

## Health CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.		
1.11	Describe the impact of behavior and environment on failure of body systems	Mental and Emotional Health  Social and Consumer Health	Types of Health  Making Good Health Choices
1.12	Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development.	Human Sexuality	Physical Anatomy and Development
1.13	Describe how both heredity (including congenital factors) and the environment influence growth and development	Human Sexuality	Physical Anatomy and Development
2	Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.		
2.17	Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).		

## Health CR

2.18	Demonstrate activities for warming up and cooling down before and after aerobic exercise.		
2.19	Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.		
2.20	Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.		
2.21	Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.		
2.22	Conduct a personally developed physical activity program.		
2.23	Meet developmentally appropriate health-related fitness benchmarks.		
2.24	Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.		

## Health CR

2.25	Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.		
2.26	Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.		
2.27	Define the functions of leadership in team sports		
3	Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.		
3.14	Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.	Nutrition	Food Pyramid Essential Nutrients and Exercise
3.15	Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.	Nutrition	Food Pyramid Essential Nutrients and Exercise
3.16	Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood).	Nutrition	Food Pyramid Essential Nutrients and Exercise

### Health CR

3.17	Identify the effects of food preparation techniques on the nutritional value of the food.	Nutrition	Food Pyramid  Essential Nutrients and Exercise
3.18	Identify common food-borne illnesses.		
3.19	Identify and practice resource management skills needed to maintain and improve nutritional health.		
3.20	Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs.	Nutrition	Food Pyramid  Essential Nutrients and Exercise
3.21	Identify how social and cultural messages about food and eating influence nutrition choices.	Nutrition	Food Pyramid  Essential Nutrients and Exercise
4	Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.		
4.11	Identify the stages of the male and female reproductive systems over the life cycle.	Human Sexuality	Physical Anatomy and Development

## Health CR

4.12	List the signs of pregnancy.	Human Sexuality	Conception, Fetal Development, and Birth
4.13	Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence.	Human Sexuality	Sexually Transmitted Diseases  Dating, Sex, and Abstinence
4.14	Identify possible determinants of sexual orientation and analyze the weight of each in light of available research.		
4.15	Explain the importance of examination of both genders for HIV and STIs before conception and the risks and precautions of delivery when HIV and STIs are present.	Human Sexuality	Sexually Transmitted Diseases  Dating, Sex, and Abstinence
4.16	Describe proper prenatal care and identify types of birth defects.	Human Sexuality	Conception, Fetal Development, and Birth
4.17	Explain the importance of communication and setting limits in a sexual relationship.	Human Sexuality	Dating, Sex, and Abstinence
4.18	Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS).	Human Sexuality	Sexually Transmitted Diseases

## Health CR

4.19	Evaluate the impact of HIV/AIDS on the community, medical resources, and family.	Human Sexuality	Sexually Transmitted Diseases
4.20	Identify resources available for treatment of reproductive health problems.	Human Sexuality	Conception, Fetal Development, and Birth
5	Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.		
5.11	Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress.	Mental and Emotional Health	Understanding Stress
5.12	Identify the factors that help people deal with grief.	Mental and Emotional Health	Understanding Depression, Suicide, and Death
5.13	Analyze research on health behaviors and brain chemistry and emotional functioning.		

## Health CR

5.14	Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self.	Mental and Emotional Health	Understanding and Developing Identity
5.15	Describe the influence of gender on identity and self-concept.	Mental and Emotional Health	Understanding and Developing Identity
5.16	Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.	Mental and Emotional Health	Understanding and Developing Identity
5.17	Identify common mental health disorders (for example, anxiety, schizophrenic, and mood, including depression and bipolar) and treatments (for example, psychological, biomedical).	Mental and Emotional Health	Types of Health
5.18	Identify ways in which decision-making is influenced by sound character, family, and personal beliefs.	Mental and Emotional Health	Understanding and Developing Identity
5.19	Explain positive techniques for handling difficult decisions.	Mental and Emotional Health	Covered throughout unit
6	Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.		

### Health CR

6.9	Explain the functions, purposes, and social significance of family from various historical periods, including modern times.		
6.10	Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members.		
6.11	Identify steps for getting support or help, including identifying resources for families whose members have special health needs.		
6.12	Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting.		
6.13	Evaluate various types of discipline parents might use with children of different ages.		
6.14	Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens.		
6.15	Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children.		

### Health CR

6.16	Describe considerations relevant to becoming a parent (including the various ways of becoming a parent such as foster parenting, adoption, and step-parenting).		
6.17	Describe parental practices that encourage literacy in young children		
7	Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.		
7.10	Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups.		
7.11	Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying).		
7.12	Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society).		

## Health CR

7.13	Explain the importance of communication in setting limits in a sexual relationship.	Human Sexuality	Dating, Sex, and Abstinence
7.14	Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions.		
7.15	Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships.	Human Sexuality	Dating, Sex, and Abstinence
7.16	Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships.	Human Sexuality	Dating, Sex, and Abstinence
7.17	Describe commitment in casual and serious relationships.	Human Sexuality	Dating, Sex, and Abstinence
8	Students will learn the signs, causes, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.		
8.13	Explain how the immune system functions to prevent and combat disease.	Preventing Disease	Chronic Disease

## Health CR

8.14	Identify positive health behaviors that reduce the risk of disease.	Preventing Disease	Infectious and Non-infectious Diseases
8.15	Learn how to use effective physical self-examination procedures and at what age they become necessary.	Preventing Disease	Infectious and Non-infectious Diseases
8.16	Demonstrate how to discuss procedures and test results with health care providers	Preventing Disease	Infectious and Non-infectious Diseases
8.17	Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.	Preventing Disease	Infectious and Non-infectious Diseases  Chronic Diseases
8.18	Analyze the interaction between genetics and disease.		
8.19	Explain the prevention and control of common communicable infestations, diseases, and infections.	Preventing Disease	Infectious and Non-infectious Diseases
9	Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will		

## Health CR

	assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.		
9.13	Explain the connection between accidents and injuries, including the importance of using seatbelts.		
9.14	Describe the precautions necessary for safety during violent weather conditions and natural disasters.		
9.15	Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap.		
9.16	Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help		
9.17	Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers.		
9.18	Describe practices related to safety conditions in the workplace (such as the use of eye protection, gloves, and hard hats).		

## Health CR

9.19	Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation-CPR).		
9.20	Describe symptoms and procedures for sudden illness conditions.		
10	Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.		
10.9	Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose.	Drug, Alcohol, and Alcohol Awareness	Illegal Drug Awareness
10.10	Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children.	Drug, Alcohol, and Alcohol Awareness	Alcohol Awareness Illegal Drug Awareness Tobacco Awareness
10.11	Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired.	Drug, Alcohol, and Alcohol Awareness	Alcohol Awareness

### Health CR

10.12	Explain the physical, financial, social, and psychological cost of addiction.	Drug, Alcohol, and Alcohol Awareness	Illegal Drug Awareness
10.13	Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs.	Drug, Alcohol, and Alcohol Awareness	Alcohol Awareness Illegal Drug Awareness Tobacco Awareness
10.14	Describe the influence of drug abuse on family members.	Drug, Alcohol, and Alcohol Awareness	Alcohol Awareness Illegal Drug Awareness Tobacco Awareness
10.15	Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling).	Drug, Alcohol, and Alcohol Awareness	Alcohol Awareness Illegal Drug Awareness Tobacco Awareness
11	Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and will identify constructive alternatives to violence, including how to discourage others from engaging in violence.		
11.11	Identify shared community and societal beliefs that underlie violence.		

### Health CR

11.12	Describe the relationship between negative stress and violence.		
11.13	Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.).		
11.14	Describe the relationships among attitudes, behaviors, and vulnerability to violence.		
11.15	Explain why some people admire others who gain social status through violence and how this can contribute to further violence.		
11.16	Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.		
11.17	Describe the responsibility of the family in teaching children non-violent attitudes and conduct.		
11.18	Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships.		

## Health CR

11.19	Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.		
12	Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.		
12.11	Explain when and how to use self-care or professional health care services.		
12.12	Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members.		
12.13	Describe the various methods for gaining access to health care and health insurance.		
12.14	Apply planning and management skills to organize tasks and responsibilities.		
12.15	Explain criteria for making consumer decisions about various kinds of products.		

### Health CR

12.16	Review the positive and negative influences of the media that impact on health.		
12.17	Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.		
12.18	Analyze decisions about making specific purchases and maintaining those products or services.		
12.19	Identify procedures for making consumer complaints, such as determining if/when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact.		
12.20	Explain the contribution of business, industry, and technology to the improvement of consumer products and choices.		
14	Students will learn the influence of social factors on health, the contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities		
14.7	Analyze the effects of diseases on the community and society.	Preventing Disease	Infectious and Non-infectious Diseases

## Health CR

14.8	Evaluate the availability and quality of services for community health.		
14.9	Explain how service in community health can improve the physical health of community members.		
14.10	Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of the world.		
14.11	Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances.		