

Standard	Category	Objective	GR K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
STANDARD 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.											
1	HR	Introduce the decision-making process				X					
1	HR	Demonstrates making personal choices based on reasoned arguments				X	X				
1	HR	Review the decision-making process					X				
1	HR	Describes individual goals and aspirations for healthy living							X		
1	HR	Identifies choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living							X		
1	HR	Differentiates between long and short-term personal goals							X		
1	HR/PE	Analyzes the effectiveness of personal decision-making as it relates to future health and wellness outcomes							X	X	
STANDARD 2: The student will understand the importance of personal hygiene practices as related to healthy living.											
2	PE/HR	Identifies proper personal hygiene skills (e.g. hand washing, shampooing, flossing, tooth brushing, bathing)	X	X	X						
2	PE/HR	Identifies the consequences of poor oral hygiene (e.g. cavities, gum disease, loss of teeth)	X	X	X						
2	PE	Describes basic personal hygiene methods including hand washing, dental/oral care, bathing/shampooing, and dressing				X	X	X			
2	PE	Explains how personal hygiene practices can affect personal health and social relationships				X	X	X			
2	PE	Identifies and evaluates basic personal hygiene habits							X	X	X
2	PE	Analyzes personal choices related to hygiene and their influences on others as they relate to healthy living (e.g., clean clothing, body and hair, tattoos, and							X	X	X
STANDARD 3: The student will understand the role of body systems as related to healthy living.											
3	HR/S	Identifies the basic body parts; their names and location	X	X	X						
3	HR/S	Identifies the functions of the basic body systems (e.g. heart, lungs, brain, stomach)	X	X	X						
3	HR/S	Identifies and classifies components of major body systems				X					

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3	HR/S/R	Explains repercussions of risky behaviors on body systems (e.g. smoking, legal and illegal drug use, alcohol, sexual activity, and high fat diet)							X		
3	PE/HR	Explains the benefits of good posture on personal health (e.g. breathing, back health)				X	X	X			
3	S	Names basic human body organs (e.g. heart, lungs, stomach, intestines, liver, and brain)				X					
STANDARD 4: The student will understand the relationship of physical activity and rest to healthy living.											
4	PE	Identifies the importance of participating in the recommended one hour of daily physical activity	X	X	X						
4	PE	Describes how getting the recommended eight to ten hours of sleep daily contributes to healthy living	X	X	X						
4	PE	Explains the role of adequate sleep in health and performance of daily activities				X	X				
4	PE	Identifies how poor food choices and physical inactivity contribute to the development of chronic diseases (e.g. obesity, high blood pressure, diabetes)				X	X	X			
4	PE	Determines the benefits of exercise in relation to improved health during all stages of life							X		X
4	PE	Assesses the relationship of physical activity to other areas of personal health (social, mental, and emotional well-being)							X		X
4	PE	Understands the link between physical activity and positive stress management and emotional well-being							X		X
STANDARD 5: The student will understand the relationship of nutrition to healthy living.											
5	HR/S	Identifies the USDA "My Plate" guidelines for healthy eating	X	X	X						
5	HR/S	Describes the importance of healthy meals and snacks	X	X	X						
5	HR	Uses the "My Plate" as a guide for choosing a variety of foods necessary for good health				X	X	X			
5	PE	Explains how personal health and body composition is influenced by balancing diet and physical exercise				X	X	X			
5	PE	Identifies the causes of obesity				X	X	X			
5	PE	Describes that adequate water intake and a nutritious breakfast are essential components of healthy living				X	X	X			
5	PE	Explains the food and exercise pyramids									
5	PE	Identifies the energy nutrients (fats, carbohydrates and protein) and non-energy nutrients (vitamins, minerals and water)								X	

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5	PE	Understands the relationship between energy intake and energy output (“calories in = calories out”)								X	
5	PE	Explains how the essential nutrients relate to body growth and development								X	
STANDARD 6: The student will understand the contributions of family relationships to healthy living.											
6	C/HR	Identifies the signs of abuse (emotional and physical abuse)							X	X	X
6	HR	Demonstrates respect for the responsibilities of each person within the family				X					
6	HR	Understands cultural differences exist and influence family customs				X					
6	HR	Describes describe a variety of family structures (e.g. two parent, single parent, blended, extended, foster, and adopted) and how they change over				X					
6	HR	Identifies being loved and cared for are basic human needs				X					
6	R/C	Describes family structures, roles, and how they may change								X	X
6	R/C	Identifies how family values impact gender discrimination, harassment, and various types of abuse (domestic violence, sexual, emotional)								X	X
6	R/HR/C	Discusses expectations and stereotypes about the opposite sex.							X	X	X
STANDARD 7: The student will understand the stages of human growth and development.											
7	HR/R	Defines adolescence, puberty and human development							X	X	
7	HR/R	Identifies the components of the male and female reproductive system							X		
7	HR/R	Identifies sexual feelings common to adolescents and differentiate between having sexual feelings and acting on them							X	X	X
7	HR/R	Discuss HIV/STI (sexually transmitted infection) symptoms, treatments, and complications							X		
7	HR/R	Identifies reasons for abstaining from sexual activity							X	X	
7	PE/S	Identifies the components of the male and female reproductive system								X	
7	R	Identifies abstinence from sexual activity as the responsible and preferred choice for adolescents							X	X	X
7	R/HR	Review how physical growth and development is accompanied by changes in emotions					X				

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7	R/HR	Describes how physical growth and development is accompanied by changes in emotions				X					
7	R/HR	Demonstrates how to be respectful of others as they grow and develop				X	X				
7	R/HR	Describes respectful ways to be supportive of their classmates (e.g. voice changes--students laugh and body odor)				X	X				
STANDARD 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.											
8	HR	Identifies the characteristics of a "friend"	X	X	X						
8	HR	Identifies list of positive traits about themselves	X	X	X						
8	HR	Identifies the characteristics of a bully	X	X	X						
8	HR	Creates and discusses a role play of a bullying situation	X	X	X						
8	PE	Identifies appropriate ways of relating with individuals who have disabilities	X	X	X						
8	C/HR/R	Compares and contrasts positive and negative responses to criticism and disappointment							X	X	X
8	HR	Describes ways to use non-violent behaviors to resolve conflict and compromise in a manner that is fair to all persons involved				X	X	X			
8	HR	Explains the importance of having personal values (e.g. honesty, truthfulness, trustworthy, patience, loyalty, responsibility, self control, etc.)				X	X	X			
8	HR	Understands that respectful and tolerant behaviors can reduce prejudice, discrimination and bullying (e.g. race, culture, disabilities, and gender)				X	X	X			
8	HR	Demonstrates appropriate actions to take when confronted by a bully				X	X	X			
8	HR	Demonstrates strategies for including individuals who have disabilities							X		
8	HR/PE	Describes appropriate ways to include individuals with disabilities				X	X	X			
8	HR/PE	Identifies the warning signs of depression							X	X	X
8	PE	Demonstrates respect for the unique qualities of self and others				X	X				
8	PE	Demonstrates the ability to respect property, rights, and personal space of others				X	X	X			
8	PE	Describes individual differences (e.g. mental, physical, and medical disabilities)									X

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8	PE/HR	Describes and demonstrates various stress management techniques							X	X	X
8	R	Identifies how showing respect for others improves self-worth									X
8	R/C	Explains how appropriate mental health care help prevent, detect and treat serious mental health problems (e.g. anxiety disorders, mood disorders and							X	X	X
8	R/HR	Identifies the characteristics of a bully				X	X	X			
STANDARD 9: The student will understand attitudes and behaviors for preventing and controlling disease.											
9	HR	Identifies and describes common symptoms of communicable diseases e.g. flu, pink eye, head lice	X	X	X						
9	PE	Describes how germs are spread	X	X	X						
9	HR	Understands the importance of immunizations			X						
9	HR	Identifies health care practices that prevent illness and maintain health/wellness			X						
9	HR	Understands the importance of regular health screenings such as vision, medical, hearing and dental check-ups			X						
9	HR	Describes ways diseases are spread and prevented				X	X	X			
9	HR	Distinguishes between safe and risky behaviors as related to disease prevention						X			
9	HR	Assesses the relationship between illness and alcohol and tobacco use						X			
9	HR	Explains the importance of universal precautions							X	X	
9	HR/PE	Identifies universal precautions (proper hand washing, covering your mouth				X	X	X			
9	HR/PE	Introduce the relationship between communicable disease and hygiene, childhood diseases and parasites (head lice, scabies, pinworms, ringworm)					X	X			
9	HR/S	Identifies possible causes and prevention of heart disease, cancer, diabetes, high blood pressure, stroke, asthma/allergies (e.g. heredity, environment, and						X			
9	R/HR	Explains that abstinence from sexual activity is the only sure method for preventing STIs							X	X	
9	S	Identifies and defines common pathogens								X	
9	S	Describes signs, symptoms, and risk factors related to communicable and non-communicable diseases								X	

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9	S/HR/R	Introduce communicable diseases including HIV/AIDS, and other STI's							X		X
STANDARD 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.											
10	HR	Recognizes situations in which students should talk to an adult (finding guns, matches, medications)	X	X	X						
10	HR	Demonstrates the proper use of fire safety messages and when to use them (e.g. "Get Out- Stay Out", Stop, Drop and Roll")	X	X	X						
10	HR/PE	Describes appropriate procedures to take during a fire, tornado, earthquake, and lock down	X	X	X						
10	PE	Knows and discusses the importance of safety rules	X	X	X						
10	PE	Identify ways that injuries can be prevented at home, school, playground, during sports	X	X	X						
10	S/HR	Defines the term poison and recognizes the poison symbol	X	X	X						
10	C/R	Identifies behaviors and circumstances that promote self-protection skills and assertiveness training									X
10	HR	Introduce the 8 most common causes of childhood injury and death (poisoning, fire & burns, bike & pedestrian, firearms, motor vehicle, choking,					X				
10	HR	Recognizes situations in which you should talk to an adult (e.g. finding guns, matches, medications)				X	X	X			
10	HR	Demonstrates various vehicle safety procedures									
10	HR/PE	Identifies behaviors and circumstances that promote seatbelt safety, gun safety, fire safety, fire works safety, recreational sports, water safety, falls							X		
10	PE	Explains the importance of safety rules and laws				X	X	X			
10	PE	Identifies safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, sun safety, water safety, personal safety, etc)				X	X				
10	PE	Analyzes the importance of safety rules and laws							X	X	X
STANDARD 11: The student will understand appropriate care for injuries and sudden illnesses.											
11	HR	Knows the purpose of the 911 and the poison control hotline numbers	X	X	X						
11	HR	Demonstrates how to dial 911	X	X	X						
11	HR	Lists situations that require 911 assistance	X	X	X						

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11	PE	Reports when someone is injured or ill to a responsible caregiver	X	X	X						
11	HR	Describes first aid techniques for (cuts, scrapes, nose bleeds, stings)			X						
11	HR	Review situations where the use of universal precautions are needed for handling bodily fluids					X				
11	HR	Reviews situations where the use of universal precautions are needed for handling bodily fluids						X			
11	HR	Describes and discusses an ability to locate and utilize resources in emergency situations (e.g. 911 telephone number, first aid kit, and fire				X	X	X			
11	HR	Identifies situations where the use of universal precautions are needed for handling bodily fluids				X					
11	HR/S	Lists emergency response procedures (e.g. seizures, insect bites, poisoning, falls, allergic reactions, drug overdose, CPR, Heimlich Maneuver, and burns)							X	X	
11	HRS	Identifies situations where the use of universal precautions is needed for handling bodily fluids							X	X	
11	PE	Describes and discusses basic first aid techniques for emergency care (e.g. A-B-C, poisoning, wounds, burns, insect bites, allergic reactions,						X			
11	PE/HR	Describes and discusses basic first aid techniques for emergency care.				X	X				
11	S	Identifies different types of emergencies and proper first-aid techniques to address them								X	

STANDARD 12: The student will understand the appropriate action to take when personal safety is threatened.

12	C	Identifies situations that should be reported to a trusted adult	X	X	X						
12	C	Understands that one's body is one's own and that no one has the right to touch another in a way that makes the other feel uncomfortable	X	X	X						
12	C	Describes the difference between good touch and bad touch and confusing touch and explain what to do if touching causes uncomfortable feelings	X	X	X						
12	C	Identify situations of abuse and neglect (e.g. physical and mental harm, being left home alone, and lack of food)	X	X	X						
12	C	Describes and demonstrates appropriate and safe behavior when interacting with strangers, acquaintances, and trusted adults, (including how to say "NO" firmly, run away, and seek help from a trusted adult, stating facts about what happened	X	X	X						
12	C	Recites their full name, parents' or caregivers' full names, address, and phone number	X	X	X						

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12	C	Develop a safety plan with parents or guardians for their home, store, entertainment/recreation facility	X	X	X						
12	C	Describes physical, sexual, and emotional abuse and the appropriate procedures to follow for reporting				X	X	X			
12	C	Explains safety procedures for staying home alone for short periods of time (latch key kids)				X	X	X			
12	C	Demonstrates self protection skills to maximize personal safety (e.g. refusal skills, instincts)				X	X	X			
12	C	Explains where to find immediate help in unsafe situations				X	X	X			
12	C	Differentiates between appropriate and inappropriate touch (e.g. good, bad, confusing)				X	X	X			
12	C	Identifies situations of abuse and neglect (e.g. physical and mental harm, being left home alone for long periods of time, and lack of food)				X	X	X			
12	C	Develops a list of trusted adults to whom they can report suspected abuse				X	X	X			
12	C	Demonstrates techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others)							X	X	X
12	C	Lists situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home)							X	X	X
12	C	Describes self-protection skills that may be used when personal safety is threatened							X	X	X
12	C	Review types of abuse and evaluate appropriate resources for help							X	X	X
12	C	Evaluates high risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence							X	X	X
STANDARD 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.											
13	HR	Describes inappropriate use of drugs and medicines	X	X	X						
13	HR	Practices refusal skills to avoid harmful substances	X	X	X						
13	HR	Recognizes the proper use of common household products (e.g. over the counter medicines, cleaners, gasoline, markers)	X	X	X						

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13	HR	Explains why medications should only be taken when administered by an adult	X	X	X						
13	HR	Identifies the importance of not taking someone else's medications (e.g. asthma inhaler, pills, and ointments)	X	X	X						
13	HR	Recognize that some medicines look like candy	X	X	X						
13	HR	Demonstrates decision making and refusal skills				X	X	X			
13	HR	Introduce certain behaviors that can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication)					X	X			
13	HR	Lists the positive and negative effects of peer pressure				X	X	X			
13	HR	Describes the effects of substance use, abuse and misuse on physical, mental and social functioning						X			
13	HR	Understands the difference between appropriate use and the abuse of chemical substances for healthy living					X	X			
13	HR	Practices skills needed to avoid risk-taking behaviors (e.g. decision making, conflict resolutions, and refusal skills)						X			
13	HR/S	Identifies a list of gateway drugs (e.g. tobacco, alcohol and marijuana)							X	X	X
13	HR/S/R	Distinguishes between appropriate use and misuse of chemical substances for healthy living							X	X	X
13	HR/S/R	Assesses the influences of family, peers, and community on chemical substance use and abuse							X	X	X
13	HR/S/R	Identifies how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally							X	X	X
13	HR/S/R	Explains how choices relate to consequences							X		X
13	HR/S/R	Recognizes certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication)							X	X	X
13	HR/S/R	Understands the relationship between substance abuse and other high risk behaviors (e.g. unintended sexual activity, car crashes, self injury, and physical and mental abuse toward others)							X	X	X
13	HR/S/R	Describes the quality of a lifestyle free of tobacco, alcohol and drugs							X	X	X
13	HR/S/R	Explains the effects that gateway drugs have on one's physical, social, emotional, and mental health							X	X	X

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13	S/HR	Distinguishes between appropriate use and the misuse/abuse of chemical substances for healthy living						X			
13	S/HR	Analyzes the influences of peers, family, and community on chemical substance use and abuse						X			
13	S/HR	Evaluates the effects of substance use and abuse (e.g. tobacco, alcohol, over the counter and prescription medication, illegal drugs (including anabolic steroids and other performance enhancing drugs) on physical, mental, and social functioning						X			
STANDARD 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.											
14	HR	Identifies community health professionals (e.g. pharmacy, school nurse, dentist, health department, EMT, fire/rescue, and doctor)	X	X	X						
14	HR	Identifies the affects of litter on the environment	X	X	X						
14	HR	Defines the terms "reduce, reuse, and recycle"	X	X	X						
14	S	Identifies different types of environmental pollution (e.g. ground, noise, water, air)	X	X	X						
14	HR	Identifies resources and facilities in the community that promote healthy living				X	X				
14	HR	Describes the importance of environmental practices and their impact on healthy living				X	X				