

# St. John-Endicott Cooperative Schools Health Curriculum Standards

## with Performance Indicators

### Program Standards

- Be able to live an emotionally, nutritionally, and physically healthy life.
- Be able to develop positive relationships with yourself and others, including self-knowledge, coping skills, adaptability to change, and making and maintaining friends.
- Possess life-saving skills.
- Understand the relationship between decisions and consequences.
- Be able to apply prevention and treatment strategies for accidents, injuries, and infectious diseases.
- Understand the risks associated with drugs, tobacco, and alcohol and the preventive behaviors to help avoid sexually transmitted diseases, cancer, and heart disease.

### Health Strands

"Strands" are the large topics which should be included in a K-12 curriculum. Below is a pictorial of how the strands fit into standard planning.

### Program Standard for Health Possess Responsible Healthy Behavior

#### Strands for K-12

Relationships

Wellness

Personal Safety

Strands are designated in the health standards by the letters listed at the left of each strand (R, W, PS).

- R** Relationships
- W** Wellness
- PS** Personal Safety

# Health Standards

## Kindergarten

- R 1. Know that people are alike and different.**
- A. Know how people show happiness, love, anxiety, fear, guilt, frustration, and grief.
  - B. Know how you behave is important [different behaviors result in different consequences].
  - C. Know people do things in different ways [that people handle things in different ways].
  - D. Know how families are alike and different.
- W 2. Know how to stay healthy.**
- A. Know why rest, sleep, and play are important to good health.
  - B. Know good sleep, rest, and play habits.
  - C. Know that there are good and bad things [substances] at home and at school.
  - D. Know how not to eat, drink, or touch the bad things [substances].
  - E. Know purpose of medicine and who should give it to you.
  - F. Be able to tell when a person is sick.
  - G. Know good habits make you healthy.
  - H. Know that tobacco and drugs are bad for you.
  - I. Know about infectious diseases.
  - J. Know what we eat helps or hurts our health.
  - K. Know exercise is important.
- W 3. Be able to keep clean. [Be able to use good personal hygiene habits.]**
- A. Know the benefits of being clean [good hygiene].
  - B. Be able to take care of your teeth.
  - C. Be able to keep your body clean.
- PS 4. Be able to be safe. [Understand and apply personal and traffic safety.]**
- A. Know and obey the rules for riding in a car and bus.
  - B. Know and obey the rules for walking on streets and sidewalks [being a pedestrian].
  - C. Know and use the rules for the school and playground.
  - D. Know how to get help [who, how, and when to tell in case of emergencies, including 911].

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

# Health Standards

## First Grade

- R 1. Know that people feel many emotions.**
- A. Know different emotions, especially joy, sadness, anger, happiness, frustration, and satisfaction.
  - B. Know what causes different emotions.
  - C. Know how to enjoy and control emotions.
  - D. Know about good and bad traits [positive and negative personal traits].
- R 2. Be able to show you care for others, such as family and friends.**
- A. Know why it is good to be honest [the importance of honesty with family and friends].
  - B. Know why it is important to be cared for and care for others.
  - C. Be able to show and tell others that you care about them.
- R 3. Know what makes a community healthy.**
- A. Know why friends and neighbors are important for you.
  - B. Know ways to make friends.
  - C. Know the responsibilities of being a good friend and a good neighbor.
  - D. Know why and how to work for the good of all.
  - E. Know why and how to recycle.
- W 4. Know why and how to do things which keep you healthy.**
- A. Know the need for physical activity.
  - B. Know what a physically fit person is like.
  - C. Know why and how to warm up.
  - D. Be able to make a plan for getting good exercise.
  - E. Know why and how to eat nutritious meals.
  - F. Know people are physically different.
  - G. Know people and places which help keep you healthy.
- PS 5. Be able to keep yourself safe.**
- A. Know and obey safety rules for home and school.
  - B. Know and obey fire prevention rules.
  - C. Know what to do in case of fire, earthquake, or tornado.
  - D. Know and obey safety rules with strangers and being lost.
- W 6. Know how certain substances can hurt or help our bodies.**
- PS**
- A. Know how tobacco and second-hand smoke can hurt us over a long time.
  - B. Know the difference between medicine and bad drugs.
  - C. Know how medicines affect our bodies and why we take them.
  - D. Know how to feel better without medicines or drugs.
- W 7. Know about some diseases. [Understand the effects, spread, and prevention of certain diseases.]**
- PS**
- A. Know about communicable and noncommunicable diseases.
  - B. Know how communicable diseases are spread.
  - C. Be able to prevent the spread of communicable diseases.

Note to teachers: Words contained in brackets [like these] are the student standards written in teacher language. This is done because primary level standards are written as nearly as possible for student understanding, which may exclude some details which teachers need to know. It is not intended that these bracketed elements would be given to the students.

# Health Standards

## Second Grade

- R 1. Understand how your behavior affects others.**
- A. Be able to make, keep, and end friendships.
  - B. Know why people should appreciate differences in others (age, race, gender, culture).
  - C. Know how others see your behavior.
  - D. Be able to make plans for changing your behavior.
- W 2. Understand you must take care of your own health.**
- A. Know symptoms which you should tell to parents and teachers.
  - B. Be able to take care of your teeth.
  - C. Know how good health, fitness, and nutrition help you.
  - D. Be able to make a plan for good health, fitness, and nutrition.
- PS 3. Be able to keep yourself safe in many places.**
- A. Know safety rules for school, play, in the car, on a bike, in the home, and when home alone.
  - B. Know why safety rules are important in each place or situation.
  - C. Be able to follow safety rules and help others follow safety rules.
- W 4. Understand that good habits help prevent health problems.**
- PS**
- A. Know about addiction to drugs, alcohol, and tobacco.
  - B. Be able to avoid using tobacco, alcohol, and drugs.
  - C. Be able to take medicines safely (dose, time, person giving).
  - D. Know who you can go to with personal or family problems in school and elsewhere.
  - E. Know habits which help keep you healthy.
  - F. Know how diet, rest, exercise, and immunizations help prevent diseases.
  - G. Know ways of showing care and concern for sick people.
- W 5. Understand different kinds and causes of environmental pollution.**
- PS**
- A. Know how people pollute the environment (food, water, land, air).
  - B. Know different ways in which pollution threatens the environment.
  - C. Be able to tell when food, water, and air have been polluted.

# Health Standards

## Third Grade

- R 1. Understand about feelings you may have.**
- A. Know feelings and causes of feelings.
  - B. Know that there are support people to help manage feelings.
  - C. Know and apply ways to prevent or control conflicts.
  - D. Know how family and friends help manage feelings.
- R 2. Understand how families have to change.**
- A. Know the stress families face in making a living (work hours, changing jobs, work stress).
  - B. Know the stress families face in making decisions (purchases, schools, churches, friends).
  - C. Know about the changes which take place in family members as they grow.
- W 3. Understand why and how to take care of your teeth.**
- A. Know why good dental health is important.
  - B. Know the strategies for dental health (regular check ups, flossing, brushing, nutrition).
  - C. Be able to develop a personal plan for good dental health.
- W 4. Understand why and how to get good exercise, relaxation, nutrition, and sleep.**
- A. Know why good exercise, relaxation, and sleep are important.
  - B. Be able to get enough exercise, relaxation, and sleep.
  - C. Be able to develop a plan to get good exercise, relaxation, and sleep.
  - D. Be able to develop a family plan for getting good exercise, relaxation, and sleep.
  - E. Know the major classes of nutrients and their functions.
- PS 5. Be able to apply basic first aid and safety rules.**
- A. Know about hazards which can cause injury (fire, electrical, substances, scrapes, cuts).
  - B. Be able to use first aid for minor injuries.
  - C. Be able to get help for injuries or emergencies.
  - D. Know basic safety rules (pedestrian, animal, transportation, fire, stranger).
- W 6. Understand how alcohol, tobacco, and drugs can affect you.**
- PS**
- A. Know the short-term effects of alcohol, tobacco, smokeless tobacco, and some drugs.
  - B. Know the long-term effects of alcohol, tobacco, smokeless tobacco, and some drugs (physical, mental, social, emotional).
  - C. Know how to feel good without alcohol, tobacco, and drugs.
  - D. Be able to develop and commit to a plan to not use alcohol, tobacco, and drugs.
- W 7. Understand causes and prevention of disease.**
- PS**
- A. Know possible causes of heart disease and cancer.
  - B. Know what behaviors help prevent disease and illness.
  - C. Be able to support others to make healthful choices.

# Health Standards

## Fourth Grade

- W 1. Understand personal well-being and develop a plan to achieve it.**
- A. Know how heredity, environment, and lifestyle affect the health of family members.
  - B. Possess strategies for coping with stress in a healthy manner.
  - C. Know what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).
  - D. Know the relationship between physical well-being and mental/emotional health.
  - E. Be able to develop a plan to take charge of your self-concept in a positive manner.
- W 2. Understand how to gain the most benefit from physical activities.**
- A. Be able to use the social skills for participating in physical activities.
  - B. Know how exercise affects heart rate, including determining own heart rate.
  - C. Know how to improve strength, endurance, and flexibility.
  - D. Be able to develop a personal plan for being physically active.
- PS 3. Understand the benefits and strategies for living a safe life.**
- A. Know benefits and strategies for proper bike, traffic, water, and unknown substance safety.
  - B. Be able to develop a personal plan for safety on a bike, in traffic, in the water, and with unknown substances.
  - C. Know how to behave during tornadoes, blizzards, flooding, earthquake, and electrical storms.
- W 4. Understand the influences of peers and advertising on the use of tobacco, alcohol, and drugs and strategies for resisting their use.**
- PS**
- A. Know laws regulating the use, sale, and advertising of tobacco, alcohol, and drugs.
  - B. Know why people start using tobacco, alcohol, and drugs.
  - C. Know how and why peers influence the use of tobacco, alcohol, and drugs.
  - D. Know how and why advertising influences the use of tobacco, alcohol, and drugs.
  - E. Know strategies for resisting the pressures of peers and advertising.
- R 5. Understand and be able to cope with the emotional effects of diseases.**
- A. Know how the fear of being different influences and affects the ways we act toward others.
  - B. Know factors which affect a person's lifestyle.
  - C. Be able to relate personal behavior to contracting HIV and other diseases (STDs, cancer, cardiovascular disease, noninfectious diseases).
  - D. Know sources of information and services for diseases and disorders.
- W 6. Be able to make a commitment to contribute to the conservation of our natural resources.**
- PS**
- A. Know about companies and organizations which recycle, reuse, or renew materials.
  - B. Be able to develop a personal plan to use these companies and organizations at school and at home.
  - C. Be able to develop a personal plan to conserve and recycle at school and at home.

# Health Standards

## Fifth Grade

- R 1. Understand how families change.**
- A. Know about job changes, parent job pressures, and parent work hours.
  - B. Know about personal changes (growth, change in friends, change in schools).
  - C. Know about family changes (separation, divorce, death, additions, abuse).
- R 2. Understand how to have healthy interactions with others.**
- A. Know the difference between healthy and unhealthy relationships.
  - B. Know the differences between enhancing and destructive behaviors (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).
  - C. Know how family and friends influence our behavior and choices (personal and health).
  - D. Be able to make choices based on personal needs, not on the undue influence of others.
  - E. Know the benefits and responsibilities of healthy friendships.
  - F. Be able to develop strategies for refusing, getting out of situations, and standing up to others.
- W 3. Understand nutritional information and eating habits.**
- A. Be able to find and read information contained on food package labels.
  - B. Know how family, friends, and personal lifestyle affect food selection and eating habits.
  - C. Be able to describe how our nutritional needs are met by what we eat, including food groups.
  - D. Be able to make responsible eating choices.
- W 4. Understand the relationship between personal lifestyle and physical fitness.**
- A. Know how regular physical exercise affects cardiovascular fitness.
  - B. Know how posture and injury prevention affect physical fitness.
  - C. Know how a knowledgeable and active lifestyle leads to lifelong physical fitness.
  - D. Be able to develop a personal physical fitness program.
- PS 5. Be able to manage various emergency situations.**
- A. Know various emergency situations (poison, accident, water, weather, fire, electrical).
  - B. Be able to develop emergency procedures for each situation.
  - C. Be able to practice procedures with others in school and at home.
- R 6. Understand changes which occur in adolescence.**
- W**
- A. Know feelings which may accompany physical, social, and emotional changes of adolescence.
  - B. Know the process of puberty, including menstruation and personal hygiene changes.
  - C. Know the consequences of sexual harassment and how to avoid harassing others.
  - D. Be able to develop a personal hygiene program.
- W 7. Understand and develop strategies for resisting mood-altering drugs.**
- PS**
- A. Know various types of mood-altering drugs.
  - B. Know the short- and long-term effects of using mood-altering drugs.
  - C. Know why people begin and continue taking these drugs, including tobacco.
  - D. Be able to develop strategies, including alternatives, for managing pressures to take drugs.
- R 8. Understand the relationship between lifestyle choices and diseases.**
- W**
- PS**
- A. Know how family and friends influence lifestyle choices.
  - B. Know how lifestyle choices can put you into or keep you from situations which increase the likelihood of contracting a disease (HIV, STDs).
  - C. Know effects of disease on family and personal relationships.
- W 9. Understand how families and communities can conserve natural resources.**
- PS**
- A. Know how wasteful and improper habits damage our environment and reduce our resources.
  - B. Be able to develop strategies for changing wasteful and improper habits at home and in the community.
  - C. Be able to develop a personal plan for conservation of resources.

# Health Standards

## Sixth Grade

- W 1. Understand stress and possess strategies for managing it.**
- A. Be able to identify sources of positive and negative stress in yourself.
  - B. Be able to manage conflicts (negotiation, avoidance, communication).
  - C. Be able to cope with family and peer pressure and stress.
  - D. Know how others try to manipulate your behavior (passive, aggressive, assertive).
  - E. Know strategies for controlling stress (organization, saying no, time management, stress relief).
  - F. Possess refusal strategies (change topic, walk away, find support from someone else).
- W 2. Understand and apply strategies for developing productive eating habits.**
- A. Know foods and appropriate serving sizes for a healthful diet.
  - B. Know benefits and drawbacks of various weight loss strategies.
  - C. Know the short-term and long-term effects of inadequate diet and improper eating habits.
  - D. Know food and eating habits which minimize risk of developing debilitating diseases.
  - E. Know about various eating disorders.
- W 3. Understand the process of human reproduction.**
- A. Know about the process of conception.
  - B. Know about the growth of a baby from conception to birth.
  - C. Know about the process of birth.
  - D. Know the responsibilities of parenthood.
  - E. Know about available pregnancy counseling.
- W 4. Understand the short-term and long-term effects of substance abuse.**
- PS**
- A. Know the short-term effects of alcohol, tobacco, and drugs.
  - B. Know the long-term effects of alcohol, tobacco, and drugs.
  - C. Know why most people do not use alcohol, tobacco, and drugs (social, emotional, physical).
  - D. Be able to defend a position choosing to live an alcohol, tobacco, and drug-free life.
- W 5. Understand the steps to acquiring guidance and assistance with infectious diseases.**
- PS**
- A. Know what community services are available.
  - B. Be able to contact the appropriate persons within various agencies.
  - C. Know the laws and local policies regarding privacy of information.
  - D. Know your responsibilities for finding out whether or not you have contracted a disease.
- PS 6. Incorporate productive environmental and conservation habits into your life.**
- A. Know productive environmental habits which are part of your everyday life.
  - B. Know productive conservation opportunities which are part of your everyday life.
  - C. Be able to develop a plan for incorporating many of these habits and opportunities into your life, including regularly evaluating and revising your habits.



# Health Standards

## Middle School

- R 1. Understand yourself and the influences which affect you.**
- A. Know the characteristics of a healthy self-concept (confidence, compassion, coping skills, courage, motivation).
  - B. Know how others influence your self-concept (parents, siblings, peers, teachers, society).
  - C. Know strategies for strengthening your self-concept (develop coping skills, develop assertiveness skills, develop a wider acceptance of differences, etc.).
  - D. Be able to develop, maintain, and end relationships.
  - E. Possess strategies (ignore, remove yourself, stand up to, know agencies, report) for dealing with inappropriate treatment (intimidation, manipulation, harassment, abuse).
- R 2. Understand how changes in individuals and families affect family members.**
- A. Know about the effects of family finances (job changes, job pressures, work hours).
  - B. Know about minor changes in family members (growth, change in friends, change in schools).
  - C. Know about major changes in family members (separation, divorce, death, additions, abuse).
- W 3. Understand the relationship between fitness, nutrition, and body image.**
- A. Know criteria and procedures for evaluating nutritional information.
  - B. Be able to separate advertisement and hype from real nutritional information.
  - C. Be able to select a diet which is satisfying and meets current dietary recommendations.
  - D. Be able to evaluate weight-reducing programs for their effectiveness and long-term effects.
  - E. Know the benefits of achieving and maintaining a healthful weight.
  - F. Be able to develop a complete long-range fitness plan.
- W 4. Understand major human body systems.**
- A. Know the functions and characteristics of the circulatory system.
  - B. Know the functions and characteristics of the respiratory system.
  - C. Know the functions and characteristics of the muscular system.
  - D. Know the functions and characteristics of the nervous system.
  - E. Know the functions and characteristics of the digestive system.
  - F. Know the functions and characteristics of the endocrine system.
  - G. Know the functions and characteristics of the reproductive system.
  - H. Know the functions and characteristics of the excretory system.
  - I. Know the functions and characteristics of the skeletal system.
  - J. Know how the systems work together.
- W 5. Be able to develop skills for healthful sexual behavior.**
- PS**
- A. Know the advantages of abstinence from sexual intercourse.
  - B. Know strategies for showing affection without sexual activity.
  - C. Know why there is pressure to be sexually active.
  - D. Know strategies for resisting pressure to be sexually active.
  - E. Be able to identify situations which are risky (dating situations, parties, types of activities).
  - F. Know how advertisers use sex to promote products.
  - G. Know the limitations of contraceptives in preventing HIV/AIDS and other STDs.
- W 6. Understand the use, misuse, and abuse of chemicals.**
- PS**
- A. Know the peer influence and media pressure.
  - B. Know treatment programs and options available.
  - C. Be able to recognize a chemical crisis.

# Health Standards

## High School

- W 1. Be able to develop a long-range nutritional plan for healthful living.**
- A. Know criteria for evaluating food products and how to evaluate food related research.
  - B. Know how family and friends influence eating habits.
  - C. Know the consequences of using dietary supplements to maintain nutritional adequacy.
  - D. Know the major food groups, including portions, preparation, and benefits.
  - E. Know strategies for healthful eating.
  - F. Be able to develop a long-range nutrition plan.
- W 2. Be able to develop a sexually healthy lifestyle.**
- R**
- A. Know the advantages of abstinence from sexual intercourse outside of marriage.
  - B. Know the advantages and disadvantages of various forms of contraception.
  - C. Know about various organizations for counseling and services and how to use them.
  - D. Know how choice of friends, activities, and chemical use can affect sexual decision-making.
  - E. Be able to deal with unwanted influences on sexual behavior (report, refuse, stand up to).
  - F. Know the consequences of sexual behavior and accept the responsibility for that behavior (HIV, STDs, pregnancy).
  - G. Be able to apply knowledge of sexual choices and consequences in developing a healthy sexual lifestyle.
- W 3. Be able to develop a healthy personal and physical lifestyle.**
- R**
- A. Know the importance of a family on developing a healthy lifestyle.
  - B. Be able to make effective decisions, solve problems, and communicate regarding problems.
  - C. Be able to make, maintain, and end relationships.
  - D. Be able to identify and manage stress.
  - E. Be able to assess personal preferences, interests, and motivations.
  - F. Be able to evaluate health-related information (appearance, needs, opportunities, choices).
  - G. Be able to evaluate physical fitness needs, interests, and opportunities.
  - H. Know the choices and consequences related to abuse of alcohol, tobacco, and drugs.
  - I. Be able to reduce the chances of contracting a debilitating disease by leading a well life.
  - J. Be able to apply knowledge of health choices to develop a personal and physical lifestyle plan.
  - K. Be able to develop a plan to regularly evaluate and revise lifestyle plan.
- PS 4. Understand how to manage situations for a healthy life.**
- W**
- A. Know various safety procedures and practices.
  - B. Know basic first aid practices.
  - C. Know strategies which minimize chances of contracting a disease.
  - D. Know symptoms of common infectious diseases, particularly HIV and STDs.
  - E. Know responsibilities and procedures for finding out whether a disease has been contracted.
  - F. Know the symptoms and signs of suicidal behavior and how to deal with it.
- R 5. Understand how to deal with the aged and death.**
- A. Know the importance of wills, including living wills.
  - B. Know problems specific to the elderly.
  - C. Know how to express grief.
  - D. Know the importance of funerals.