

**MINNEAPOLIS PUBLIC SCHOOLS  
K-12 HEALTH EDUCATION  
STANDARDS AND GRADE LEVEL EXPECTATIONS**

## **NATIONAL HEALTH EDUCATION STANDARDS**

- 1. Students comprehend concepts related to health promotion and disease prevention.**
- 2. Students will demonstrate the ability to access valid health information and health promoting products and services.**
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
- 4. Students will analyze the influence of culture, media, technology and other factors on health.**
- 5. Students will demonstrate the ability to use interpersonal communication skill to enhance health.**
- 6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.**
- 7. Students will demonstrate the ability to advocate for personal, family and community health.**

## **MINNEAPOLIS PUBLIC SCHOOLS HEALTH EDUCATION STANDARDS**

- 1. Students will understand the mutual connection and responsibilities of individuals, families and communities.**
- 2. Students will access and analyze information about products and services that promote a healthy lifestyle.**
- 3. Students demonstrate the ability to use goal setting, decision making and self-reflection to reduce personal risks enhance health and family living.**
- 4. Students understand the concepts related to health promotion and disease prevention.**
- 5. Students analyze the influence of culture, media, technology and other factors on health, personal and family relationships.**
- 6. Students demonstrate the ability to use interpersonal communication skills to enhance health, personal and family relationships.**

**GRADES K-3 HEALTH EDUCATION  
STANDARDS AND GRADE LEVEL EXPECTATIONS**

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 1: FAMILY AND COMMUNITY RELATIONSHIPS****STANDARD: The student will understand the mutual connection and responsibilities of individuals, families and communities.****SUB-STRANDS****GRADE LEVEL EXPECTATIONS**

**Sub-strand A: The student will identify the variety of family formations and demonstrate an appreciation of the uniqueness of individual families.**

**Grade K:** •describe how someone becomes a member of a family.  
**Grade 1:** •list who family members can be (mother, aunt, cousin, etc.)  
**Grade 2:** •name ways being a member of a family can help us  
**Grade 3:** •identify similarities and differences among families

**Sub-strand B: The student will identify behaviors which strengthen and support all families.**

**Grade K:** •identify how your family is special  
**Grade 1:** •describe some family rules for health and safety  
**Grade 2:** •list examples of how families live, work and play together  
**Grade 3:** •describe ways families show love and concern for each other

**Sub-strand C: The student will identify family dynamics and recognize the interrelatedness of all members**

**Grade K:** •list ways families try to meet each other’s needs  
**Grade 1:** •describe the meaning of change  
 •describe how changes make you feel  
**Grade 2:** •identify different family patterns (nuclear, single parent, gay, lesbian, adoptive, foster, extended, etc.)  
**Grade 3:** •list ways to adjust to family changes (divorce, separation, death, remarriage, moving, births, homelessness, etc.)

**Sub-strand D: The student will identify the function of a family.**

**Grade K:** •describe how families are alike (i.e., they share work, happy and sad times, play, fun, etc.)  
**Grade 1:** •identify ways family members are unique  
**Grade 2:** •identify what jobs or tasks family members might have.  
**Grade 3:** •identify different responsibilities, cultural celebrations and traditions in families.

**Sub-strand E: The student will identify and explain appropriate care-giving skills.**

**Grade K:** •identify personal space in various situations  
**Grade 1:** •identify what being helpful means  
**Grade 2:** •describe ways to help others  
**Grade 3:** •explain appropriate ways to express feelings (happiness, love, anger, anxiety, etc.)

**Sub-strand F: The student will identify similarities and differences of abilities and needs of others.**

**Grade K:** •state ways that people are the same and different  
**Grade 1:** •describe some unique qualities of self and others  
**Grade 2:** •identify personal talents, qualities and feelings  
**Grade 3:** •define and describe stereotypes that exist in society (e.g., gender, cultural, socioeconomic, language)

**Sub-strand G: The student will demonstrate the ability to use interpersonal communication skills.**

**Grade K:** •identify basic feelings  
**Grade 1:** •identify qualities of a good listener  
**Grade 2:** •demonstrate ways to communicate care, consideration and respect for self and others  
**Grade 3:** •demonstrate healthy ways to express needs, wants and feelings

**Sub-strand H: The student will identify how the community supports individuals and families.**

**Grade K:** •identify health helpers outside of the family (e.g., doctor, firefighter, police paramedic, dentist, neighbor, clergy, medicine man, etc.)

**Grade 1:** •name sources of help in emergencies at home, school and in the community.

**Grade 2:** •identify situations that require professional health services

**Grade 3:** •identify strategies for reporting dangerous situations involving self and others

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 2: HEALTH AND CONSUMER INFORMATION****STANDARD: The student will access and analyze information about products and services that promote a healthy lifestyle.****SUB-STRANDS****GRADE LEVEL EXPECTATIONS**

<b>Sub-strand A: The student will identify and use emergency and first aid information, procedures and products.</b>	<b>Grade K:</b> •identify fire safety rules for home and school <b>Grade 1:</b> •demonstrate safe practices during an emergency evacuation at home, school, public places •define and describe first aid <b>Grade 2:</b> •treat simple injuries with first aid procedures <b>Grade 3:</b> •list basic first aid rules
<b>Sub-Strand B: The student will identify a variety of consumer influences that affect accessing health information and products.</b>	<b>Grade K:</b> •identify what a commercial is •name some commercials that appeal to you and explain why <b>Grade 1:</b> •identify healthy and unhealthy products <b>Grade 2:</b> •discuss how commercials influence our decisions to buy products <b>Grade 3:</b> •use health care products where appropriate •identify methods for reading labels
<b>Sub-Strand C: The student will identify individuals and resources in the community that advocate, promote and facilitate for the individual and family across a diverse population.</b>	<b>Grade K:</b> •use the school health services when appropriate (nurse, Health Service Assistant, etc.) <b>Grade 1:</b> •identify community health providers and their roles •cooperate with people who promote health and safety <b>Grade 2:</b> •describe situations requiring professional health services •use health care providers when appropriate <b>Grade 3:</b> •describe the influence of family and culture on health
<b>Sub-Strand D: The student will identify safe versus unsafe behaviors to reduce health and personal risks.</b>	<b>Grade K:</b> •practice behaviors that affect health and safety •list rules that keep you safe and healthy •identify safety rules for medicines and health care products •recognize poisonous substances and labels •demonstrate car, bus, pedestrian, playground and bike safety <b>Grade 1:</b> •demonstrate safe habits to prevent accidents at home •distinguish between safe and unsafe play •describe what to do when unsupervised <b>Grade 2:</b> •distinguish between safe, risky and harmful situations •list rules for safe play •demonstrate safe behavior in a variety of situations (air bags, seat belts, sit in back seat of car, escalator, elevator, etc.) •describe group behaviors that pose safety hazards <b>Grade 3:</b> •describe safety rules for ice, water, snow and sun •demonstrate ways to avoid dangerous situations •identify safe people and places in crisis situations
<b>Sub-Strand E: The student will recognize emergencies and seek support from appropriate resources</b>	<b>Grade K:</b> •identify an emergency •name people who provide help in emergencies and explain how to access them -know when you need help -practice asking for help -find help safely if lost -know where to go if you need help •use a telephone to obtain help, including (9) 911 call format

-give your name, address and phone number

**Grade 1:** •read, write and speak your name, address and phone number in an emergency

**Grade 2:** •describe and demonstrate the correct procedure in reporting and responding to an emergency

**Grade 3:** •determine when treatment is appropriate and when and how to seek help

•know how to get help in dangerous situations

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 3: Health Enhancing Behaviors**

**STANDARD: The student will demonstrate the ability to use goal setting, decision-making and self-reflection to reduce personal risks and enhance health and family living.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-strand A: The student will identify personal health strengths and needs**

- Grade K:** •list personal behaviors that can be good for health (e.g., hand washing, covering mouth when coughing or sneezing, exercise, etc.)
- Grade 1:** •identify good personal health habits
- Grade 2:** •identify common health problems (cold, flu, asthma, head lice, etc.)
- Grade 3:** •demonstrate knowledge of physical activity and the care of the body and how it relates to daily personal health habits.

**Sub-strand B: The student will identify safe, risky and harmful behaviors**

- Grade K:** •name examples of good touch and bad touch  
•demonstrate how to say NO to inappropriate touch  
•use appropriate words for private body parts (penis, vagina, etc.)
- Grade 1:** •demonstrate refusal skills  
•describe the consequences of telling vs. not telling  
•identify things that can hurt your body
- Grade 2:** •identify child abuse and violence
- Grade 3:** •recognize threatening or uncomfortable situations and how to react to them

**Sub-Strand C: The student will demonstrate strategies to improve or maintain personal health and family living.**

- Grade K:** •name ways to improve personal health
- Grade 1:** •define health
- Grade 2:** •list risk factors that affect health
- Grade 3:** •identify strategies for making healthy lifestyle choices

**Sub-Strand D: Demonstrate ways to avoid and reduce threatening situations (e.g., strategies for managing conflict)**

- Grade K:** •identify ways you might hurt others or they might hurt you
- Grade 1:** •identify potential consequences of various behaviors  
•describe how one’s actions may evoke a response in others  
•identify conflicts
- Grade 2:** •list ways to express anger and annoyance in a healthy manner  
•identify the difference between feelings and acting on those feelings  
•identify ways to calm one’s self
- Grade 3:** •identify dangerous and destructive situations  
•describe how compromise can be an effective way to resolve conflict  
•discuss how to identify and deal with bullying, teasing and harassment

**Sub-Strand E: Students will participate in stress reducing strategies.**

- Grade K:** •identify comfortable and uncomfortable feelings
- Grade 1:** •identify some common sources of uncomfortable feelings in children
- Grade 2:** •discuss what stress means  
•list some common causes of stress for children and adults  
•identify ways to cope with change
- Grade 3:** •describe some stress reduction techniques

**Sub-Strand F: Students will use feedback and reflection to evaluate progress on health enhancing strategies.**

**Grade K:** •identify personal health needs

**Grade 1:** •describe how one's behaviors can affect health

**Grade 2:** •compare behaviors that are safe and those that are harmful

**Grade 3:** •weigh risks in making decisions and solving problems related to health

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 4: HEALTH PROMOTION AND DISEASE PREVENTION**

**STANDARD: Students understand concepts related to health promotion and disease prevention.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-Strand A: The student will identify ways to enhance and maintain personal health and well-being.**

**HEALTHY LIVING**

**Grade K:** •identify the importance of good personal care and habits

**Grade 1:** •describe cleanliness and its importance (i.e., hand washing)

•identify what healthy living is

•identify how to take care of the body (teeth, ears, eyes, bones, skin and hair)

**Grade 2:** •describe the importance of regular physical and dental check-ups and immunizations

**Grade 3:** •list positive health behaviors that help avoid certain health hazards

**NUTRITION**

**Grade K:** •identify the role food plays in health

**Grade 1:** •name snacks from each food group

**Grade 2:** •classify foods and food combinations into the food groups

•identify the basic five food groups according to the food pyramid

•define nutrition

**Grade 3:** •show evidence of healthy choices in nutrition (in real or simulated situations)

•identify foods that provide energy for exercise and activity

•identify the number of servings recommended per day from each food group

**SUBSTANCE USE AND/OR ABUSE**

**Grade K:** •determine the difference between helpful and harmful substances

•describe the safe use of medication

**Grade 1:** •describe harmful effects of alcohol, tobacco and other drugs

(ATOD) on body systems

**Grade 2:** •define chemical use and abuse

•identify the effects of smoking and second hand smoke

**Grade 3:** •show evidence of healthy choices in real or simulated

situations regarding ATOD

•develop strategies to remain drug free

•develop strategies for saying NO

•identify the effects of ATOD on physical, mental, social and family health

•differentiate between drug use, abuse and dependency

**Sub-Strand B: Students will describe the basic structure and functions of the human body systems.**

**BODY SYSTEMS**

**Grade K:** •recognize the body systems

•name the five senses

**Grade 1:** •identify growth needs of a young person

•describe the functions of the body

**Grade 2:** •identify body organs and their functions

•identify that the ability to live, work and play depends on the healthy functioning of the body systems

- Grade 3:** •show evidence of healthy choices in real or simulated situations regarding proper care of the body  
 •define the basic structure and functions of the body systems

**GROWTH AND DEVELOPMENT**

- Grade K:** •describe how individuals are different in terms of behavior and appearance  
**Grade 1:** •compare and contrast individual physical differences  
**Grade 2:** •describe the cycle of development from infancy to old age  
**Grade 3:** •describe how people vary in size, height and rate of maturation

**Sub-Strand C: Students will identify how physical, social and emotional environments influence personal health**

**MENTAL, EMOTIONAL AND SOCIAL HEALTH**

- Grade K:** •define community  
 •discuss how relationships can lead to better personal health  
 •list good manners  
 •identify basic needs of humans  
**Grade 1:** •identify healthy, safe and clean communities  
 •list ways to contribute to a healthy environment at home and school  
 •identify unsafe and violent actions  
 •identify some rules and laws  
**Grade 2:** •identify ways you might hurt others and how they might hurt others  
 •classify violent and non-violent TV  
**Grade 3:** •describe the interrelationship of mental, emotional and social health  
 •discuss violence and gangs in the community  
 •identify how violence and gangs may affect your physical, social and emotional health

**ENVIRONMENTAL HEALTH**

- Grade K:** •identify healthy and unhealthy noise levels  
 •describe the importance of the “3 R’s”: reduce, reuse, and recycle  
 •identify the effects of littering  
**Grade 1:** •define pollution  
 •identify how to dispose of solid waste properly  
 •identify ways to contribute to a healthy environment at home and at school  
 •keep air and water clean  
 •describe the effect of air pollution on lungs  
 •identify the dangers of lead  
 •describe how to avoid second hand smoke and smog  
**Grade 2:** •identify different environmental hazards  
 •identify the effects of pollution on the body  
 •describe how to protect yourself from radiation (skin safety)  
**Grade 3:** •define environment  
 •define pollution  
 •describe the impact the environment can have on personal health  
 •identify different environmental hazards (types of pollution)

**Sub-Strand D: Students will describe how the family influences personal health.**

- Grade K:** •develop relationship skills within the family  
 •follow family rules that may affect one’s health (identify?—seems prescriptive)

- Grade 1:**
  - describe healthy relationships
  - describe how one’s personal behaviors can affect the behavior and feelings of other family members
- Grade 2:** •identify issues that affect family eating patterns (i.e., cultures, traditions, economics)
- Grade 3:**
  - describe the relationships of family preferences and culture to food choices
  - list strategies that improve or maintain family health
  - describe how health related problems impact the entire family

**Sub-Strand E: Students will explain how childhood injuries and illness can be prevented or treated.**

- Grade K:**
  - describe how to prevent the spread of germs (hand washing, cover mouth when sneezing)
  - describe diseases that are caused by germs
  - identify the difference between being well and being ill
  - describe the relationship between habits and health
  - discuss personal care practices
  - identify potential hazards in the home (e.g., electrical, hot water, falls, etc.)
- Grade 1:**
  - describe how diet, exercise, rest and immunizations can reduce the risk of disease
  - identify how to stay safe in cars, buses and on bikes
- Grade 2:**
  - define communicable and non-communicable diseases
  - identify potential outdoor hazards (pedestrian, playground, etc.)
  - describe the ways the body protects itself from disease
  - describe the transmission and prevention of disease
  - list the signs and symptoms of illness and disease
  - identify the body’s basic lines of defense (immune system)
  - describe diseases that are caused by bacteria and viruses
- Grade 3:**
  - list the benefits of early detection and treatment of disease
  - identify precautions and practices that should be taken in special conditions (i.e., bad weather, darkness, being home alone, holidays (Halloween), being approached by strangers, avoiding conflicts, guns, knives, etc.)
  - avoid UVR exposure when in the sun
  - identify how to stay safe when exercising

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 5: INFLUENCES**

**STANDARD: Students analyze the influence of culture, media, technology and other factors on health, personal and family relationships.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-Strand A: Students will describe how culture influences personal health behaviors.**

- Grade K:** •discuss family background
- Grade 1:** •begin to define the meaning of culture
- Grade 2:** •identify personal cultural background
- Grade 3:** •identify cultural customs in eating habits, health care practices,)

**Sub-Strand B: Students will identify how media influences thoughts, feelings and health behaviors.**

- Grade K:** •identify advertising messages that affect children (TV programs, retail marketing, movies, etc.)
- Grade 1:** •identify an ad and discuss why the ad appeals to children  
•define media as TV, news, magazines and books music and the internet
- Grade 2:** •identify ways the media makes products appealing
- Grade 3:** •discuss how the media influences our spending decisions

**Sub-Strand C: Students will describe ways technology can influence personal health.**

- Grade K:** •describe personal TV watching habits
- Grade 1:** •calculate the amount of time spent watching TV in a given time period
- Grade 2:** •identify how time is spent (physical activities, homework, TV, etc.)
- Grade 3:** •develop time management skills

**Sub-Strand D: Students will explain how information from school and family influences health and choices.**

- Grade K:** •discuss family members as health helpers
- Grade 1:** •identify school health helpers
- Grade 2:** •explain how information from family and friends influences health
- Grade 3:** •define peers  
•define peer pressure (negative and positive)  
•explore how the behavior of family and peers contribute to a person’s physical, mental and social health  
•identify where families can go for help with health issues

**Sub Strand E: Students will locate information and opinions about health issues (e.g. self and family)**

**Grade K:** •identify community health care providers (nurses, school health care providers, medicine men, etc.)

**Grade 1:** •identify when to use health care providers

**Grade 2:** •name various health providers and identify how they can provide assistance with specific health needs

**Grade 3:** •list resources for obtaining health information

**KINDERGARTEN-3<sup>RD</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 6: INTERPERSONAL COMMUNICATION**

**STANDARD: Students demonstrate the ability to use interpersonal communication skills to enhance health, personal and family relationships.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-Strand A: Students will distinguish between verbal and non-verbal communication.**

- Grade K:** •use “I” statements to express a feeling  
•define and identify feelings
- Grade 1:** •describe methods of communication
- Grade 2:** •demonstrate thoughtful behavior to others  
•list attentive listening skills
- Grade 3:** •develop skills necessary for effective communication  
•identify differing points of view

**Sub-Strand B: Students will describe characteristics needed to be a responsible friend and family member.**

- Grade K:** •identify ways to help others  
•identify ways to respect self and others  
•list reasons friends are important  
•name unique qualities of self and others
- Grade 1:** •identify and share strengths and what makes you unique and special  
•identify relationships that people form  
•describe qualities that make a good friend  
•develop skills to form healthful and responsible friendships  
•describe how your behavior affects others
- Grade 2:** •develop friendship goals and skills  
•describe ways to be responsible for household tasks and schoolwork  
•display friendliness and politeness
- Grade 3:** •identify the benefits of relationships  
•distinguish between healthy and unhealthy relationships  
•display empathy toward others

**Sub-Strand C: Students will identify healthy ways to express needs, wants and feelings.**

- Grade K:** •practice self-care and healthy habits  
•identify personal feelings  
•identify causes for various feelings  
•use “I” messages in expressing thoughts and needs  
•identify ways to ask for help
- Grade 1:** •describe harmful relationships  
•identify healthy ways to deal with anger  
•identify personal talents, qualities and feelings  
•identify and share feelings in appropriate ways  
•list the difference between personal wants and needs
- Grade 2:** •list ways to cope with uncomfortable feelings (e.g., anger, fear, etc.)  
•identify real dangers and how to cope with them

- identify ways to seek assistance if worried, abused or threatened (including how to tell a trusted adult if uncomfortable touching occurs)
- define common sense and how it affects decision-making
- Grade 3:**
  - recognize abusive, violent or threatening situations
  - practice self-protective strategies
  - describe how mood changes and strong feelings affect thoughts
  - define trust
  - list qualities of a trustworthy person

**Sub-Strand D: Students will identify ways to communicate care, consideration, respect and support of self and others.**

- Grade K:**
  - identify ways to help others
  - describe a friendship
- Grade 1:**
  - demonstrate respect for others in a group
  - show caring to a member of the family
  - explain how cooperation builds healthy relationships
- Grade 2:**
  - express and respond to complaints
  - describe considerate behavior toward others
  - recognize qualities of healthy friendships
  - discuss making, keeping and ending friendships
  - share time, possessions and friends in group situations
  - practice solving problems in the classroom
  - recognize how others can be hurt by our actions
  - identify teasing
- Grade 3:**
  - handle problems with others
  - express appreciation and respectful behavior
  - define harassment
  - identify sexual harassment

**Sub-Strand E: Students will demonstrate conflict resolving skills to build and maintain healthy relationships.**

- Grade K:**
  - define conflict
  - describe how conflict is part of life
- Grade 1:**
  - give examples of conflict
  - list ways to resolve conflicts without fighting or violence
- Grade 2:**
  - discuss conflict resolution skills
    - identify the conflict
    - determine what I want
    - determine what you want
    - describe how our wants are different and alike
    - identify possible solutions
    - predict what outcomes the solutions will have
    - describe which solutions meet our needs best
  - determine the seriousness of various conflicts
  - list places where people can get help with problems
  - identify rules and laws in communities that control the way people handle conflict
  - determine the causes of conflict

- Grade 3:** •identify and deal with causes of conflict in a group
- describe gang behavior and its effects on individuals
- practice compromise as a solution to conflict

**Sub-Strand F: Students will demonstrate refusal skills to enhance health.**

- Grade K:** •locate a trusted adult
- identify refusal skills
- identify personal space in various situations
- Grade 1:** •describe good decisions
- Grade 2:** •be able to say NO
- identify that the first consideration in resolving conflict is personal safety
- Grade 3:** •use resistance skills
- list ways to show disapproval without conflict

**GRADES 4-8 HEALTH EDUCATION  
STANDARDS AND GRADE LEVEL EXPECTATIONS**

**4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 1: FAMILY AND COMMUNITY RELATIONSHIPS****STANDARD: The student will understand the mutual connection and responsibilities of individuals, families and communities.****SUB-STRANDS****GRADE LEVEL EXPECTATIONS****Sub-strand A: Student will identify and describe the variety of family formations and demonstrate an appreciation of the uniqueness of individual and diverse families.**

- Grade 4:** •name several ways in which a family is important to building positive skills  
**Grade 5:** •name different family structures (nuclear, single parent, gay, lesbian, adoptive, foster, extended, etc.)  
**Grade 6:** •identify different responsibilities, roles cultural celebrations and traditions within families.  
**Grade 7:** •list some qualities that contribute to a healthy family  
**Grade 8:** •describe the variety of family formations that exist in our community

**Sub-strand B: Students will demonstrate an awareness of behaviors which strengthen and support all families.**

- Grade 4:** •describe how healthy family rules can be established  
**Grade 5:** •list some qualities that contribute to a healthy family  
**Grade 6:** •discuss how a family can help in making healthy choices  
**Grade 7:** •identify behaviors that strengthen families  
**Grade 8:** •list positive behaviors that adults in families teach their children

**Sub-strand C: Students will describe family dynamics and recognize the interrelatedness of all members**

- Grade 4:** •identify the kinds of crises that require adjustments by the family  
**Grade 5:** •list ways family members adjust to blended families  
**Grade 6:** •describe feelings you might face when your family has a crisis  
**Grade 7:** •identify where to get support during a crisis (church, spiritual leaders, tribal leaders, health care professionals, school staff, trusted adults, community resources)  
**Grade 8:** •list some problems families might face

**Sub-strand D: Students will illustrate the function and roles of the family.**

- Grade 4:** •describe the benefits of a family (members who live together and extended families)  
**Grade 5:** •describe how family members and peers may influence personal health and wellness choices  
**Grade 6:** •define dependence, independence, interdependence  
**Grade 7:** •identify social skills that improve relationships  
**Grade 8:** •identify potential roadblocks to successful relationships

**Sub-strand E: Students will demonstrate appropriate care-giving skills(e.g. nurturing, boundaries, safety, trust and respect)**

- Grade 4:** •explain the importance of showing respect for the feelings, rights and property of others  
**Grade 5:** •describe respectful/disrespectful behaviors  
**Grade 6:** •define and discuss what boundaries are  
**Grade 7:** •describe care-giving behaviors that are healthful in relationships  
**Grade 8:** •demonstrate and/or describe appropriate care-giving skills such as setting boundaries, creating safe environments and building trust

**Sub-strand F: Students will differentiate the skills, abilities and needs of individuals At different developmental stages (e.g. infancy, childhood, adolescence).**

- Grade 4:** •identify how heredity, environment and lifestyle may affect the health of family members  
**Grade 5:** •describe elements of a diverse society  
**Grade 6:** •identify benefits and challenges of a diverse society

- Grade 7:** •demonstrate ways to show respect for differences (e.g., age, race, gender, physical, cultural, religious differences, learning styles, etc.)
- Grade 8:** •define and give examples of discrimination against people who are different from one's self

**Sub-Strand G: Students will demonstrate the ability to use interpersonal skills (e.g., recognize and value points of view)**

- Grade 4:** •demonstrate speaking and listening behaviors
- Grade 5:** •demonstrate refusal and negotiation skills that could be used to protect self and others from violent and/or abusive situations
- Grade 6:** •distinguish between verbal and non-verbal communication
- Grade 7:** •explain the difference between intrapersonal, interpersonal and intergroup communication
- Grade 8:** •describe how the behaviors of family and peers affect interpersonal communication

**Sub-Strand H: Students will describe the community resources that support families.**

- Grade 4:** •demonstrate the ability to locate school and community health helpers (HMO's, public health clinics, etc.)
- Grade 5:** •identify resources for staying safe in public places  
•identify sources of help for dealing with family problems or violence
- Grade 6:** •utilize resources from home, school and community that provide valid health information
- Grade 7:** •list resources available to support family living in the community (parks, social services, businesses, etc.)
- Grade 8:** •describe ways school support groups, mentors and various community agencies  
•provide teens, who are living in unhealthy situations with support and resources and how to access them

**4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 2: HEALTH AND CONSUMER INFORMATION****STANDARD: Students will access and analyze information about products and services that promote a healthy lifestyle.****SUB-STRANDS****GRADE LEVEL EXPECTATIONS**

**Sub-strand A: Students will analyze consumer products based on individual needs and preferences and will identify first aid and safety strategies.**

- Grade 4:** •demonstrate strategies for managing first aid emergencies (first aid, choking, Heimlich maneuver, CPR, bleeding)
- Grade 5:** •review first aid strategies
- Grade 6:** •use emergency and first aid information, procedures and products
- Grade 7:** •demonstrate preventative safety strategies (helmet use, poison information, etc)
- Grade 8:** •demonstrate basic first aid skills for various emergencies

**Sub-strand B: Students will analyze and compare health information, cost of products and services.**

- Grade 4:** •identify advertising messages
- Grade 5:** •analyze the effects of advertising on personal health choices
- Grade 6:** •analyze the impact of technology on personal and family health  
•list consumer influences and buying habits  
•know influences that promote alcohol, tobacco and other drug use
- Grade 7:** •evaluate factors that influence personal use of health products
- Grade 8:** •analyze how media influences the selection of health products and services

**Sub-strand C: Students will illustrate how individuals and resources in the community advocate, promote and facilitate for individual, family and community health across a diverse population.**

- Grade 4:** •demonstrate the ability to locate health products and services
- Grade 5:** •describe how you ask for assistance in making health related decisions and setting goals.
- Grade 6:** •identify community resources that are available to assist individuals and families with various health problems
- Grade 7:** •describe the influence of cultural, spiritual, family history and religious beliefs families
- Grade 8:** •describe the relationship of values, socioeconomic factors and cultural influences in the selection of health care services for individuals and families (HMO's, health clinics, etc.)

**Sub-strand D: Students will practice safe behaviors to reduce health and personal risks.**

- Grade 4:** •demonstrate behaviors that promote safety  
•identify rules for safe use of health care products  
•define responsibility and consequences  
•describe some potential consequences of not acting responsibly
- Grade 5:** •identify actions that are risky or harmful to self or others  
•create a personal safety plan to use in a crisis situation
- Grade 6:** •identify hazards in the home and recognize procedures to rectify the situation
- Grade 7:** •identify dangers in the immediate environment and how to respond to them  
•predict the possibilities and consequences of violence
- Grade 8:** •describe ways for individuals to protect themselves from violent or abusive situations

**Sub-strand E: Students will determine when treatment is appropriate and when and how to seek further help when needed.**

- Grade 4:** •recognize problems in daily living situations that may require assistance and select appropriate resources to deal with them  
•differentiate between minor and major emergencies
- Grade 5:** •prioritize and demonstrate the steps involved in assessing an emergency situation
- Grade 6:** •locate various resources for help
- Grade 7:** •identify various medical emergencies and ways to deal with them  
•use decision making skills to get help in dangerous situations

**Grade 8:** •describe situations requiring professional health services

**Sub-strand F: Students will identify and use strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues (e.g., diverse cultural perspectives)**

**Grade 4:** •identify situations in one’s personal life and in the community where a decision is required  
•state the risks of invalid information, products and services  
•describe a decision making model

**Grade 5:** •describe ways to avoid, recognize and respond to negative social influences and pressure to use alcohol, drugs and tobacco

**Grade 6:** •suggest strategies for supporting others in making healthy decisions  
•gather necessary information to make healthy decisions  
•name some of the effects of group attitudes (positive, negative, biased, etc.)

**Grade 7:** •describe how the behavior of family and peers affect interpersonal communication

**Grade 8:** •analyze how health related decisions are influenced by individual, family and community values  
•identify health concerns that require collaborative decision making  
•describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities

# 4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

## STRAND 3: HEALTH ENHANCING BEHAVIORS

**STANDARD:** Students will demonstrate the ability to use goal-setting, decision-making and self-reflection to reduce personal risks and enhance health and family living.

### SUB-STRANDS

### GRADE LEVEL EXPECTATIONS

**Sub-strand A:** Students analyze the role of individual responsibility for enhancing health (e.g., a personal health assessment/goal)

- Grade 4:** •define health and health risks  
•identify risks that contribute to or distract from health
- Grade 5:** •describe factors that influence a person’s lifestyle (home environment, exercise, eating habits, smoking, chemical abuse, etc.)  
•describe positive qualities about themselves  
•identify potential stressors in their lives  
•identify personal values  
•define gender roles, family, cultural and religious beliefs  
•calculate heart rate (resting and maximum)
- Grade 6:** •define fitness
- Grade 7:** •identify five components of health related fitness (cardiovascular endurance, muscular strength and endurance, flexibility and body composition)  
•set a personal health goal and track progress toward its achievement
- Grade 8:** •analyze how behavior can impact health maintenance and disease prevention (smoking, chemical use, sexual activity)  
•explain how exercise is a benefit to personal health

**Sub-strand B:** Students will describe the short term and long term consequences of safe, risky and harmful behaviors (e.g., diet and physical intimacy)

- Grade 4:** •apply basic health and safety measures to avoid potential risks (bike helmets, seat belts, sunscreen, etc.)  
•describe how alcohol, tobacco and other drugs can affect your body  
•demonstrate ways to avoid and reduce threatening situations
- Grade 5:** •describe ways to avoid, recognize and respond to negative social influences and pressure to use medicines, tobacco, alcohol or other drugs
- Grade 6:** •describe how to obtain help in high risk situations that pose an immediate threat to oneself, family or friends (e.g. drunk or drugged driver, violent arguments, etc.)  
•apply strategies to reduce risks of harm to self and others (guns, knives, other weapons)
- Grade 7:** •describe in concrete terms what it means to be self-protective (i.e. personal safety plan)
- Grade 8:** •evaluate the responsibility of each person to ensure lifelong health with regard to sexual health and behaviors

**Sub-strand C:** Students will set goals and apply strategies for improvement of healthful personal and family living.

- Grade 4:** •identify goals and write a plan to reduce personal health risks (bike helmets, sunscreen, seat belts, etc.)
- Grade 5:** •name some strategies and skills used to attain personal health goals and track progress toward their achievement  
•evaluate the process used in solving a problem  
•identify the peer group’s positive and negative influences  
•plan strategies to resist pressure from self and others to use tobacco, alcohol or other drugs

- Grade 6:**
  - develop and record short term goals regarding personal health and fitness
  - describe how sports related injuries can be reduced through the use of appropriate safety equipment and first aid guidelines
  - acknowledge the right to take care of oneself before addressing other people’s needs
  - identify where and why peer groups apply pressure (directly or indirectly)
- Grade 7:**
  - explain how family modeling influences personal preventative safety
  - explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death
- Grade 8:**
  - set personal goals and identify strategies for improvement of one’s personal or family health
  - analyze a personal health assessment to determine health strategies and risks

**Sub-strand D: Students will demonstrate ways to avoid and reduce threatening situations (e.g., strategies for managing conflict)**

- Grade 4:**
  - demonstrate, practice and execute basic conflict resolution strategies to solve or prevent problems
  - discuss how to deal with violent behavior in self and others
  - recognize internal messages telling us “to be cautious” or “beware”
  - identify differences between passive, assertive and aggressive behavior
- Grade 5:**
  - practice problem solving different types of conflicts using effective communicate and mediation techniques
  - demonstrate assertiveness skills and identify situations in which they could be used
  - identify what behaviors are physically, emotionally or sexually abusive
  - define sexual harassment
  - differentiate between different types of conflict
  - identify how to ask for help in various situations
  - define peer pressure
- Grade 6:**
  - sequence the steps in decision making
  - define power and discern when there are abuses of power
  - identify harassing behaviors
  - demonstrate the ability to intervene when harassment is occurring
- Grade 7:**
  - demonstrate conflict resolution skills
- Grade 8:**
  - state the difference and give examples of equality and respect vs. exploitation and domination
  - describe how unresolved conflicts harm health, harm relationships and cause violence
  - identify and understand the sexual harassment laws and policies and why they are necessary

**Sub-strand E: Students will identify and self-apply strategies to manage stress.**

- Grade 4:**
  - identify signs of stress in an individual
  - discuss positive and negative ways to cope with stress
- Grade 5:**
  - identify how the body responds to stress
  - identify personal stressors in daily living and appropriate strategies to cope or adapt

- Grade 6:** •describe methods of stress management
  - recognize when it is time to get help easing stress
  - define and give examples of individual resiliency
- Grade 7:** •demonstrate strategies to manage stress
- Grade 8:** •describe the general adaptation syndrome (alarm, resistance, exhaustion)
  - analyze healthy and unhealthy stress reducers (e.g., chemical use, exercise, etc.)

**Sub-strand F: Students will use feedback and reflection to monitor and evaluate progress on health-enhancing behavior goals.**

- Grade 4:** •identify when to ask for assistance when making health related decisions and setting health goals
- Grade 5:** •identify steps needed to change behaviors
  - apply skills in breaking a bad habit
  - describe how perseverance relates to personal goals
- Grade 6:** •demonstrate the ability to apply decision making to health issues and problems
  - identify strategies for making
- Grade 7:** •predict how positive health decisions will impact personal health
  - identify the importance of self-responsibility in making health decisions
- Grade 8:** •describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities
  - develop a plan that addresses personal strengths, needs and health risks

# 4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

## STRAND 4:HEALTH PROMOTION AND DISEASE PREVENTION

**STANDARD: The student will understand concepts related to health promotion and disease prevention.**

### SUB-STRANDS

**Sub-strand A: Students will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.**

### GRADE LEVEL EXPECTATIONS

#### HEALTHY LIVING

- Grade 4:** •use a decision making model to promote healthy behaviors
- Grade 5:** •examine how bodily changes (especially during puberty) affect personal self-care  
•discuss the importance of personal self-care needs in adolescence
- Grade 6:** •list self-care products specifically for body care, hair care and dental care
- Grade 7:** •use a decision making model to prevent or reduce the risk of unhealthy behaviors

#### NUTRITION

- Grade 4:** •evaluate food choices and their impact on nutrition and health  
•identify factors that influence food preference (activity level, time, age, money, peers)  
•choose a variety of nutritious foods for good health  
•describe safe food handling
- Grade 5:** •use a decision making model for a healthy diet  
•identify signs of an eating disorder  
•identify the effects of caloric intake, heredity and physical activity on body condition and health  
•list foods from the food pyramid
- Grade 6:** •relate healthy eating patterns to growth and development  
•make food selections that reduce the risk of disease  
•describe how emotions affect eating  
•predict the results of good nutrition  
•describe the changes in food needs in adolescence
- Grade 7:** •plan a nutritious meal  
•state how to read food labels  
•know how to be selective and discriminating consumers of food products
- Grade 8:** •know healthy and unhealthy eating habits  
•evaluate calories consumed and calories expended and how these relate to weight control  
•discuss how eating disorders develop and affect overall health  
•analyze and compare nutrition labeling (serving size, calories, total fat, cholesterol, sodium, carbohydrates, protein, other nutrients and ingredients)

#### SUBSTANCE USE AND/OR ABUSE

- Grade 4:** •identify factors contributing to drug abuse
- Grade 5:** •compare peer pressure to peer support and how each influences the making of informed decisions regarding ATOD (alcohol, tobacco and other drugs)  
•define addiction (physical and psychological)  
•describe how decision making is affected by drugs and alcohol  
•identify drug types (nicotine, alcohol, street drugs, prescription, over the counter, inhalants)  
•demonstrate effective ways to say NO in response to differing kinds of

- peer pressure regarding ATOD
- Grade 6:**
- identify resources for help
  - define strategies to remain drug free
- Grade 7:**
- list drug categories, the specific drugs that fall within each category and where the drugs are derived
  - discuss the extent of drug abuse among adolescents
  - identify the physical and emotional effects (long term and short term) on the individual drug user
- Grade 8:**
- describe how engaging in risky behavior as a young adult can contribute to the development of chronic disease
  - know the rules and laws regarding ATOD

**Sub-strand B: Students will explain how health is influenced by the interaction of body systems**

**BODY SYSTEMS**

- Grade 4:**
- identify the importance of growth measurement (height and weight) and how it relates to physical changes during puberty
- Grade 5:**
- identify how to protect eyes, ears and teeth from damage (loud noises, UVR, injuries)
  - identify various body types
  - define scoliosis and discuss the need for screening for scoliosis
- Grade 6:**
- recall the names of the body systems and give major functions
- Grade 7:**
- demonstrate knowledge of the interrelationship of the body systems to predict health problems that could occur as a result of dysfunction
  - label and identify the major organs within each system
- Grade 8:**
- describe the physical changes that occur during puberty and the interrelationship among systems that causes these changes

**GROWTH AND DEVELOPMENT-HUMAN REPRODUCTION**

- Grade 4:**
- describe physical changes that occur during puberty
  - describe varying rates of change during puberty
  - identify biological differences between boys and girls
  - define and describe the process of menstruation
- Grade 5:**
- identify process of conception, pregnancy and childbirth
  - identify the organs of reproduction
  - define abstinence
- Grade 6:**
- discuss the developmental process of adolescence
  - define sexual responsibility
  - identify that abstinence is the only absolute way to protect against STI's (sexually transmitted infections) and unwanted pregnancy
  - identify and describe gender identity
  - recognize threatening or uncomfortable sexual situations and how to react to them
  - understand that unprotected sexual activity may result in pregnancy or STI's (including HIV)
- Grade 7:**
- contrast the difference between being biologically ready for sex and reproduction and being socially and emotionally ready and responsible
  - identify the consequences of unprotected sexual contact (STI's and unwanted pregnancy)
  - define conception and contraception
- Grade 8:**
- identify various contraceptive devices
  - identify devices by method, effectiveness, cost, potential side effects and availability
  - maintain a list of where to obtain accurate information on sexual issues and reproduction

- analyze the factors that may lead to adolescent pregnancy (i.e., gang initiations, cultural expectations, sexual abuse, questioning sexual/gender identity)

**Sub-strand C: Students will describe how physical, social, and emotional environments influence personal health during adolescence.**

**MENTAL, EMOTIONAL AND SOCIAL HEALTH**

- Grade 4:** •know how positive and negative attitudes affect personal health  
•identify and discuss attitudes and actions toward people with differing abilities
- Grade 5:** •identify how to communicate effectively, resolve conflict peacefully and negotiate successfully  
•know strategies that contribute to effective teamwork  
•know that decision making is affected by alcohol and drugs  
•recognize harmful relationships  
•discuss what attracts children to gangs  
•gain tolerance for people of diverse backgrounds
- Grade 6:** •identify factors that affect growth and development  
•identify ways to alter, enhance or adapt to influences on growth and development  
•identify factors regarding growth and development that one cannot change  
•describe/define discrimination
- Grade 7:** •know how self-concept affects relationships  
•define mental health
- Grade 8:** •recognize mental health problems and identify signs and symptoms  
•know when to seek help for mental health issues  
•identify community and school resources available for mental health issues

**ENVIRONMENTAL HEALTH**

- Grade 4:** •identify ways to assess one’s environment and use protective measures (seat belts, UVR exposure, lead paint, etc.)  
•describe how individuals, communities and states cooperate to control environmental problems and maintain a healthy environment
- Grade 5:** •describe environmental quality of living  
•identify the effects of radon and how to reduce it
- Grade 6:** •describe pollution clean up  
•list environmental laws  
•identify community resources and discuss community action
- Grade 7:** •describe healthy vs. unhealthy environments (air, water, noise pollution, physically safe environment)
- Grade 8:** •demonstrate a knowledge of the importance of preservation (reduce, reuse, recycle)

**Sub-strand D: Students will identify and describe the influence of culture, economics, family and peers on the health of adolescents.**

- Grade 4:** •gather a health history of self and family  
•describe the link between disease and heredity
- Grade 5:** •identify personal rights and responsibilities involved in the treatment of diseases  
•identify problems in daily living that may contribute to self-destructive behaviors
- Grade 6:** •describe how to seek help for family or personal drug abuse or misuse  
•identify cultural and socioeconomic factors within a community that influence the health of its members

- describe the relationship of values, socioeconomic situations and cultural experience to the selection of health care services

**Grade 7:** •describe the media’s influence on self-concept

**Grade 8:** •describe the influence of cultural and religious beliefs on health behaviors and the use of health services

**Sub-strand E: Students will describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.**

**Grade 4:** •choose behaviors to reduce the spread of pathogens

- know ways to reduce or prevent risk of disease or pathogens

- identify factors necessary for germs to reproduce

**Grade 5:** •describe the link between risk factors and responsible behaviors

- identify methods to recognize and avoid threatening situations

- discuss types of pathogens and susceptibility to them

- choose behaviors to reduce the risk of infection with communicable diseases

**Grade 6:** •identify chronic and degenerative diseases (asthma, arthritis, diabetes, allergies)

- practice choosing behaviors that reduce the risk of disease (cardiovascular disease, cancer, STI’s, etc.)

- make healthy decisions based on correct information

**Grade 7:** •distinguish between risk factors and responsible behaviors with regard to disease

**Grade 8:** •describe how chronic diseases can be prevented or reduced through risk assessment

**Sub-strand F: Students will describe ways to reduce risks related to adolescent health problems.**

**Grade 4:** •describe how the immune system works

- differentiate between bacterial and viral infections

**Grade 5:** •identify adolescent health problems

- differentiate between HIV and AIDS and discuss transmission

- describe the effects of HIV on the immune system

**Grade 6:** •discuss the prevention of adolescent health problems and strategies to deal with them

**Grade 7:** •assess personal risk factors related to adolescent health problems

- distinguish between risk factors and responsible behaviors with regard to STI’s, HIV and AIDS

**Grade 8:** •identify behaviors that reduce the risk of adolescent health problems

# 4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

## STRAND 5: INFLUENCES

**STANDARD: The student will analyze the influence of culture, media, technology and other factors on health, personal and family relationships.**

### SUB-STRANDS

### GRADE LEVEL EXPECTATIONS

**Sub-strand A: The student will describe the influence of cultural beliefs on health behaviors and the use of health services by individuals and families.**

- Grade 4:** •discuss that the culture you live in can influence health in many ways  
•identify health care providers in various cultures
- Grade 5:** •discuss attitudes toward health providers in various cultures  
•identify cultural practices that may enhance or conflict with health care goals
- Grade 6:** •research how health practices differ based on cultural influences  
•understand how culture and economics impact one’s health care choices  
•discuss how those differences can influence family health issues within a diverse society  
•identify messages within our culture on teen parenting, marriage and adolescent sexuality
- Grade 7:** •explain how individuals have a personal responsibility for health behaviors
- Grade 8:** •research how health practices differ based on cultural influences  
•identify messages within our culture on teen parenting, marriage and adolescent sexuality

**Sub-strand B: Students will analyze how messages from media and other sources influence individual and family well-being.**

- Grade 4:** •discuss how gender roles, sexuality and idealized body images are portrayed in the media  
•analyze health messages in media ads  
•analyze how violence in media influences behavior
- Grade 5:** •discuss how advertising techniques influence consumer decisions  
•identify techniques used to sell products (i.e., attractive models, humor appeals to the senses, bandwagon approach, etc.)
- Grade 6:** •discuss medical programs on TV and their influence on health  
•check the claims that ads make and find additional information to check validity:
- Grade 7:** •identify and analyze ways the media tell us how to relate to one another
- Grade 8:** •use critical thinking skills to analyze marketing and advertising techniques

**Sub-strand C: Students will analyze the influence of technology on personal and family well-being**

- Grade 4:** •explore how the Internet influences health
- Grade 5:** •define entertainment addiction
- Grade 6:** •explore technological tools to exchange ideas and information about health
- Grade 7:** •explore CD ROM and interactive technology to identify and select health information
- Grade 8:** •describe how technological advances influence health maintenance and disease prevention decisions

**Sub-strand D: Students will analyze how information from peers influences health and choices.**

- Grade 4:** •describe how relationships with peers can include positive peer support and negative peer pressure  
•discuss how peer pressure affects behavior, dress, relationships and health decisions
- Grade 5:** •describe the development process of adolescent independence  
•evaluate the influence of friends, peers and acquaintances on choices and behaviors during adolescence  
•differentiate between negative peer pressure and positive peer support when making informed and responsible decisions regarding personal health
- Grade 6:** •list refusal techniques that reduce negative peer pressure and aggressive behavior  
•identify factors that can affect health and differentiate between those students can change and those they cannot (e.g., heredity, family, environment, disease, etc.)
- Grade 7:** •describe how peers influence the health of individuals
- Grade 8:** •explore critical thinking skills in dealing with peer influences
- 

**Sub-strand E: Students will express information and opinions about health issues.**

- Grade 4:** •practice choosing sources of health related information, products and services wisely
- Grade 5:** •identify barriers to obtaining accurate information and answers to health questions
- Grade 6:** •explore career opportunities in the health related professions and how these jobs meet the needs of health consumers  
•explore volunteer opportunities in school and community organizations that are of value to the individual  
•select appropriate resources in the community that provide prevention, intervention and treatment of health related problems
- Grade 7:** •demonstrate the ability to locate health products and services
- Grade 8:** •demonstrate the ability to utilize resources from home, school and community that provide health information

# 4<sup>th</sup>-8<sup>th</sup> GRADE HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS

## STRAND 6: INTERPERSONAL COMMUNICATION

**STANDARD:** The students will demonstrate the ability to use interpersonal communication skills to enhance health, personal and family relationships.

### SUB-STRANDS

### GRADE LEVEL EXPECTATIONS

**Sub-strand A:** The student will demonstrate effective verbal and non-verbal communication skills to enhance health.

- Grade 4:**
- define what communication is: verbal and non-verbal
  - use decision making techniques (study decisions, seek facts, identify alternatives, predict consequences, use data, interpret decisions)
  - seek information neutrally
  - speak clearly and confidently when expressing an idea
  - 
  - appear interested when using attentive listening
- Grade 5:**
- practice assertive communication skills in preventing violent situations
  - demonstrate how to handle volatile situations and avoid problems (role plays)
  - use non-verbal communication effectively (eye contact, body position, voice tone)
- Grade 6:**
- demonstrate actions that can be used to deal with individuals exhibiting dangerous behaviors
  - recognize signs of violence directed at others
  - practice communication techniques that can improve family life (e.g., talking openly with parents about problems)
- Grade 7:**
- discuss the importance of communication
  - describe assertive, aggressive and abusive communication
- Grade 8:**
- role play effective communication strategies
  - analyze the impact of effective communication e.g., job interviews, etc.)

**Sub-strand B:** Student will describe how the behavior of family and peers affects interpersonal communication.

- Grade 4:**
- display positive behaviors in diverse situations
  - describe skills that are important for solving family situations
  - identify family violence
  - identify how abusive behavior is learned
  - describe problems that arise in friendships and suggest ways to correct them
- Grade 5:**
- evaluate the importance of effective listening skills in building and maintaining friendships
  - describe violence and consequences of being violent
  - describe how being violence can affect your role in the home, school and community
  - list strategies for coping with feelings of rejection or isolation
- Grade 6:**
- describe how appropriate and inappropriate behavior in relationships affect health

	<p><b>Grade 7:</b> •exchange information, questions and ideas while recognizing the perspectives of others</p> <p><b>Grade 8:</b> •identify appropriate ways to build and maintain positive relationships •develop skills to recognize and avoid violent and abusive relationships •identify sources of help when dealing with abuse •identify the dynamics of violence in the family, community and school and how that affects interpersonal communication</p>
<p><b>Sub-strand C: Students will demonstrate healthy ways to express needs wants and feelings in maintaining healthy relationships.</b></p>	<p><b>Grade 4:</b> •describe emotions •name the stages associated with grief and loss •identify confusing, difficult and threatening situations that may require the assistance of an adult</p> <p><b>Grade 5:</b> •define emotional maturity, puberty and self-concept •list characteristics of positive and negative self-concept</p> <p><b>Grade 6:</b> •identify the effects of self-concept on healthy choices and relationships •identify strategies to manage stress and feelings caused by disappointment, separation or loss</p> <p><b>Grade 7:</b> •identify strategies to develop a positive self-concept •identify abusive behaviors •describe individual rights and expectations in relationships</p> <p><b>Grade 8:</b> •identify violent behaviors •list strategies to prevent and deal with violence and abuse (resources, reporting, safety plan) •evaluate the effects of violence and abuse on self and others</p>
<p><b>Sub-strand D: Students will demonstrate ways to communicate care, consideration, respect and support of self and others.</b></p>	<p><b>Grade 4:</b> •identify behaviors that communicate care, consideration and responsibility •identify and use strengths of others in a group •identify sexual harassment and abuse •identify non-violent ways to deal with anger</p> <p><b>Grade 5:</b> •describe ways to prevent and avoid discrimination -identify discrimination and prejudice -define ageism, racism, sexism, heterosexism, homophobia, etc. -define hate crimes •identify cooperative and social skills that facilitate working in groups</p> <p><b>Grade 6:</b> •take initiative in interacting with others •identify and discuss the effects of actions toward people of differing abilities, chronic illness or toward people of differing ethnic or cultural backgrounds</p> <p><b>Grade 7:</b> •analyze ways individuals can respond to the needs of those of varying abilities</p> <p><b>Grade 8:</b> •describe the effects and consequences of harassment •list ways to demonstrate tolerance toward self and others</p>
<p><b>Sub-strand E: Students will demonstrate strategies for resolving interpersonal conflicts without harming self or others.</b></p>	<p><b>Grade 4:</b> •utilize non-violent procedures to resolve conflict •identify strategies to mediate a conflict •show evidence of healthy choices in real or simulated interpersonal situations</p> <p><b>Grade 5:</b> •communicate ideas in a manner that does not irritate others •identify goals and values important to others</p>

- predict the consequences of violence
- identify possible causes of conflict among youth in schools and communities
- Grade 6:**
  - analyze the benefits of resolving conflicts without fights
  - identify risk factors associated with violence
  - describe costs of violence on society
  - describe situations that lead to fights
  - manage reactions to insults, discrimination and escalation of conflicts
  - understand the impact of criticism on others
  - identify situations where it is best to ignore conflicts (de-escalate vs. escalate)
  - apply basic conflict resolution skills to prevent and solve problems
  - avoid conflicts by:
    - refusing to spread rumors
    - staying away from fight scenes
    - showing respect for people who apologize
    - ignoring insults and avoiding fights
- Grade 7:** •acquire skills needed for conflict resolution
- Grade 8:** •demonstrate strategies needed to protect oneself from violence

**Sub-strand F: Students will demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.**

- Grade 4:**
  - describe steps in making responsible decisions
  - communicate feelings in a clear manner
  - describe how compromise can be an effective way to resolve conflict
  - seek compromise that does not go against personal values
- Grade 5:**
  - identify how refusal and negotiation skills can be used to avoid potentially harmful or exploitative situations
  - differentiate between respectful and disrespectful or hurtful behavior (sexual harassment/abuse)
  - demonstrate assertive/refusal skills and identify situations in which they should be used
  - define body language
  - demonstrate listening skills
- Grade 6:**
  - identify pressures (societal, peer, economic, environmental)
  - identify non-verbal communication messages of dress and behavior
  - describe strategies for negotiating peaceful solutions to conflicts
  - practice assertive communication skills in situations that are potentially violent
- Grade 7:**
  - analyze the risks and benefits of confronting a potentially violent person
  - apply decision making skills to avoid harmful situations
- Grade 8:**
  - list the effects of physical and verbal abuse
  - identify the consequences of gang membership
  - identify the history of gangs across cultures
  - analyze the impact of gangs on one's community

**Sub-strand G: Students will demonstrate the ability to influence and support others in making positive choices.**

- Grade 4:** •apply the skill of supporting a friend to help that friend make a healthy choice
- Grade 5:** •describe the effects of honest and open communication on family and friends
- Grade 6:** •contribute to the development of a supportive climate in a group
- Grade 7:** •evaluate positive choices
- Grade 8:** •evaluate the differences between positive and negative communication

**LEVEL I AND II HEALTH EDUCATION  
STANDARDS AND GRADE LEVEL EXPECTATIONS**

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 1: FAMILY AND COMMUNITY RELATIONSHIPS**

**STANDARD: The student will understand the mutual connection and responsibilities of individuals, families and communities.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-strand A: The student will demonstrate an understanding and appreciation of the uniqueness of individual and diverse families in the community.**

- Level I:** •describe differences between family, friends, work and dating relationships  
**Level II:** •set goals for your future family

**Sub-strand B: The student will demonstrate an awareness of behaviors which strengthen and support all families.**

- Level I:** •describe ways family members adjust to changes (death separation of parents, parental dating, remarriage, stepfamilies, new babies, etc.)  
**Level II:** •demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.

**Sub-strand C: The student will explain and analyze family dynamics and recognize the interrelatedness of all members.**

- Level I:** •differentiate between a healthy and unhealthy family environment  
**Level II:** •explain how drug dependency in families affects teen behavior  
 • discuss ways for individuals to establish and maintain healthy relationships within unhealthy families

**Sub-strand D: The student will describe how the function and role of the family are modified by history.**

- Level I:** •list positive behaviors adults in families teach their children  
**Level II:** •analyze the impact of cultural trends, religion, government policies and social issues on the family structure and function

**Sub-strand E: The student will apply in a variety of settings appropriate care-giving skills (e.g., nurturing, boundaries, safety, trust, respect)**

- Level I:** •analyze personal care-giving skills currently used  
 •predict personal care-giving skills as an adult  
 •develop personal goals that reflect care-giving skills as a student, adult and parent  
**Level II:** •set goals, developing a focused plan to accomplish personal relationship goals as a student, adult and parent  
 •write desired outcomes from this goal setting

**Sub-strand F: The student will differentiate the skills, abilities and needs of individuals at different developmental stages.**

- Level I:** •discuss forms of discrimination (ageism, sexism, racism, homophobia, etc.)  
**Level II:** •analyze the effects of discrimination against various groups, including the causes, issues and possible solution

**Sub-strand G: The student will demonstrate the ability to us interpersonal communication skills (e.g., non-violent conflict resolution).**

- Level I:** •demonstrate strategies to manage conflict in healthy ways  
**Level II:** •demonstrate skills for communicating effectively with peers, family and others  
 •compare and contrast strategies for reducing and solving interpersonal and intergroup conflicts  
 •evaluate the benefits of effective communication

**Sub-strand H: The student will describe the community resources that support families.**

**Level I:** •research and evaluate community resources that address individual and family issues

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 2:HEALTH AND CONSUMER INFORMATION**

**STANDARD: The student will access and analyze information about products and services that promote a healthy lifestyle.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

<p><b>Sub-Strand A: The student will evaluate the accuracy of information, products and services.</b></p>	<p><b>Level I:</b> • analyze the validity and reliability of health information, products, and services          •develop skills for first aid treatment of injury and illnesses (e.g., poison, choking, burns, CPR, bleeding, etc.)</p> <p><b>Level II:</b> •compare costs and validity of health products          •make informed decisions by analyzing health information from a variety of resources          •assess skills for first aid treatment of injury and illness (e.g., CPR training)</p>
<p><b>Sub-Strand B: The student will investigate and evaluate factors that influence personal selection of health products and services (e.g., cost, culture and marketing)</b></p>	<p><b>Level I:</b> •identify the impact of culture, media, community, family, religion and technology on selection of health products and services</p> <p><b>Level II:</b> •evaluate the effects of media and other factors on personal, family and community health</p>
<p><b>Sub-strand C: The student will analyze how individuals and resources in the community advocate, promote and facilitate for individual, family and community health across a diverse population.</b></p>	<p><b>Level I:</b> •demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information</p> <p><b>Level II:</b> •analyze and compare health information and costs of various products, health services, agencies and businesses within the health industry</p>
<p><b>Sub-strand D: The student will analyze situations to determine safe and personal risks.</b></p>	<p><b>Level I:</b> •demonstrate ways to avoid and reduce threatening situations          •develop injury prevention and management strategies for personal, family and community health</p> <p><b>Level II:</b> •analyze and predict short and long term consequences of safe, risky or harmful behaviors</p>
<p><b>Sub-strand E: The student will analyze situations requiring health services (e.g. CPR, acute care)</b></p>	<p><b>Level I:</b> •demonstrate the ability to access school and community health services for self and others          •discuss the role of various health care providers in dealing with situations requiring care</p> <p><b>Level II:</b> •explore career opportunities in the health/fitness area          •determine interests, opportunities and academic preparation necessary for various health related careers          •develop critical decision making skills in choosing and evaluating health care services</p>

**Sub-strand F: The student will identify and use strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues (e.g. diverse cultural perspectives)**

- Level I:**
- analyze various communication methods to accurately express health information and ideas
  - utilize strategies to overcome barriers to healthy living
- Level II:**
- select and apply appropriate strategies to solve problems related to the health care system, considering issues such as experimental drugs and treatments, access issues and medical ethics

**Sub-strand G: The student will analyze cost and accessibility of health care services for diverse communities (e.g. cultural and socioeconomic)**

- Level I:**
- discuss cost and access related to various services across a diverse community
- Level II:**
- analyze and create strategies for accessing services across a diverse community

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 3: HEALTH ENHANCING BEHAVIORS**

**STANDARD: The student will demonstrate the ability to use goal setting, decision making and self-reflection to reduce personal risks and enhance health and family living.**

**SUB-STRANDS****GRADE LEVEL EXPECTATIONS**

**Sub-strand A: The student will evaluate the role of individual responsibility for enhancing personal and family health(e.g. evaluate a personal health assessment/goal)**

- Level I:**
- explain when to ask for assistance when making health related decisions
  - discuss the role of individual responsibility for enhancing health
- Level II:**
- demonstrate the ability to apply a decision-making process to health issues and problems
  - design and implement a fitness plan with goals and desired outcomes

**Sub-strand B: The student will analyze the short term and long term consequences of safe, risky and harmful behaviors.**

- Level I:**
- explain why people choose positive and negative sexual behaviors
  - critique various sexual behaviors and evaluate their risks
- Level II:**
- describe positive and negative consequences of intimate behaviors
  - give examples of positives and negatives of physically and emotionally intimate behaviors (categories: risky, safer, safest)
  - recommend the safest behaviors when considering options to an unplanned pregnancy: abortion, adoption, parenting
  - consider each option for unplanned pregnancy before making a decision

**Sub-strand C: The student will set goals, explain and apply strategies for improvement of personal and family health living.**

- Level I:**
- analyze how behavior can impact health maintenance and disease prevention
- Level II:**
- select a personal health assessment and determine strategies and outcomes for health enhancement and risk reduction

**Sub-strand D: The student will demonstrate ways to reduce and avoid threatening situations (e.g. strategies for managing conflict)**

- Level I:**
- develop skills to mediate conflicts between others
  - list interpersonal, interpersonal and intergroup conflicts
  - review and apply conflict resolution skills in everyday situations (e.g., family, cultural, religious, etc.)
  - list various conflicts and analyze possible causes
- Level II:**
- describe how to take responsibility for personal actions
  - discuss how conflict resolution skills are developed
  - list various conflicts and analyze possible causes

**Sub-strand E: The student will evaluate and apply strategies to manage stress.**

- Level I:**
- differentiate healthful response to stress and harmful response to stress
  - identify personal stressors and demonstrate skills to cope with them
- Level II:**
- identify places in the community that provide help with depression
  - identify qualities of a resilient person
  - evaluate various strategies to manage stress and determine their effectiveness

**Sub-strand F: The student will use feedback and reflection to monitor and evaluate progress on health enhancing behavior goals.**

- Level I:**
- analyze personal positive and negative health behaviors
  - set goals while developing a personal plan for improving and maintaining health
  - write specific and desired outcomes
  - develop strategies to achieve desired outcomes
- Level II:**
- utilize a personal health assessment to determine strategies for health enhancement and risk reduction
  - implement a plan for attaining personal health goals
  - formulate a life long plan (including fitness, nutrition, risk reduction, personal safety, etc.)

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 4:HEALTH PROMOTION AND DISEASE PREVENTION**

**STANDARD: The student will understand concepts related to health promotion and disease prevention.**

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-strand A: The student will analyze how behavioral and cultural influences can impact health maintenance and disease prevention.**

- Level I:** •determine the impact of history and current practices on the development of a healthy lifestyle
  - Level II:** •recognize actual problems related to healthy system functioning encountered in daily living situations (e.g., stress, inactivity, high fat diet, etc.)
    - identify current health problems and practices that impact healthy living
    - predict the effects of technological advances on personal health (e.g., cure for the common cold)
- NUTRITION**
- Level I:** •use technological tools and other resources to locate, select and use health information
    - organize information regarding the influence of nutrients on the body systems and body composition
    - analyze food labels to interpret nutrient value
  - Level II:** •explain the relationship between nutrition and disease
    - investigate and explain factors that influence a safe food supply
    - plan a diet and fitness program based on the relationship between food intake and exercise in weight management
    - assess how nutritional needs change throughout the life cycle
    - analyze the factors that influence dietary choices (lifestyle, ethnicity, family, religion, socioeconomic status, media, advertising, etc.)
- SUBSTANCE USE AND/OR ABUSE**
- Level I:** •examine the influence the media has regarding the use of alcohol, tobacco and other drugs (ATOD)
    - identify, analyze and evaluate drug-related issues and predict long term consequences
    - present opinions and arguments about the effects of ATOD
  - Level II:** •evaluate a personal risk for chemical dependency based upon personal, family and environmental factors
    - evaluate information to determine a cause and effect relationship between alcohol use and personal safety and health

**Sub-stand B: The student will explain the impact of personal health behaviors on the functions of body systems.**

**BODY SYSTEMS**

- Level I:** •describe how diseases, disorders and disabilities affect body systems
  - explain how health is influenced by the interaction of body systems
- Level II:** •apply knowledge of the interrelationship of body systems to predict health problems that could occur as a result of dysfunction

- use a variety of resources and technologies in order to describe the structure, functions and interaction of various body systems

### **GROWTH AND DEVELOPMENT – HUMAN REPRODUCTION**

- Level I:**
- describe the needs of mother and baby during pregnancy
  - sequence the process and events of the human life cycle, including fertilization, fetal development and birth
  - analyze issues of teen pregnancy considering the physical, social, emotional and economic effect on the adolescent and the family
  - investigate and analyze the health risks to mother and baby of teenage pregnancy
  - evaluate how behavior and prenatal care influence the health of the mother and child
  - consider factors to be considered in family planning (e.g., physical and emotional maturity, religious and cultural belief, economic risks and benefits of conception control)
- Level II:**
- using different technological tools, develop a comparison chart including effectiveness, side effects, complications and social considerations of various methods of contraception
  - use the decision making process to make informed choices regarding abstinence and contraception
  - evaluate information on methods of contraception (effectiveness, side effects, complications, etc.)
  - select and apply self-assessment techniques to improve early detection of diseases and treatment options, including self breast examination, testicular examinations and pelvic exams
  - assess costs, benefits and consequences associated with self-examinations

**Sub-strand C: The student will analyze how physical, social and emotional environments influence personal health during adulthood.**

### **MENTAL, EMOTIONAL AND SOCIAL HEALTH**

- Level I:**
- perform an assessment task to determine emotional well-being
  - identify characteristics of an emotionally healthy person
  - list emotional health issues (e.g., depression, self-concept, stress, etc)
  - identify emotional health problems and strategies to deal with them
  - describe how mental illness affects the individual, family, community and others
- Level II:**
- identify and describe various addictions (e.g., gambling, alcohol, tobacco, etc.) and strategies for dealing with them

### **ENVIRONMENTAL HEALTH**

- Level I:**
- examine ways individuals, communities, state and federal agencies and the government cooperate to promote environmental health
- Level II:**
- assess environmental health risks in your home, community and workplace

**Sub-strand D: The student will analyze the influence of culture, economics, family and peers on the health of adults.**

- Level I:**
- examine the influence of media
  - identify how our health is affected by outside influences
- Level II:**
- analyze how family, peers and community influences the health of individuals
  - analyze how cultural diversity enriches and challenges health behaviors

**Sub-strand E: The student will analyze how the prevention and control of health problems are influenced by research and medical advances.**

**Level I:** •examine any mental or physical illness that may lead to death and discuss strategies for prevention and treatment

•discuss how to delay the onset and reduce risks of potential health problems during adulthood

**Level II:** •analyze how public health policies and government regulation influence health promotion and disease prevention

•analyze past societal problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease related problems

•analyze how disease prevention, diagnosis and treatment throughout history contribute to our present understanding and treatment of diseases

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**Sub-strand F: The student will describe how to delay onset and reduce risks of potential health problems during adulthood (e.g., drug abuse, stress)**

**Level I:** •describe how chronic diseases can be prevented or reduced through risk assessment, disease management, early treatment and lifestyle changes

**Level II:** •describe the health needs of people of different ages

•practice behaviors that contribute to healthful aging

•evaluate how HIV/AIDS affects an individual's personal, social and economic well-being

•evaluate STI's to determine patterns of transmission, cause, treatment and perspectives regarding past and present ways to treat and/or prevent them

•evaluate historical contributions to disease prevention, diagnosis, treatment and their effects of our present understanding and treatment of diseases

•evaluate historical, current and future contribution to disease prevention

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS****STRAND 5: INFLUENCES**

**STANDARD:** The student will analyze the influence of culture, media, technology and other factors on health, personal and family relationships.

**SUB-STRANDS****GRADE LEVEL EXPECTATIONS**

**Sub-strand A:** The student will analyze how cultural diversity enriches and challenges health behaviors of personal, community and global environments.

- Level I:** •continue to enumerate the ways individuals and groups are affected in their health practices by cultural influences
- Level II:** •understand multicultural and socioeconomic differences and how these differences can influence family health issues within a diverse society

**Sub-strand B:** The student will evaluate the effect of media and other factors on personal, family and cultural values.

- Level I:** •evaluate health claims made by the media to determine their impact on personal and family health
- Level II:** •evaluate the idealized body image and elite performance levels portrayed by the media and the influence on a young adult's self-concept, goal setting and health decisions

**Sub-strand C:** The student will evaluate the impact of technology on personal, family and community health and choices.

- Level I:** •use appropriate technology to formulate logical and creative strategies to predict, prevent and solve health problems
- evaluate the results considering ethical issues
- Level II:** •analyze information, ideas and arguments regarding current technological health advances and research to determine their perspectives regarding a health care issue (e.g., gene testing, organ transplant, etc.)

**Sub-strand D:** The student will analyze how information from diverse communities influences health, relationships and choices.

- Level I:** •analyze how information from the community influences health
- identify ways health information influences diverse communities (e.g., access to health care, etc.)
- Level II:** •evaluate factors that affect personal and family health including heredity, lifestyle, economics and health care access
- discuss the rights of individuals and communities as they relate to making societal health decisions
- identify strategies to ensure comprehensive health care

**Sub-strand E:** The student will present and defend information and opinions about health issues (e.g. global impact)

- Level I:** •define and describe new diseases (ebola, AIDS, etc.) and their impact on the world, the United States and our local area
- identify pathogens as agents of disease
- report on one disease, old or new
- Level II:** •explore the impact of an epidemic/pandemic on areas locally and globally
- evaluate how public health policies and government regulations influence health promotion and disease prevention

**LEVEL I AND II HEALTH EDUCATION –MPS STANDARDS & GRADE LEVEL EXPECTATIONS**

**STRAND 6: INTERPERSONAL COMMUNICATION**

**STANDARD:** The student will demonstrate the ability to use interpersonal communication skills to enhance health, personal and family relationships.

**SUB-STRANDS**

**GRADE LEVEL EXPECTATIONS**

**Sub-strand A:** The student will demonstrate skills for communicating effectively with family, peers and others.

- Level I:**
- summarize and assess student’s own communication style to other students
  - demonstrate positive communication skills in the classroom and model behavior of others
- Level II:**
- practice respectful communication techniques in class, work and family situations
  - document several communication styles student would like to improve
  - contrast the advantages and disadvantages of each communication style

**Sub-strand B:** The student will analyze how interpersonal communication affects relationships.

- Level I:**
- develop skills for future relationship choices (dating, marriage, parenting, etc.)
- Level II:**
- analyze relationship changes before and after communication techniques are applied (journaling, role playing, etc.)

**Sub-strand C:** The student will demonstrate healthy ways to express needs, wants and feelings and to maintain healthy relationships.

- Level I:**
- describe the difference between aggressive and assertive behavior
  - identify strategies in locating agencies that deal with issues of abuse and violence
  - become aware of the agencies that deal with issues of abuse
  - role play assertive expression of needs
- Level II:**
- distinguish between constructive and destructive ways to deal with problems and emotions
  - evaluate the factors that influence relationships and the impact that relationships have on self and others (e.g., friendship, dating, marriage, etc.)
  - identify characteristics of abusive or violent relationships
  - describe effects of abuse and violence in relationships

**Sub-strand D:** The student will demonstrate ways to communicate care, consideration, respect and support of self and others.

- Level I:**
- communicate with others in healthful ways
  - analyze the impact on a situation of making “I” vs. “you” statements
  - practice active listening
- Level II:**
- develop and discuss a list of characteristics that help to develop and foster long-term relationships

**Sub-strand E: The student will analyze the possible causes of conflict among peers, in families, in schools and in communities.**

- Level I:** •list conflicts and analyze possible causes  
**Level II:** •demonstrate ways to avoid and reduce threatening situations  
•practice anger management skills  
•identify personal causes of conflict and ways to deal with them

**Sub-strand F: The student will demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations.**

- Level I:** • review resistance skills  
•explain the meaning of empowerment  
**Level II:** •discuss proactive, reactive and inactive decision making

**Sub-strand G: The student will demonstrate the ability to influence and support others in making positive choices.**

- Level I:** •review decision making skills  
**Level II:** •discuss consequences of choices and ask:  
-Is it healthful?  
-Is it legal?  
-Does it show respect?  
-Does it follow responsible adult guidelines?  
-Does it exhibit qualities of good character?



