

Elementary Curriculum Guidelines



Alcohol and Other Drugs—Elementary

AOD



Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.

Content Descriptors	Skill Assessment Link
---------------------	-----------------------

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

- 1.1 differences between medicinal and non-medicinal drug use (AOD)
- 1.2 benefits and correct use of medicine
- 1.3 risks of incorrect use of medicines
- 1.4 school rules for taking medicine at school

AI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of choice
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from the source

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

- 2.1 differences between dependence and addiction
- 2.2 physical, social, and emotional effects
- 2.3 risks of inhalants
- 2.4 signs and behaviors of AOD use
- 2.5 benefits of not using AOD (physical, social, emotional, legal, financial)



Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Student work must:

- be personalized
- show progression through a decision-making process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

3. Positive and Negative Influences on AOD Use

Students need to know:

- 3.1 pressures to use
- 3.2 internal influences
- 3.3 family influences
- 3.4 peer influences
- 3.5 cultural influences
- 3.6 legal factors
- 3.7 influences on different types of AOD use



Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

4. Healthful Choices about AOD Use

Students need to know:

- 4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use
- 4.2 how to make a personal commitment not to use



Student work must:

- be personalized
- show progression through a decision-making process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision



Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

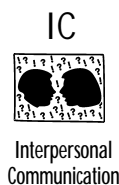


SM (Self Management)

5. Communicating Healthful Choices about AOD Use

Students need to know:

- 5.1 techniques to refuse AOD use
- 5.2 how to get help to deal with pressure to use
- 5.3 how to encourage others not to use



Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)



AI (Accessing Information)



AV (Advocacy)

Injury Prevention— Elementary

INJ



Important injury prevention concepts include fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.

Content Descriptors	Skill Assessment Link
---------------------	-----------------------

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Fire Safety

Students need to know:

- 1.1 strategies to prevent fires
- 1.2 escape plans
- 1.3 how to get help
- 1.4 strategies to stay safe around electricity
- 1.5 how to stop, drop, and roll

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

1. Fire Safety, continued

AV



Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)



2. Water Safety

Students need to know:

- 2.1 importance of adult supervision
- 2.2 buddy systems
- 2.3 precautions when entering or being around water
- 2.4 how to use personal flotation devices

SM



Self Management

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AV (Advocacy)



Content Descriptors

Skill Assessment Link

3. First Aid Care and Prevention

Students need to know:

- 3.1 how to get help
- 3.2 steps for helping others
- 3.3 universal precautions (infection control procedures)
- 3.4 how to prevent animal bites
- 3.5 how to prevent choking
- 3.6 how to prevent poisoning
- 3.7 practices for medicine cabinet safety
- 3.8 how to treat minor wounds and burns

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)



4. Traffic Safety

Students need to know:

- 4.1 importance of using bicycle helmets
- 4.2 importance of using safety belts
- 4.3 being safe in cars (riding in the back seats)
- 4.4 strategies for safe walking
- 4.5 strategies for bicycle safety
- 4.6 school bus safety practices
- 4.7 dangers of riding with impaired driver

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

IC (Interpersonal Communication)



DM (Decision Making)



GS (Goal Setting)



AV (Advocacy)



5. Personal Safety

Students need to know:

- 5.1 how to recognize child abuse and get help
- 5.2 safety techniques for dealing with strangers
- 5.3 about appropriate and inappropriate touch

AI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

SM (Self Management)

IC



Interpersonal Communication



6. Violence Prevention

Students need to know:

- 6.1 conflict resolution techniques
- 6.2 ways to avoid threatening situations
- 6.3 ways to deal with bullying
- 6.4 ways to avoid weapons
- 6.5 how to report weapons

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)



SM (Self Management)



INF (Analyzing Influences)



AV (Advocacy)

Nutrition— Elementary

NUT



Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat, and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

- 1.1 benefits of healthful eating (short-term and long-term benefits and risks)
- 1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)
- 1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods
- 1.4 benefits of decreasing fat intake
- 1.5 benefits of moderating sugar intake



Student work must:

- be personalized
- show progression through a decision-making process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

1. Healthy Eating, continued

Students need to know:

- 1.6 healthful strategies for dealing with personal food preferences, restrictions, and barriers

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)



2. Accessing Nutrition Information and Products

Students need to know:

- 2.1 how to read food nutrition labels
- 2.2 features of the Food Guide Pyramid
- 2.3 Dietary Guidelines

AI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)

AV (Advocacy)



Content Descriptors

Skill Assessment Link

3. Influences on Food Choices

Students need to know:

- 3.1 how to assess personal likes and dislikes
- 3.2 family influences
- 3.3 peer influences
- 3.4 cultural influences
- 3.5 how marketing, packaging, and advertising influence food choices

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

4. Balancing Food Intake and Physical Activity

Students need to know:

- 4.1 that energy is expended during exercise
- 4.2 energy available from foods (calories)
- 4.3 relationship between physical activity, eating, and health

DM



Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

GS



Goal Setting

Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

SM (Self Management)



5. Food Safety

Students need to know:

- 5.1 food sanitation (hands, food, utensils, surfaces)
- 5.2 techniques for safe food preparation, serving, and storage



Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

AV (Advocacy)

Physical Activity— Elementary

PA

Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity, and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers, and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.



Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

- 1.1 benefits and risks of physical activity, including mental and social benefits
- 1.2 phases of a workout: warm-up, work out, cool down
- 1.3 types of exercise: aerobic, stretching, strengthening
- 1.4 how to develop personal plans that include a variety of types and amounts of activity
- 1.5 how to develop personal plans that account for personal preferences, restrictions, and barriers
- 1.6 strategies for protection from cold, heat, and sun during activity, e.g. sunscreen
- 1.7 importance of healthful eating

GS



Goal Setting

Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

2. Influences on Physical Activity

Students need to know:

- 2.1 internal influences
- 2.2 family influences
- 2.3 peer influences

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Prevention of Sports and Exercise Injuries

Students need to know:

- 3.1 importance of using protective equipment
- 3.2 how to evaluate unsafe settings or weather conditions
- 3.3 signs of physical exhaustion

GS



Goal Setting

Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

IC (Interpersonal Communication)

AV (Advocacy)



Family Life and Sexuality— Elementary

FLS



Growth and development is a dynamic maturing process with physical, mental, emotional, and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors	Skill Assessment Link
---------------------	-----------------------

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Families and Relationships

Students need to know:

- 1.1 how to be a responsible family member
- 1.2 diversity of family structures
- 1.3 ways to communicate respect for self and others
- 1.4 effects of changes in families, e.g., birth, marriage, divorce, death

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

2. Growth and Development

Students need to know:

- 2.1 emotional changes
- 2.2 physical changes
- 2.3 social changes
- 2.4 about puberty and adolescence
- 2.5 about growing and aging



Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source



Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate



Related Skills (Not Linked to Assessment)

SM (Self Management)

3. HIV/AIDS

Students need to know:

- 3.1 HIV/AIDS is a disease
- 3.2 HIV currently has no cure
- 3.3 HIV is not transmitted through casual contact
- 3.4 importance of having compassion for people with HIV/AIDS



Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Tobacco— Elementary

TOB



All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

Content Descriptors	Skill Assessment Link
---------------------	-----------------------

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Tobacco Harms Health

Students need to know:

- 1.1 that nicotine is a drug
- 1.2 harmful effects of tobacco
- 1.3 risks of different types of tobacco
- 1.4 second-hand smoke risks

AI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

2. Influences on Tobacco Use

Students need to know:

- 2.1 internal influences
- 2.2 family influences
- 2.3 peer influences
- 2.4 advertising

INF



Analyzing
Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Choosing to Be Tobacco Free

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 ways to resist pressure to use
- 3.3 ways to encourage others not to use
- 3.4 that most people do not use tobacco
- 3.5 the difficulty of stopping tobacco use

DM



Decision Making

Student work must:

- be personalized
- show progression through a decision-making process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

GS



Goal Setting

Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)



AI (Accessing Information)



AV (Advocacy)

4. Benefits of Being Tobacco Free

Students need to know:

- 4.1 long-term and short-term health benefits
- 4.2 social benefits
- 4.3 financial benefits

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

AV



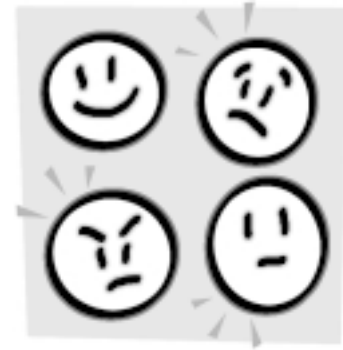
Advocacy

Student work must:

- show evidence of a clear, health-enhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Mental Health— Elementary

MH



A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

- 1.1 personal assets and strengths
- 1.2 characteristics of positive role models
- 1.3 actions that show sense of belonging (connectiveness)
- 1.4 actions that show sense of power (empowerment)

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)



2. Emotional Health

Students need to know:

- 2.1 how to express needs, wants, and feelings
- 2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness
- 2.3 ways to manage and reduce anger
- 2.4 ways to deal with frustration
- 2.5 ways to manage conflict
- 2.6 how to identify stressors
- 2.7 ways to reduce stress

SM



Self
Management

IC



Interpersonal
Communication

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

3. Interpersonal Relationships and Communication

Students need to know:

- 3.1 strategies to build and maintain healthy friendships
- 3.2 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity
- 3.3 strategies that build relationships with family members and other adults
- 3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness
- 3.5 effective listening skills, e.g., reflective listening
- 3.6 characteristics of nonverbal communication
- 3.7 how to identify abuse

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of “I” messages, respectful tone, body language
- demonstrate refusals, e.g., clear “no” statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)



4. Resources and Support

Students need to know:

- 4.1 when to get help
- 4.2 why to get help
- 4.3 how to get help and support
- 4.4 whom to ask for help

AI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Personal and Consumer Health— Elementary

PCH



Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Personal Health Care

Students need to know:

- 1.1 effective techniques for hand washing
- 1.2 importance of bathing
- 1.3 importance of clean clothing
- 1.4 importance of clean hair
- 1.5 effective techniques for tooth care: brushing and flossing
- 1.6 importance of regular dental cleaning and checkups
- 1.7 proper eye and ear care
- 1.8 body changes that occur during growth and development

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

AI



Accessing Information

Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)

AV (Advocacy)



2. Preventing Disease and Infection

Students need to know:

- 2.1 importance of immunizations
- 2.2 techniques for preventing disease transmission, e.g., covering sneezes and coughs, frequent hand washing
- 2.3 ways to avoid contact with infectious agents
- 2.4 strategies to prevent head lice and other parasitic infections
- 2.5 benefits of using sunscreen
- 2.6 benefits of wearing protective clothing
- 2.7 ways to manage diabetes, asthma, and allergies

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)



3. Selecting and Using Health Care Products and Services

Students need to know:

- 3.1 value of regular health care screenings
- 3.2 how to use prescribed medicines appropriately
- 3.3 how to use over-the-counter vitamins and other drugs appropriately
- 3.4 roles of various health care providers



Related Skills (Not Linked to Assessment)

AI (Accessing Information)

DM (Decision Making)

GS (Goal Setting)

Community and Environmental Health—Elementary

CEH



Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies, and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include UV light, lead, asbestos, pesticides, and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Community Health Services

Students need to know:

- 1.1 resources for health information, e.g., library, health department, Internet, voluntary agencies
- 1.2 school and community health providers, e.g., EMTs, environmentalists, public health nurses, pharmacists
- 1.3 public health services in the community



Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

2. Environmental Health and Resource Conservation

Students need to know:

- 2.1 strategies to prevent hazardous exposures, e.g., UV light, lead, asbestos, pesticides, unclean water
- 2.2 professionals who protect the health and safety of the community/neighborhood, e.g., public health professionals, public safety professionals, environmentalists
- 2.3 how individual behavior affects the environment and the community, e.g., recycling
- 2.4 environmentally safe ways to discard waste materials
- 2.5 types of waste materials that can be reduced, reused, or recycled
- 2.6 environmentally safe options for using natural resources



Student work must:

- show clear progression through a goal-setting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

AV (Advocacy)