	<p>a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth-weight babies (1.6; 1.7)</p>	<p>5/DA/34-35/2; 6/DA/41-42/2; 6/DA/39-40/2; 6/DA/36-38/2; 7/DA/40-42/2; 7/DA/43-44/2; 8/DA/36-37/1; 8/DA/38-39/2; 8/DA/40-41/2</p>
<p>3. The use of TAOD imposes personal health risks as well as family and societal problems. (HP 5)</p>	<p>a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)</p>	<p>5/DA/34-35/1; 6/DA/36-38/1; 6/DA/39-40/1; 6/DA/41-42/1,2,3; 7/DA/45/2,3; 7/DA/40-42/2; 8/DA/40-41/3; 8/DA/42-43/3</p>
<p>4. Both smoked and smokeless forms of tobacco can cause serious health problems. (HP 5)</p>	<p>a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4.1)</p>	<p>5/DA/34-35/2; 6/DA/36-38/2; 7/DA/40-42/1,2; 8/DA/38-39/1,2,3</p>
<p>5. There are guidelines and precautions for the use of over-the-counter and prescription drugs. (HP 5)</p>	<p>a. differentiate between over-the-counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)</p>	<p>5/DA/32-33/2; 6/DA/35/1,2; 7/DA/38-39/3</p>
<p>6. Peers can have both positive and negative influences on one's decisions regarding TAOD use. (HP 5)</p>	<p>a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)</p>	<p>5/DA/38-39/2; 6/DA/41-42/3; 7/DA/47-49/1; 8/DA/44-46/1,2</p>
<p>7. Adolescents can find many healthy alternatives to tobacco, alcohol and other drug use. (HP 5)</p>	<p>a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)</p>	<p>5/DA/38-39/1,2; 6/DA/36-38/3; 6/DA/39-40/3; 6/DA/41-42/3; 7/DA/47-49/1; 8/DA/44-46/1,2,3,4</p>

NOTE: TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc, are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.

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STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

What All Students Should Know <i>By the end of grade 8, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i>	HPW Correlation <i>grade/topic*/session/objective</i>
1. The environment impacts one’s health and can cause or exacerbate conditions such as asthma, skin cancer, hearing loss, etc. (HP 3)	a. recognize existing and potential environmental health problems within one’s community and address these problems through creative solutions and health advocacy. (3.1; 3.2; 3.3)	6/CE/14-15/1,3; 7/CE/17-18/1,2,3
2. Overpopulation, overuse of resources and pollution can damage the environment and disrupt the ecosystems. (SC 4)	a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3)	6/CE/14-15/3,5; 7/CE/17-18/2
3. Individuals and communities have the responsibility to protect and improve the environment in which they live. (SC 4)	a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7)	6/CE/14-15/4; 7/CE/17-18/3

STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

- A. Fundamental Movement Skills and Games – *see physical education curriculum*
- B. Sport Skills and Lifetime Activities – *see physical education curriculum*
- C. Rhythms and Dance – *see physical education curriculum*
- D. Principles of Human Movement – *see physical education curriculum*

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness/Wellness

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>1. Health-related fitness includes muscular strength, endurance, body composition, flexibility and cardiovascular fitness. (HP 4)</p>	<p>a. differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10)</p> <p>b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)</p>	<p>5/NF/48-49/1,2; 6/NF/50-51/1,2; 7/NF/55-56/2; 8/NF/22-23/3</p> <p>5/NF/48-49/3; 6/NF/50-51/1,2; 7/NF/55-56/3; 8/NF/22-23/2</p>
<p>2. Skill-related fitness includes coordination, agility, balance, power, speed and reaction time. (HP 4)</p>		<p>5/NF/42-43/1; 6/NF/50-51/1; <i>see PE program</i></p>
<p>3. Principles of exercise play a vital role in establishing personal fitness goals. (HP 4)</p>	<p>a. define the acronym FIT and the principles of overload, progression and specifically as they relate to exercise (1.10)</p> <p>b. use technological tools to locate, select and organize information (1.4)</p>	<p>5/NF/48-49/1; 7/NF/55-56/1; 8.NF/22-23/2</p> <p>5/NF/48-49/2; 6/NF/50-51/2; 7/NF/55-56/2; 8/NF/22-23/2</p>
<p>4. Health-related fitness tests are administered to assess personal fitness levels, set personal goals and develop plans for self-improvement. (HP 2,4)</p>	<p>a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7)</p> <p>b. recognize the relationship of regular exercise to the development of the individual (1.6)</p> <p>c. use technological tools and other resources to locate, select and organize information (1.4)</p>	<p>5/NF/48-49/2,3; 6/NF/50-51/3; <i>see PE program</i></p> <p>5/NF/48-49/3; 6/NF/50-51/1; 7/PM/5-6/1; 8/PM/6-8/2</p> <p>5/NF/42-43/2; 6/NF/49/1; 7/PM/7-8/2,3; <i>see PE program</i></p>

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness/Wellness continued

<p>What All Students Should Know <i>By the end of grade 8, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 8, all students should be able to</i></p>	<p>HPW Correlation <i>grade/topic*/session/objective</i></p>
<p>5. Stress is a physiological and mental response to a stressor. The problem is not stress itself, but how we react to it. Understanding the role of stress management, assists the individual in maintaining health and achieving optimal performance. (HP 2)</p>	<p>a. recognize the skills necessary to reduce and manage stress (4.7)</p>	<p>5/SM/19-21/2,3; 6/SM/22-23/3; 7/SM/22-24/3,4; 8/SM/18-19/1,2,3</p>
<p>6. Wellness refers to the development of the total individual. Social, emotional, physical and mental needs of the individual are important to total wellness. (HP 2)</p>	<p>a. identify and evaluate responsible decision-making behaviors as they affect wellness (4.1; 4.7)</p> <p>b. identify benefits resulting from participation in different forms of physical activities (3.8)</p> <p>c. determine the relationship between nutrition, exercise, and weight control (1.6)</p> <p>d. use technological tools to locate, select and organize information (1.4)</p>	<p>5/NF/46-47/1,2,3,4; 6/PM/3-5/4; 6/SA/28-29/2,3; 6/DA/36-38/3; 7/NF/59/1; 8/NF/22-23/3</p> <p>5/NF/48-49/1; 6/NF/50-51/1; 7/NF/55-56/1; 8/NF/22-23/1</p> <p>5/NF/48-49/4; 6/NF/50-51/3; 7/NF/57-58/3; 8/NF/24-25/1,2</p> <p>5/NF/48-49/2; 6/NF/50-51/2; 7/NF/57-58/1; 8/NF/24-25/3</p>

STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings

– see *physical education curriculum*

C. Injury Prevention/Treatment and Rehabilitation

– see *physical education curriculum*

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Personal health behaviors can have both short and long-term consequences on the functioning of human body systems. (HP 2)	a. determine the impact both history and current practices have on the development of a healthy body (1.10)	PM/1/2
2. The use of the scientific method and problem-solving helps individuals to examine system functions and disease formation (HP1,3)	a. recognize actual problems related to healthy system functioning encountered in daily living situations, e.g., stress, inactivity, high fat diet, etc. Using appropriate technology and other resources, formulate logical and creative strategies to predict, prevent and solve health problems (3.1; 3.2)	SM/18-19/1,2,3,4; HG/63-69/2,3,4
3. Media, culture, technology and medical research impact and influence current health knowledge, behavior and practices. (HP 6)	a. design and conduct laboratory inquiries to test hypotheses and to form conclusions about body functions (1.3)	HG/63-69/2,3
4. The study of genetics can help individuals to determine dominant and recessive traits and to understand the impact heredity has on system functions and disease formation. (HP 5)	a. conduct research to answer questions regarding dominant and recessive traits to determine inherited characteristics (1.2) b. evaluate information, ideas and arguments regarding current technological health advances and research to determine one's perspective regarding a health care issue, e.g., gene testing, organ transplant, etc. Evaluate the results considering such issues as ethics (1.6; 3.8)	FL/13-14/3

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. As individuals mature, the dynamics of relationships with family, group and the community need to be considered when making societal health decisions. (HP 2)	a. evaluate factors that impact personal and family health including heredity, lifestyles, economics and health care access (1.6; 3.1)	PM/2-4/1,2,3; PM/5-7/1,2; FL/11-12/2,3; CE/46-47/1; HG/70-71/1
2. The right of both individuals and the communities need to be considered when making societal health decisions. (HP 2)	a. evaluate the extent to which strategies such as shared decision-making, collaboration and consensus building enhance group dynamics (3.7)	FL/13-14/1,2,3; CE/46-47/3

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
3. Barriers exist that inhibit individuals from leading independent, healthy and productive lives. (HP 2)	a. propose solutions to reduce the barriers that prevent individuals from leading healthy productive lives (3.6)	FL/15-17/1,2,3,4,5; CE/46-47/1,2
4. An understanding of the health care system includes how it functions, how to access it, how to use it to plan for future health security. (SS 6)	a. select and identify appropriate strategies to solve problems related to health care systems, considering such issues as cost of experimental drugs, medical ethics, access issues. Verify whether or not a solution addresses the problem to which it was applied (3.6; 3.8)	
5. Many careers exist in health-related professions. (SS 6)	a. identify educational and job opportunities in health and fitness related careers (4.8)	
6. Defense mechanisms are learned behaviors that can be both constructive or destructive in handling emotions. (HP 2)	a. distinguish between constructive and destructive ways to deal with problems and emotions (3.1; 3.5)	PM/5-7/1,4

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Different forms of exercise and physical activity provide health or skill-related benefits. (HP 4)	a. assess exercise programs and activities to determine if they meet the criteria for health or skill-related fitness (1.2)	see PE program
2. Health-related fitness components include body composition, muscular strength and endurance, flexibility and cardiovascular fitness. (HP 4)	a. design strategies for improving and monitoring health-related fitness (4.5)	NF/59-61/3

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>3. Skill-related fitness components include power, speed, reaction time, balance, coordination and agility. (HP 4)</p>	<p>a. analyze factors, e.g., time, cost, accessibility, related to regular participation in physical activity (1.10; 4.7)</p>	<p><i>see PE program</i></p>
<p>4. Regular exercise has both physiological and psychological benefits. (HP 2)</p>	<p>a. make reasoned and informed decisions regarding a personal fitness program (4.1)</p>	
<p>5. Relationships contribute to social, physical, emotional and intellectual health. (HP 2)</p>	<p>a. evaluate the factors that influence relationships and the impact that relationships have on oneself and others, e.g., friendships, dating, marriage (1.6)</p>	<p>PM/2-4/3; HG/72-73/1</p>
	<p>b. develop and discuss a list of characteristics that help to develop and foster positive long-term relationships (1.1)</p>	<p>PM/2-4/3; HG/72-73/2</p>
<p>6. Individuals grow, change and adapt throughout the human life-cycle. (HP 1, 2)</p>	<p>a. develop strategies to deal with the health related issues common to each stage of the human life cycle (3.5)</p>	<p>HG/74-75/1,3</p>
<p>7. Teen parenting and pregnancy should be examined from the personal, family and societal perspectives. (HP 5)</p>	<p>a. analyze issues of teen pregnancy considering the physical, social and economic effect upon the adolescent and the family (3.1; 4.3)</p>	<p>FL/13-14/2; HG/74-75/2</p>
	<p>b. investigate and analyze the health risk to mother and baby of teenage pregnancy (3.2)</p>	
<p>8. Many factors must be considered in family planning, e.g., physical and emotional maturity, religious and cultural beliefs, risks and benefits of conception control, etc. (HP 1,5)</p>	<p>a. evaluate how behaviors and prenatal care influence the health of the mother and the baby (1.6; 3.8; 4.7)</p>	<p>FL/13-14/2</p>
	<p>b. evaluate information about methods of contraception, including abstinence. (1.6)</p>	<p>HG/74-75/2</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Food can be analyzed to determine its nutritional content. (HP 2)</p>	<p>a. use a variety of resources and technology, to calculate and analyze the nutritional content of foods (3.1, 3.7)</p>	<p>NF/57-58/1</p>
<p>2. Key nutrients perform specific functions and influence body compositions. (HP 2)</p>	<p>a. use technological tools and other resources to locate, select and organize information regarding the influence of nutrients on the body system and body composition (1.4)</p>	<p>NF/54-56/1,2</p>
<p>3. A well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain diseases. (HP 2, 3)</p>	<p>a. explain the relationship between nutrients and disease prevention (2.2; 2.4)</p>	<p>NF/57-58/1</p>
<p>4. Factors that influence a safe food supply include regulatory agencies, food handling, and production, food storage, techniques, pesticides, additives, etc. (HP 2)</p>	<p>a. investigate and explain the factors that influence a safe food supply (1.10)</p>	<p>NF/57-58/2</p>
<p>5. There is a direct relationship between diet and exercise. A nutritional diet enhances fitness capability. To lose weight an individual needs to eat less and exercise more. (HP 2)</p>	<p>a. plan a diet and fitness program based on the relationship between food intake and exercises in weight management and activity (4.5)</p>	<p>NF/59-61/1,2,3</p>
<p>6. Nutrient needs change throughout the life cycle (HP 2)</p>	<p>a. assess how nutritional needs change throughout the life cycle (1.6)</p>	
<p>7. Dietary choices can be influenced by their culture, lifestyle, media and advertising. (HP 2,6)</p>	<p>a. analyze the factors that influence dietary choices including life style, ethnicity, family, media and advertising. (4.7)</p>	<p>NF/52-53/2</p>
<p>8. Food labels can be analyzed to determine the nutrient quality of the food and make wise food choices. (HP 2,6)</p>	<p>a. analyze food labels to interpret the nutrient information (1.2)</p>	<p>NF/62/2</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. An informed consumer knows how to analyze health information, services and products to remain current with technological advances that could impact consumer decisions. (HP 6)	a. make informed health decisions by analyzing health information from a variety of resources (1.3; 4.1)	NF/62/1,2
	b. evaluate the reliability of health services, products and information (1.6)	NF/62/2
2. The media can influence a consumer's perception of body image and can impact health decisions. (HP 6)	a. evaluate the idealized body image and elite performance levels portrayed by the media and determine the influence on a young adult's self concept, goal setting and health decisions (1.6; 4.7)	NF/59-61/2
3. Some advertising is designed to appeal to the emotions of consumers and may contribute to unhealthy behaviors. (HP 6)	a. analyze health claims made by the media to determine their impact on personal and family health (1.1)	DA/29-31/2

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Life management skills can help young adults in planning for their future and addressing personal and social concerns that are part of daily living such as learning to manage time and stress, deal with conflicts, work collaboratively, make reasoned and informed decisions and set goals. (HP 2)	a. identify common stressors and develop strategies to address the stressor; then evaluate the extent to which the strategy was effective (3.1; 3.2; 3.7)	FL/15-17/3; SM/20-21/1,2; SM/22-24/1,2,3
	b. identify and apply practices that preserve and enhance the safety and health of others (4.7)	FL/15-17/4,5; SM/20-21/3; SM/25-27/1,2,3
2. Opportunities to explore health/fitness careers can help students determine interests, opportunity and academic preparation necessary for these careers. (HP 6)	a. explore, prepare and seek educational and job opportunities	PM/5-7/2

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Most communicable diseases have specific modes of transmission, require appropriate conditions for growth in the host, have an incubation period and respond in specific ways to current treatment methods. (HP 5)</p>	<p>a. analyze information about the transmission and prevention of communicable disease to formulate and support a thesis or interpretation regarding the reoccurrence of resistant strains of pathogens (1.1; 1.2)</p>	<p>DP/92-94/1; DP/95-97/1,2; DP/101-102/1,2</p>
<p>2. HIV/AIDS has personal, social and economic effects. (HP 5)</p>	<p>a. evaluate how HIV/AIDS affects personal, social and economic well-being (3.1)</p>	<p>DP/98-100/1,2</p>
<p>3. Sexually Transmitted Diseases (STDs) have signs and symptoms that indicate abnormalities with the reproductive system. Some STDs have few signs and symptoms until the disease has progressed. (HP 5)</p>	<p>a. evaluate (STDs) to determine patterns of transmission, relationship between causative agent, treatment options and perspectives regarding past and present ways to treat and/or prevent them (1.2; 1.6)</p>	<p>DP/92-94/2</p>
<p>4. STDs can cause permanent complications, not only for the reproductive system, but also other systems of the body. (HP 1, 3)</p>	<p>a. using different technological tools, develop a comparison chart including effectiveness, side effects, complications, and social considerations of various methods of contraceptives (1.8; 2.7)</p>	<p>HG/74-75/3</p>
<p>5. Abstinence is the best method for preventing STDs and teen pregnancy. Other forms of contraceptives have varying degrees of effectiveness and side effects. (HP 5)</p>	<p>a. make reasoned and informed decisions regarding the benefits of abstinence by evaluating information on contraception to determine effectiveness, side effects and potential complications (1.7; 4.1)</p>	<p>DP/92-94/3</p>
<p>6. Self examination (breast in women, testicles in men) and being aware of cancer signs and symptoms aid in early detection and treatment. (HP 1,5)</p>	<p>a. select and apply self-assessment techniques to improve early detection of diseases and treatment options, including breast and testicular examinations. (1.10; 4.7)</p>	<p>DP/87-89/3</p>
<p>7. Routine physical examinations and tests, e.g., pap smears, mammograms, etc. are also important practices to reduce one's risk of problems related to cancer and other chronic diseases. (HP 5)</p>	<p>a. assess costs, benefits and consequences associated with self-examination (3.8)</p>	<p>DP/87-89/3</p>
<p>8. The scientific process can be used to design experiments and test hypotheses related to disease concepts, e.g., effectiveness of disinfectants on bacterial growth. (SC 7, HP 3)</p>	<p>a. conduct laboratory investigations to determine the effects controlled and variable conditions have on growth of organisms (1.2)</p>	

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control continued

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
9. The Center for Disease Control (CDC) and local public health departments help to monitor and control disease. The CDC and the National Institutes of Health (NIH) contribute to our understanding of diseases through longitudinal epidemiological studies, research and education. (HP 3)	a. using information from a variety of resources, evaluate risk factors to determine why there are cause and effect relationships between lifestyle choices and cardiovascular disease (1.4; 1.6) b. conduct research to answer questions regarding epidemiological studies about communicable diseases (1.2)	DP/90-91/3,4
10. Engaging in risk behaviors as a young adult can contribute to the development of chronic disease (HP 3, 5)	a. identify the relationship between smoking and emphysema or other behaviors that can contribute to chronic disease (1.6)	DP/87-89/2
11. Chronic disease can be prevented or reduced through risk assessment, disease management and early treatment, and change in lifestyle. (HP 3,5)	a. analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (1.2; 3.2)	DP/86/1; DP/87-89/3
12. Disease prevention, diagnosis, and treatment throughout history contributes to our present understanding and treatment of diseases. (HP 3)	a. interpret past human experiences regarding disease epidemics and apply the knowledge learned to new situations regarding disease detection, treatment and prevention (1.9; 1.10)	DP/87-89/3

STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Maturation experiences during adolescence brings the potential for new social problems that should be examined including strategies to prevent, manage or report concerns and receive treatment related to abuse, exploitation and harassment. (HP 5)	a. demonstrate strategies for resisting social problems related to abuse, exploitation or sexual harassment (3.1; 3.2; 4.7) b. consider the viewpoints of others when discussing issues regarding sexual harassment, its effects upon individuals and strategies to prevent or handle it (2.3; 3.2)	SA/76-79/3; SA/80-82/3 SA/76-79/3

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>2. Societal problems effecting teens includes rape, assault, homicide and other personal safety risks. Assessing, preventing or minimizing one’s risks are important strategies to learn for self protection. (HP 5)</p>	<p>a. describe and analyze methods that can be effective in preventing rape, assault, homicide and other personal safety risks (3.7; 4.7)</p> <p>b. apply problem-solving skills to assess unsafe situations and the potential risks of injuries, then determine strategies to reduce one’s risk (3.2; 3.3; 3.6; 4.1)</p>	<p>SA/76-79/1,2; SA/80-82/3</p> <p>SA/76-79/3; SA/80-82/4</p>
<p>3. CPR, the Heimlich Maneuver and methods to control bleeding are life-saving procedures that can reduce the risk of sudden death. (HP 7)</p>	<p>a. identify situations or health conditions that can cause cardiopulmonary arrest and describe the life-saving procedures such as CPR (3.1; 4.7)</p> <p>b. identify potential causes related to spinal cord injuries and demonstrate appropriate first aid procedures for handling such injuries (3.1; 4.7)</p>	<p>SA/83-85/2,3</p>
<p>4. There are first-aid procedures and preventive practices for handling weather-related emergencies including hypothermia, frost-bite, heat exhaustion and heat stroke. (HP 7)</p>	<p>a. describe the most common weather-related emergencies and verify whether a procedure addresses the injury problem to which it was applied (3.5; 3.7; 3.8)</p>	
<p>5. There are ways to successfully assess and treat a variety of first-aid emergencies including sports injuries, exercise-induced problems and indoor/outdoor emergencies, e.g., inhalation, poisoning, bee stings, snake bites, near-drowning, etc. (HP 7)</p>	<p>a. select and apply appropriate first-aid procedures and practices to treat a variety of injuries and emergency situations including shock, bleeding, fractures, etc. (3.2.; 3.3)</p>	<p>SA/83-85/4</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs (TOAD)

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Tobacco, alcohol and other drug use and abuse poses a large personal, social and economic threat to our society. (HP 5)</p>	<p>a. make informed decisions regarding the use of alcohol based on knowledge of its short and long-term effects on the body and its effects on both the individual and society (3.8; 4.1; 4.7)</p>	<p>DA/37-39/1,2,3,4</p>
	<p>b. identify, analyze and evaluate a drug-related issue or problem, and predict long-term consequences (1.6; 4.3)</p>	<p>DA/32-33/1,2,3</p>
<p>2. There are ways to assess one’s risk of chemical dependency and to find help if TAOD use/abuse is a problem. (HP 5)</p>	<p>a. evaluate personal risks for chemical dependency based upon personal, family and environmental factors (4.3; 4.7)</p>	<p>DA/37-39/3</p>
<p>3. Anabolic steroids (drugs used by individuals to develop muscles and body strength) can cause severe damage to the liver and heart as well as other organs of the body. (HP 5)</p>	<p>a. identify and describe the long-term physical and psychological effects of steroid use, considering their effect upon individuals and society in which an idealized body image and win-at-all costs mentality takes precedent over health (1.2; 4.7)</p>	<p>DA/40-42/2</p>
<p>4. Drugs taken during pregnancy may pass into the fetus’s blood-stream, causing the child to be born with deformities, retardation, and learning disabilities. (HP 5)</p>	<p>a. analyze the effects of tobacco, alcohol and other drugs on the unborn child (3.1; 4.3)</p>	<p>DA/34-36/2; DA/40-42/1</p>
<p>5. Alcohol progressively affects areas of the brain inhibiting other bodily functions and causing changes in mood, thought processes, mental ability, coordination and reaction time. (HP 5)</p>	<p>a. evaluate information to determine a cause and effect relationship between alcohol use and emergency situations (1.6)</p>	<p>DA/37-39/1,4</p>
<p>6. Individual responsibility, health promotion and alternatives to the use of chemical substances can help to promote individual family and community health. (HP 2, 5)</p>	<p>a. work individually and with others to propose alternatives to teenage drinking, tobacco and other drug use (3.6; 4.6)</p>	<p>DA/29-31/3; DA/34-36/3,4; DA/37-39/5; DA/40-42/3</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Preservation of a healthy environment includes individual responsibility, societal commitment, government regulations and health advocacy for the monitoring, reporting and prevention of potential environmental hazards. (SC 8)</p>	<p>a. examine ways that individuals, communities and state and federal government cooperate to promote environmental health (3.2.; 4.3)</p> <p>b. apply aesthetic consideration when addressing environmental health issues (1.20; 4.7)</p>	<p>CE/43-45/1,2; CE/48-49/2; CE/50-51/1,2,3</p> <p>CE/43-45/1,2</p>
<p>2. Destruction of the ozone layer and global warming affect the health of individuals on a worldwide scale. (SC 7)</p>	<p>a. assess environmental health risks in one’s community and in the workplace. Compare present environmental problems to the past and propose ways to reduce environmental health problems in the future (2.1; 3.1; 3.2)</p> <p>b. analyze family histories to determine genetic risks and potential health problems related to exposure to environmental pollutants (1.9; 1.10)</p>	<p>CE/43-45/3; CE/48-49/1,3</p>

STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

- A. Fundamental Movement Skills and Games – *see physical education curriculum*
- B. Sport Skills and Lifetime Activities – *see physical education curriculum*
- C. Rhythms and Dance – *see physical education curriculum*
- D. Principles of Human Movement – *see physical education curriculum*

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness and Wellness

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>1. Healthy choices and decisions regarding sports and lifetime activities require analysis and comparison of health, skill and fitness benefits derived from a variety of activities. (HP 2)</p>	<p>a. make personal fitness choices by comparing and contrasting the components of health-related fitness and skill-related fitness and the benefits each offers to the development of total fitness (3.8; 4.1; 4.7)</p>	<p><i>see PE program</i></p>
<p>2. Assessment of current fitness activities, establishing, monitoring and adjusting fitness goals and development and implementation of a personal fitness plan to meet current and future needs is necessary for the maintenance of personal fitness. (HP 2,4)</p>	<p>a. using a health-related fitness test to assess personal fitness levels, set fitness goals and develop a plan for self-improvement. Continue assessment periodically to guide changes in the physical activity program (4.5)</p>	<p><i>see PE program</i></p>
<p>3. To acquire fitness for life, development of the desire to participate in daily fitness activities must occur. (HP 4)</p>	<p>a. participate regularly in health enhancing fitness activities independent of teaching mandates (4.7) b. independently and willingly participate in games, sports, dance, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness (4.7)</p>	<p>NF/59-61/3</p>
<p>4. Basic physiological principles related to exercise enhance the development of personal fitness and should be included when designing fitness plans. (HP 1,3,4)</p>	<p>a. apply the acronym FIT (Frequency, Intensity, Time) and the principles of overload, progression and specificity to a personal fitness plan (3.1)</p>	<p><i>see PE program</i></p>
<p>5. Wellness refers to the quality of life involving the interactions of the physical, intellectual, emotional, social, and vocational dimensions of the individual. (HP 1,4)</p>	<p>a. identify both short and long term effects of stress upon the individual (3.1) b. participate in a variety of self-selected activities that aid stress management (4.7) c. determine the relationship between nutrition, exercise, and weight control by identifying nutrition and exercise as an essential element of weight control and by distinguishing between factual and fictitious ideas about weight control (1.6) d. evaluate the negative aspects of chemical dependency upon the body in relationship to wellness (1.6)</p>	<p>SM/18-19/3,4 SM/20-21/3; SM/22-24/1,2 NF/59-61/1,2,3 DA/37-39/3,4</p>

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Safety practices, rules and etiquette for various physical activities in both group and individual settings is essential in developing responsible personal and social behavior. (HP 4)	a. independently create a safe environment for skill practice (1.10) b. accept a responsible leadership role by modeling and encouraging others to apply appropriate etiquette in physical activity settings (4.3)	<i>see PE program</i>
2. Problem-solving and decision-making are essential components of social responsibility in physical activities. Decisions regarding social relationships are made based on personal choices but may impact others. (HP 2, 4)	a. demonstrate mature personal control by acting as a neutralizer in avoiding conflict or as a mediator in settling conflict (1.1)	FL/15-17/5 <i>see PE program</i>
3. Participation in physical activity fosters appreciation of culture, ethic, gender, and physical diversity. Strategies for including others from diverse backgrounds and those with physical diversities should be utilized in activity selection throughout the lifespan. (HP 4)	a. develop strategies for including persons of diverse backgrounds and abilities in physical activity (3.2)	<i>see PE program</i>

STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation

What All Students Should Know <i>By the end of grade 12, all students should know that</i>	What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i>	HPW Correlation <i>topic*/session/objective</i>
1. Exercise-related injuries can be reduced if prevention strategies such as warm-up and cool-down, proper skill techniques, use of protective equipment and proper conditioning are employed. The ability to discern between myth and fact are also important injury prevention strategies. (HP 4)	a. use proper injury prevention techniques during practice and game play (4.7) b. gain an understanding of exercise related injuries and maladies such as sprains, strains, wounds, and exercise induced asthma (1.10)	<i>see PE program</i> NF/59-61/3

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

C. Injury Prevention/Treatment and Rehabilitation continued

<p>What All Students Should Know <i>By the end of grade 12, all students should know that</i></p>	<p>What All Students Should Be Able to Do <i>By the end of grade 12, all students should be able to</i></p>	<p>HPW Correlation <i>topic*/session/objective</i></p>
<p>2. Proper treatment for exercise related injury aids in recovery rate for return to exercise. Administering emergency treatment to others such as basic first aid and CPR is important. An awareness of how to activate Emergency Medicine System (EMS) is also necessary. (HP 4,7)</p>	<p>a. distinguish between life-threatening and non-life-threatening injuries and when to seek medical attention (1.10) b. demonstrate competence in basic first aid and CPR (4.7)</p>	<p>SA/83-85/4 <i>see PE program</i> SA/83-85/3</p>
<p>3. Rehabilitation for an exercise related injury is paramount for an efficient recovery and return to exercise. Regaining range of motion, strength and coordination and sports specific movement are included in the hierarchy of rehabilitation. (HP 4)</p>	<p>a. display an awareness of when to seek medical advice for rehabilitation and the importance of following rehabilitation protocol (1.10)</p>	<p><i>see PE program</i></p>

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