



**City of St.
Charles School
District**

Grades 5-8 Health Curriculum

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St. Charles R6 School District

Grades 5-8 Health Curriculum Committee

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TABLE OF CONTENTS

Table of Contents.....	Pg. 2
District Mission Statement.....	Pg. 3
District Vision.....	Pg. 3
District Values.....	Pg. 3
District Goals.....	Pg. 4
Philosophical Foundations.....	Pg. 5
5-8 Health Philosophy.....	Pg. 6
5-8 Health Course Description.....	Pg. 6
5-8 Health Rationale.....	Pg. 6
5-8 Health Program Goals.....	Pg. 6
5-8 Health Essential Learner Outcomes.....	Pg. 7
5-8 Scope and Sequence.....	Pg. 8-10
5-8 Curriculum.....	Pg. 11-36
Appendix.....	Pg. 36-84
Grade Level Expectations	
Grade Level Outcomes	
State Statute	
Missouri Law	
City of St. Charles Board Policy	

District Mission

The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

District Vision

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment

- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity

- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices

- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

Grade 5-8 Health Philosophy

A quality Physical Education and Health Program supports the physical, mental/emotional, and social development of students. Regular involvement in physical activity has been proven to increase test performance, raise self-esteem, reduce the incidence of life threatening disease and produce a positive impact on the well-being of an individual.

The K-12 Physical Education and Health curriculum is designed to:

- Provide opportunities for students to learn, understand, and demonstrate movement skills, strategies, teamwork, problem solving and health related fitness.
- Allow students to participate in various physical activities, sports, and methods of fitness to better provide enjoyment of physical activity, as well as build social, psychomotor, and cognitive skills.
- Build an understanding of the concepts of the human body systems and disorders that affect them.
- Use skills and health literacy necessary to make informed decisions.
- Engage and help inspire students to pursue a lifetime of fitness related activities and healthy decisions
- Provide a comprehensive, rigorous program that continuously builds students' knowledge and skill development
- Encourage collaboration between students, teachers, parents and community

Grade 5-8 Health Course Description

The health education intermediate/middle school program works to teach and provide organized, sequential, health instruction so that students will develop and learn the necessary skills and knowledge to choose a healthy lifestyle of personal health, safety, and wellness.

Grades 5-8 Health Rationale

The Health Education Intermediate/Middle School Program believes that a comprehensive Health program is a vital aspect of the curriculum. A curriculum that enhances, and promotes the well-being of each student, while learning healthy life skills that contribute to the overall development of that student. Our students will gain the necessary skills and knowledge to make responsible health choices, as they transition from adolescence into their adult lives.

Grades 5-8 Health Program Goals

1. The learner will acquire knowledge of the basic health components, and will learn responsible health practices.
2. The learner will recognize, choose, and practice positive principles of physical, emotional, and consumer health.
3. The learner will acquire knowledge of the structure and functions of the human body systems.
4. The learner will be able to recognize symptoms of mental disorders and where to find the best source of assistance.
5. The learner will be able to make responsible decisions concerning use of products and services for a safe environment.
6. The learner will be able to communicate effectively when faced with pressure that may endanger their health.
7. The learner will be able to identify and react appropriately to various emergency situations.
8. The learner will be able to make responsible decisions toward high-risk situations.
9. The learner will understand and apply healthful dietary choice to daily living.
10. The learner will realize the effects of individual decisions on themselves and others.
11. The learner will acquire general knowledge pertaining to disease prevention, treatment, and control.
12. The learner will understand how to determine their Target Heart Rate and healthy heart zones during and after activity.

Grades 5-8 Health Essential Learner Outcomes

1. Students will understand the three parts of the Health triangle.
2. Students will identify the main components and basic functions of the human body systems.
3. Students will examine the aspects of positive mental health including peer pressure and depression.
4. Students will be able to know the importance of MyPlate so they have all 5 foods groups represented for each meal.
5. Students will be able to determine Target Heart Rate and healthy heart zones during and after activity.
6. Students will know basic rescue maneuvers and disaster preparedness.
7. Students will comprehend the difference between communicable and non-communicable diseases including treatment and prevention.

Grades 5-8 Physical Education Scope & Sequence

I= Introduce R= Reinforce M=Master	5	6	7	8
Safety & Emergencies (Health & Wellness)				
Safety for Home, School, & Community			I-R	
First Aid Procedures			I-R	
Activity Related Injuries & Environmental Conditions		I	I-R	
Weather Related Emergencies		I	I-R	
Mental & Emotional Health				
Influence of Family and Peers	I	I-R		
Communication Skills	I	I-R	I-R	R
Responsibilities in Society	I			
Nutrition				
Nutrients & Food Groupings	I	I-R	I-R	R
Food Labels			I-R	R
Food Energy and Physical Activity		I	I-R	R
Eating Disorders		I	I-R	R
Body Systems & Disorders				
Excretory System	I		I-R	
Muscular System	I-R	R	R	
Skeletal System		I-R	R	
Cardiovascular System	I		I-R	
Respiratory System		I	I-R	
Nervous System	I	I-R	I-R	R-M

Digestive System	I-R	I-R		
Endocrine System	I	I-R		R-M
Reproductive System	I	I-R	I-R	R
Non-Communicable & Communicable Diseases				
Cancer				I-R
Cardiovascular Disease				I-R
Immune System Components				I-R
Disease Prevention	I	I	I-R	I-R
Abstinence and Prevention Behaviors		I	I-R	R
Sexually Transmitted Infections & Diseases		I	I-R	R
Growth & Development (Reproduction)				
Reproductive Anatomy and Function		I	I-R	R
Prenatal Development			I-R	R
Alcohol, Tobacco, & Other Drugs				
Illegal Drugs	I	I-R	R	R
Prescription and Over the Counter Drugs	I	I-R	R	R
Tobacco	I	I-R	R	R
Alcohol	I	I-R	R	R
Life Management Skills				
Conflict Resolution		I-R	R	R
Internet Safety	I	I-R	R	R
Stress Management	I	I-R	R	R
Harassment, Bullying, & Violence Prevention	I	I-R	R	R



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Safety and Emergencies (Health & Wellness)

UNIT DURATION: 1 Week

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- www.heart.org
- www.emergency.cdc.gov
- www.americanredcross.org
- www.nsc.org
- McGraw Hill Teen Health

BIG IDEA(S):

- Students will have the skills necessary to respond in an appropriate manner in an emergency situation.

ENDURING UNDERSTANDINGS:

- Be able to understand basic safety procedures.
- Be able to respond in a calm manner to emergency situations.
- Be able to identify useful materials in an emergency situation.
- Be able to identify emergency equipment.

ESSENTIAL QUESTIONS:

- What are basic safety procedures?
- How do you respond in a calm manner to emergency situations?
- What are materials that could be applied during an emergency situation?

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP2B	5th - Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing).	X	
GLE HP2B	6th - Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery.	X	
GLE HP2C	6th - Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment.		X
GLE HP2D	6th - Investigate the community agencies that provide water safety courses.		X
GLE HP2A	7th - Assess home and school environments for potential unsafe situations and recommend corrective action.		X
GLE HP2B	7th - Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE.	X	
GLE HP2C	7th - Make informed decisions to reduce the risk of injuries during exercise, sports and other activities.		X
GLE HP2A	8th - Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others. Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks).		X
GLE HP2B	8th - Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care. Analyze why the processes are used in sequential order (i.e., ABC of emergencies).	X	

OBJECTIVE # 1	Students will have the skills necessary to respond in an appropriate manner in an emergency situation.		
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> GLE HP2A, HP2B, HP2C, HP2D 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Basic safety procedures Basic first aid Equipment needed in emergency situations 	<ul style="list-style-type: none"> CPR (Cardiopulmonary Resuscitation) AED First Aid Emergency 	<ul style="list-style-type: none"> Perform basic first aid procedures Recognize signs of an emergency Respond appropriately to an emergency situation 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>	
<ul style="list-style-type: none"> First Aid Kit Powerpoints Manipulatives www.heart.org www.emergency.cdc.gov www.americanredcross.org www.nsc.org 	<ul style="list-style-type: none"> Practice exit procedures Simulate First Aid Application Situational awareness 	1,2,3,4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>
<ul style="list-style-type: none"> Demonstration Formative and Summative Assessments 		Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET <small>(1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)</small>	
<ul style="list-style-type: none"> Reteach Modeling Individual Instruction Peer Instruction 	<ul style="list-style-type: none"> Work in groups to share knowledge Hands on work 	1,2	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> ● Peer Instruction ● Demonstrations for others 	<ul style="list-style-type: none"> ● Modeling for others ● Group work 	3,4

STANDARD: Safety and Emergencies		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Be able to explain basic rescue maneuvers and when to apply them in an emergency situation. 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Know basic rescue maneuvers and disaster preparedness. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Be aware of basic rescue maneuvers and disaster preparedness. ● Recalls vocabulary: CPR (Cardiopulmonary Resuscitation), AED, First Aid, Emergency <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Nutrition

UNIT DURATION: 1-2 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • www.choosemyplate.gov • https://kidshealth.org/ • McGraw Hill Teen Health 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Relationship between food intake and physical activity. • Understand food labels. • Use MyPlate website. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What is the relationship between food intake and physical activity? • What is the importance of understanding food labels? • How can you use the MyPlate resource to develop a well balanced meal? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP1A	5th - Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking.		X
GLE HP2A	5th - Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D). Recognize the choosemyplate.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains).		X
GLE HP2B	5th - Use the choosemyplate.gov website to construct a balanced menu. Describe and assess the relationship of family preferences and culture to food choices.		X
GLE HP2C	5th - Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels).		X
GLE HP2E	5th - Summarize the relationship between food intake and physical activity.	X	
GLE HP2A	6th - Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth.	X	
GLE HP2B	6th - Discuss the misconceptions projected by society in regard to body image.		X
GLE HP2C	6th - Identify allergy information on food labels.		X
GLE HP2A	7th - Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution.		X

GLE HP2B	7th - Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health. Recognize the symptoms of various eating disorders and proper referral sources.	X	
GLE HP2C	7th - Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.		X
GLE HP2D	7th - Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations.		X
GLE HP2A	8th - Justify food sources that supply each of the essential nutrients.		X
GLE HP2B	8th - Create a meal plan(s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in www.choosemyplate.gov .		X

OBJECTIVE # 1	Students will understand the relationship between food intake and healthy nutrition.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> GLE HP1A, GLE HP2A, GLE HP2B, GLE HP2C, GLE HP2D, GLE HP2E 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Relationship between food intake and physical activity Understand food labels Use MyPlate website Recognize eating disorders 	<ul style="list-style-type: none"> Nutrients, Nutrition, Cholesterol, Carbohydrates, Protein, Fats, Vitamins, Minerals, Bulimia, Anorexia Nervosa, Food Label, and Calorie 	<ul style="list-style-type: none"> Navigate MyPlate resource Dissect a food label Distinguish between different eating disorders (grades 7 & 8)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Visual Aids Powerpoints Bring in food labels Food Journals 	<ul style="list-style-type: none"> Try different types of food Read food labels Keep food journals Projects (raps, powerpoints, commercials) 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Formative and Summative assessments 	Both	1,2,3,4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Group activities Review/reteach 	<ul style="list-style-type: none"> Provide powerpoints, flashcards, study guides, and handouts Identify nutrients and their functions 	1,2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities Students as mentors 	<ul style="list-style-type: none"> Students can explore deeper level topics independently Compare/contrast the relationship between body image and personal health 	3,4

PROFICIENCY SCALES FOR THIS STANDARD

STANDARD: Nutrition

SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> ● Apply the MyPlate guidelines to their daily routines and incorporate daily physical activity. 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Explain the MyPlate guidelines and the importance of daily physical activity <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● Recognize the MyPlate guidelines and the importance of daily physical activity. ● Recalls vocabulary: Nutrients, Nutrition, Cholesterol, Carbohydrates, Protein, Fats, Vitamins, Minerals, Bulimia, Anorexia Nervosa, Food Label, and Calorie <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Body Systems & Disorders

UNIT DURATION: 3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • www.cdc.gov • https://kidshealth.org/ • McGraw Hill Teen Health • Best Choice Lessons • BrainPop (grades 5-6) 		BIG IDEA(S): <ul style="list-style-type: none"> • Build an understanding of the concepts of the human body systems and disorders that affect them. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Identify parts of each system. • Identify structure of each system. • Identify the functions of each system. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the parts of each system? • What is the structure of each system? • What are the functions of each system? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP1B	5th -Explain ways in which the muscular and other body systems work together.	X	
GLE HP1D	5th - Formulate ways to protect skin from environmental damage. Explain ways in which the integumentary system works with the sensory organs. Recognize the importance of self and regular check-ups for skin abnormalities.		X
GLE HP1E	5th - Identify the types of blood vessels (i.e., arteries, veins, capillaries). Identify the chambers of the heart (i.e., atrium, ventricle). Identify types of blood cells (i.e., red, white, platelets). Explain ways in which the cardiorespiratory system interacts with other systems.		X
GLE HP1G	5th - Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning).	X	
GLE HP1H	5th - Explain ways in which the digestive and other body systems work together.	X	
GLE HP1I	5th - Explain ways in which the urinary/excretory works with other body systems.	X	
GLE HP1J	5th - Explain ways in which the endocrine and nervous systems work together.	X	
GLE HP1B	6th - Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement.		X
GLE HP1C	6th - Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, movable, and immovable).		X
GLE HP1F	6th - Illustrate airflow through the respiratory system and its relationship to the circulatory system.		X
GLE HP1G	6th - Investigate how environment affects learning. Distinguish between the CNS and PNS (Central Nervous		X

	System and Peripheral Nervous System).		
GLE HP1H	6th - Identify the function of each organ in the digestive system (e.g., stomach digestive juices, pancreas insulin, gall bladder storage of bile, liver removes toxins, small intestines absorbs nutrients, large intestines removes solid waste) as it relates to overall health.	X	
GLE HP1J	6th - Describe how the endocrine system affects all other body systems.	X	
GLE HP1K	6th - Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.		X
GLE HP1L	6th - Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity).	X	
GLE HP1B	7th - Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder).		X
GLE HP1C	7th - Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous).	X	
GLE HP1E	7th - Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally.		X
GLE HP1F	7th - Measure respiratory rates during inactivity and activity.		X
GLE HP1G	7th - Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness).		X
GLE HP1I	7th - Relate how health behaviors affect the urinary/excretory system.		X
GLE HP1J	7th - Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices.		X
GLE HP1K	7th - Distinguish between dominant and recessive traits.		X
GLE HP1K	8th - Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation. Explain how to maintain a healthy reproductive system. Identify cancer signs and symptoms and explain the importance of monthly self-examinations.		X
GLE HP1G	8th - Analyze how learning is influenced by the brain's short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry).		X

OBJECTIVE # 1	Understands the structure and function of the body systems.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> GLE HP1B, HP1C, HP1D, HP1E, HP1F, HP1G, HP1H, HP1I, HP1J, HP1K, HP1L 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Differentiate between body systems Describe the functions of each body system Describe the hormones responsible for the development of secondary sex characteristics (grades 6-8) Describe the production and release of reproductive cells, allowing for fertilization (grades 6-8) 	<ul style="list-style-type: none"> Structure, Function, Muscular, Skeletal, Endocrine, Excretory, Digestive, Reproductive (Male and Female), Integumentary, Nervous, Respiratory, Cardio-respiratory/Circulatory 	<ul style="list-style-type: none"> Describe the structure, function, and parts of each system Understand how each system works together to function Understand human reproduction and fertilization (grades 6-8) Explain how to maintain a healthy reproductive system (grades 6-8)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Graphic organizers Body system project Graphs Charts Visual aids www.cdc.gov https://kidshealth.org/ Best Choice Lessons 	<ul style="list-style-type: none"> Create graphic organizers Create body systems Read graphs Understand charts Use visual aids 	1,2,3,4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Formative and Summative Assessments 	Both	1,2,3,4

HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED?*Possible Interventions*

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Provide notes, vocabulary flashcards, study guides 	1,2

HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED?*Possible Extensions/Enrichments*

INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Students can explore deeper level topics independently 	3,4

STANDARD: Body Systems		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Consistently recognize the main components and basic functions of the human body systems 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Identify the main components and basic functions of the human body systems. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Have a basic understanding of the main components and basic functions of the human body systems. Recalls vocabulary: Structure, Function, Muscular, Skeletal, Endocrine, Excretory, Digestive, Reproductive (Male and Female), Integumentary, Nervous, Respiratory, Cardio-respiratory/Circulatory <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Non-Communicable and Communicable Diseases/Reproduction and STIs

UNIT DURATION: 2-3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- www.cdc.gov
- <http://www.moga.mo.gov/mostatutes/chapters/chapText566.html>
- McGraw Hill Teen Health
- Best Choice lessons (grades 6-8)

BIG IDEA(S):

- Determine at-risk behaviors (grades 5-8)
- Identify the stages of disease progression (grades 6-8)
- Build an understanding of communicable/non-communicable disease (grades 6-8)
- Differentiate between communicable and noncommunicable diseases (grades 6-8)
- Be knowledgeable about STI's and prevention including condoms and other forms of birth control (grades 7 & 8)
- Address adoption, including children with special needs (grade 7)

ENDURING UNDERSTANDINGS:

- Identify communicable and noncommunicable diseases (grades 6-8)
- Identify at-risk behaviors (grades 5-8)
- Identify the stages of disease progression (grades 6-8)
- Identify the difference between communicable and noncommunicable diseases (grades 6-8)
- Identify STI's and how to prevent them with the use of condoms and other forms of birth control (grades 7 & 8)
- Identify adoption as it pertains to unplanned pregnancies (grade 7)

ESSENTIAL QUESTIONS:

- What is the difference between communicable and noncommunicable diseases? (grades 6-8)
- What are at-risk behaviors? (grades 5-8)
- What are the stages of disease progression? (grades 6-8)
- What are communicable and noncommunicable diseases? (grades 6-8)
- What are STD's and how do you prevent them using condoms and/or forms of birth control? (grades 7 & 8)
- How do some unplanned pregnancies result in adoption? (grade 7)

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP1A	5th - Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors.	X	
GLE HP1E	5th - List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection.	X	
GLE HP1B	6th - Identify the stages of disease progression (e.g., incubation).	X	
GLE HP1C	6th - Analyze information about the transmission and prevention of communicable diseases.	X	
GLE HP1D	6th - Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, and mental disorder.	X	

GLE HP1E	6th - Explain and discuss the relationship between HIV and AIDS.		X
GLE HP1D	7th - Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin). Name and discuss common STIs (sexually transmitted infections). Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections. Contraception including condoms, and birth control pills will be discussed. Students will be encouraged to have conversations with their guardian regarding doctor visits, and or obtaining these methods of contraception.	X	
GLE HP1E	7th - Compare and contrast signs and symptoms of HIV/AIDS.		X
GLE HP1F	7th - Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention. (*Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”) Address adoption of all children, including special needs children, as it pertains to unplanned pregnancies.	X	
GLE HP1A	8th - Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases. Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis).	X	
GLE HP1B	8th - Describe the body’s lines of defense and the stages of disease progression (e.g., incubation).	X	
GLE HP1C	8th - Hypothesize optimal conditions for growth and transmission of pathogens.		X
GLE HP1D	8th - Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management.		X
GLE HP1E	8th - Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS. Contraception including condoms, and birth control pills will be discussed. Students will be encouraged to have conversations with their guardian regarding doctor visits, and or obtaining these methods of contraception.	X	

OBJECTIVE # 1	Students will understand the concepts related to health promotion and disease prevention	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> GLE HP1A, HP1B, HP1C, HP1D, HP1E, HP1F 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Differences between communicable and noncommunicable diseases (grades 6-8) Risky behaviors (grades 5-8) Signs/preventions of STI's (grades 7 & 8) What are STDs and STIs and how to prevent them with the use of condoms and other forms of birth control (grades 7 & 8) Adoption as it pertains to unplanned pregnancies (grade 7) Abstinence is the only 100% effective method of birth control and STI prevention (grades 6-8) HIV/AIDS prevention (grades 5-8) 	<ul style="list-style-type: none"> Communicable diseases, non-communicable diseases, STD's, STI's, prevention, at-risk, HIV, AIDS, diabetes, asthma, cancer, eating disorders (anorexia, bulimia), scoliosis, abstinence, prevention, treatment 	<ul style="list-style-type: none"> Differentiate between communicable and noncommunicable diseases (grades 6-8) Identify risky behaviors (grades 5-8) Know the symptoms and prevention methods of STI's and STD's, including HIV and AIDS (grades 7 & 8) Explain the relationship between HIV and AIDS (grades 5-8) Analyze information about the transmission and prevention of communicable and noncommunicable diseases (grades 7 & 8) Analyze the impact of noncommunicable disease could have on adolescent development (grades 5-8) Describe how to protect self and others from STDs and STIs and the role abstinence plays in prevention (grades 6-8)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Graphic organizers Communicable/non-communicable disease powerpoint project Graphs Charts Visual aids Best Choice lessons 	<ul style="list-style-type: none"> Create graphic organizers Create disease powerpoint project Read graphs Understand charts Use visual aids 	1, 2, 3, 4

HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Formative and Summative Assessment 	Both	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Provide notes, vocabulary flashcards, study guides 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Students can explore deeper level topics independently 	3, 4

STANDARD: Diseases		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> Comprehend and explain the difference between communicable and noncommunicable diseases including treatment and prevention. 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> Comprehend the difference between communicable and noncommunicable diseases including treatment and prevention. <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Basic understanding of the difference between communicable and noncommunicable diseases including treatment and prevention. Recalls vocabulary: communicable diseases, non-communicable diseases, STD's, STI's, prevention, at-risk, HIV, AIDS, diabetes, eating disorders (anorexia, bulimia), scoliosis, treatment, abstinence <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Alcohol, Tobacco and Other Drugs

UNIT DURATION: 2-3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT: <ul style="list-style-type: none"> • www.cdc.gov • McGraw Hill Teen Health • D.A.R.E program • Crider Center 		BIG IDEA(S): <ul style="list-style-type: none"> • Use skills and health literacy necessary to make informed decisions. • Engage and help inspire students to pursue a lifetime of healthy decisions regarding drugs, alcohol, and tobacco. 	
ENDURING UNDERSTANDINGS: <ul style="list-style-type: none"> • Understand basic health components and learn responsible health practices. • Understand the importance of making responsible decisions toward high-risk situations. • Understand the effects of individual decisions on themselves and others. 		ESSENTIAL QUESTIONS: <ul style="list-style-type: none"> • What are the basic health components and responsible health practices that students should learn regarding drugs, alcohol, and tobacco? • What is the importance of making responsible decisions toward high-risk situations? • How will individual decisions affect someone, and others in their life? 	
WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?			
Standards, Concepts, Content, Skills, Products, Vocabulary			
REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP3B	5th - Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal).	X	
GLE HP3C	5th - Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD.	X	
GLE HP3A	6th - Describe the short and long-term effects of performance enhancing drugs.		X
GLE HP3B	6th - Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use.	X	
GLE HP3C	6th - Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic). Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry. Present different opinions and arguments about the effects of TAOD on individuals, family, and society.	X	
GLE HP3C	7th - Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD us.	X	
GLE HP3C	8th - Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies). Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long term effects on the body, individual, and society. Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking).	X	

OBJECTIVE # 1	Understand the physical, mental/emotional, and social effects of drugs, alcohol, and tobacco use.		
REFERENCES/STANDARDS GLE	<ul style="list-style-type: none"> GLE HP3B, GLE HP3C, GLE HP3A 		
WHAT SHOULD STUDENTS...			
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>	
<ul style="list-style-type: none"> Effects of drugs, alcohol and tobacco on a person physically Effects of drugs, alcohol and tobacco on a person mentally and emotionally Effects of drugs, alcohol and tobacco on a person socially 	<ul style="list-style-type: none"> Drug, Alcohol, Tobacco, Tolerance, Withdrawal, Liquor, Smokeless Tobacco, Chewing Tobacco, Stimulant, Depressant, Hallucinogen 	<ul style="list-style-type: none"> Describe the effects of drugs, alcohol and tobacco on a person physically Describe the effects of drugs, alcohol and tobacco on a person mentally and emotionally Describe the effects of drugs, alcohol and tobacco on a person socially 	
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Graphic organizers Scenarios Powerpoint Presentation Guest Speakers www.cdc.gov Crider Center 	<ul style="list-style-type: none"> Create graphic organizers Create Powerpoint Presentations Act out Scenarios Research report 	1, 2, 3, 4	
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?			
ASSESSMENT DESCRIPTION		FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Formative and Summative Assessment 		Both	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>			
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Provide notes, vocabulary flashcards, study guides 	1, 2	
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>			
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)	
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Students can explore deeper level topics independently 	3, 4	

STANDARD: Growth and Development		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> The student will understand the effects of drug, alcohol, and tobacco use also possess additional knowledge regarding the effects 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> The student will understand the effect of drug, alcohol, and tobacco use <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Does not fully understand the effects of drug, alcohol, and tobacco use Recalls vocabulary: Drug, Alcohol, Tobacco, Tolerance, Withdrawal, Liquor, Smokeless Tobacco, Chewing Tobacco, Stimulant, Depressant, Hallucinogen <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> The student does not know the vocabulary related to drug, alcohol, and tobacco use or understand the effects. 	



CONTENT AREA: Health

COURSE: Grades 5-8

UNIT TITLE: Growth and Development (Mental and Emotional Health, Reproduction, and life Management Skills)

UNIT DURATION: 2-3 Weeks

MATERIALS / INSTRUCTIONAL RESOURCES FOR THIS UNIT:

- www.kidshealth.org
- McGraw Hill Teen Health
- <https://www.youtube.com/watch?v=hK5OeGeudBM>
- Best Choice lessons

BIG IDEA(S):

- Build an understanding of the rapid changes in adolescent development. (grades 5-8)
- Factors that affect growth and development. (grades 5-8)
- Events of the human life cycle. (grades 7-8)
- Recognize signs of sexual predators. (grades 6-8)
- Understanding what consent vs. non-consent means. (grades 6-8)
- Understanding of the difference between rape and sodomy. (grade 8)

ENDURING UNDERSTANDINGS:

- Identify the rapid changes in adolescent development. (grades 5-8)
- Identify the effects of growth and development. (grades 5-8)
- Identify the events of the human life cycle. (grades 7-8)
- Identify signs of a sexual predator. (grades 6-8)
- Identify cyber safety techniques and methods for online protection (cyber bullying, chatting, personal profiles, social media, sexting, online safety, protection from online predators). (grades 6-8)
- Define consent as it applies to sexual activity. (grades 6-8)
- Define Rape and Sodomy. (grade 8)

ESSENTIAL QUESTIONS:

- What are the rapid changes in adolescent development? (grades 5-8)
- What are the effects of growth and development? (grades 5-8)
- What are the events of the human life cycle? (grades 7-8)
- What are the signs of a sexual predator? (grades 6-8)
- What defines consent as it applies to sexual activity? (grades 6-8)
- What are the definitions of rape and sodomy? (grade 8)
- How can you be safe using social media and your phone? (grades 6-8)

WHAT SHOULD STUDENTS KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THIS UNIT?

Standards, Concepts, Content, Skills, Products, Vocabulary

REFERENCE/STANDARD <i>i.e. GLE/CLE/MLS/NGSS</i>	STANDARDS: Content specific standards that will be addressed in this unit.	MAJOR STANDARD	SUPPORTING STANDARD
GLE HP1K	5th - Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.	X	
GLE HP2A	5th - Identify how family, friends, and culture can influence personal health practices and decisions.		X
GLE HP2B	5th - Recognize situations where the perspective of others may differ from your own.		X

GLE HP2C	5th - Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down).		X
GLE HP1C	5th - Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).	X	
GLE HP1A	6th - Identify body changes during puberty and proper hygiene practices (e.g., acne).	X	
GLE HP2A	6th - Differentiate between negative and positive peer pressure and discuss reversal techniques Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence. Insure understanding of consent in regards to sexual activity.		X
GLE HP2C	6th - Describe how to constructively manage feelings caused by disappointment, stress, separation or loss. Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others.		X
GLE HP1C	6th - Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease).	X	
GLE HP1K	6th - Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.		X
GLE HP1C	7th - Sequence the process and events of the human life cycle including fertilization, fetal development and birth.	X	
GLE HP4E	7th - Discuss sexual harassment issues and create a plan to address these issues. Ensure understanding of consent in regards to sexual activity.	X	
GLE HP4E	8th - Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors). Address Missouri law of rape and sodomy and how to recognize a predator.	X	

OBJECTIVE # 1	Understands the changes in adolescent development and the effects of growth and development.	
REFERENCES/STANDARDS <i>GLE</i>	<ul style="list-style-type: none"> GLE HP1K, GLE HP2A, GLE HP2B, GLE HP2C, GLE HP1C, GLE HP1A 	
WHAT SHOULD STUDENTS...		
UNDERSTAND? <i>Concepts; essential truths that give meaning to the topic; ideas that transfer across situations.</i>	KNOW? <i>Facts, Names, Dates, Places, Information, ACADEMIC VOCABULARY</i>	BE ABLE TO DO? <i>Skills; Products</i>
<ul style="list-style-type: none"> Rapid changes in adolescent development (grades 5-8) Effects of growth and development (grades 5-8) Events of the human life cycle (grades 7-8) Red flags of a sexual predators (grades 6-8) Cyber safety techniques and methods for online protection (cyber bullying, chatting, personal profiles, social media, sexting, online safety, protection from online predators) (grades 6-8) 	<ul style="list-style-type: none"> Life cycle, puberty, defense mechanism, constructive, destructive, hygiene, hormones, fertilization, reproduction, metabolism, consent, rape, sodomy 	<ul style="list-style-type: none"> Describe the rapid changes in adolescent development (grades 5-8) Compare and contrast factors that can affect growth and development (grades 5-8) Sequence the process and the events of the human life cycle from fertilization to birth (grades 7-8) Identify signs of a sexual predator (grades 6-8) Identify cyber safety techniques and methods for online protection (grades 6-8)
FACILITATING ACTIVITIES – STRATEGIES AND METHODS FOR TEACHING AND LEARNING		
TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Graphic organizers Graphs Charts Visual aids www.kidshealth.org McGraw Hill Teen Health https://www.youtube.com/watch?v=hK5OeGeudBM Best Choice lessons 	<ul style="list-style-type: none"> Create graphic organizers Read graphs Understand charts Use visual aids 	1, 2, 3, 4
HOW DO WE KNOW WHAT STUDENTS HAVE LEARNED?		
ASSESSMENT DESCRIPTION	FORMATIVE OR SUMMATIVE?	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Formative and Summative Assessments 	Both	1, 2, 3, 4
HOW WILL WE RESPOND IF STUDENTS HAVE NOT LEARNED? <i>Possible Interventions</i>		

TEACHER INSTRUCTIONAL ACTIVITY	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Review and reteach 	<ul style="list-style-type: none"> Provide notes, vocabulary flashcards, study guides 	1, 2
HOW WILL WE RESPOND IF STUDENTS HAVE ALREADY LEARNED? <i>Possible Extensions/Enrichments</i>		
INSTRUCTIONAL ACTIVITY/METHOD	STUDENT LEARNING TASK	DOK TARGET (1=Recall, 2=Skill/Concept, 3=Strategic Thinking, 4=Extended Thinking)
<ul style="list-style-type: none"> Enrichment activities 	<ul style="list-style-type: none"> Students can explore deeper level topics independently 	3, 4

STANDARD: Growth and Development		
SCORE	DESCRIPTION	SAMPLE TASKS
4.0	<p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> The student will understand the varying stages of growth and development and also possess additional knowledge regarding the process 	
3.0	<p>The student:</p> <ul style="list-style-type: none"> The student will understand the varying stages of growth and development <p>The student exhibits no major errors or omissions.</p>	
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> Basic understanding of the varying stages of growth and development Recalls vocabulary: life cycle, puberty, defense mechanism, constructive, destructive, hygiene, hormones, fertilization, reproduction, metabolism, consent, rape, sodomy <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	
1.5	Partial knowledge of the 2.0 content but major errors or omissions regarding the 3.0 content	
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <ul style="list-style-type: none"> The student does not know the vocabulary related to growth and development, or understand the varying stages. 	

HEALTH EDUCATION GRADE-LEVEL EXPECTATIONS

**Missouri Department of Elementary and Secondary Education
May, 2007**

HEALTH EDUCATION GRADE LEVEL EXPECTATIONS

The Health Education Grade Level Expectations (GLEs) represent content that Missouri students are expected to know at each grade level. The GLEs are not a curriculum. They are, however, the learner outcomes that should be assessed at the local level to appraise student achievement. The GLEs should not be taught in isolation. Rather, they should be bundled together where possible into well-planned, sequential, and targeted lessons to accomplish district objectives to meet the Show-Me Standards.

Alignment to the Missouri Show-Me Content standards is found in the row titled "State Standards." The row titled "National Standards" refers to standards from the *National Health Education Standards, Second Edition*, published by The American Cancer Society (2007).

The following coding system should be used to reference the Health Education GLEs:

STRANDS:

FS = Functions and Interrelationships of Systems

ME = Health Maintenance and Enhancement

RA = Risk Assessment and Reduction

BIG IDEAS:

Use the numeral preceding the Big Idea

CONCEPTS:

Use the capital letter designation

EX: The GLE "recognize the four basic rules of food handling" can be found in the *Physical Health Maintenance and Enhancement* strand (ME), under the second Big Idea – *Nutrition (2)*, in the concept *Food Handling and Safety (D)* in grade 2. Therefore, the code for that particular GLE is: **ME2D2**. Generally avoid the use of periods or dashes in the coding.

1. Structure and Functions of the Body										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Sensory System	Identify the five senses	Illustrate the functions of the five senses (e.g., eyes to see)		Classify the five sense organs and their parts (e.g., iris, ear canal, olfactory bulb, taste buds, nasal cavity) and explain how the five senses are used in personal and social environment (e.g., gathering information, making observations, drawing conclusions) Name the major parts, functions and disorders of the sensory organs (e.g., near-sightedness, far-sightedness, hearing loss)						Investigate disorders, their treatments, and prevention techniques to maintain a healthy sensory system (e.g., hearing loss, glaucoma, near and far-sightedness, halitosis, numbness, tingling)
	State Standards	HPE 1	HPE 1		HPE 1					HPE 1, HPE 3
	National Standards	NH 1	NH 1		NH 1					NH 3

1. Structure and Functions of the Body										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Muscular System	Tell why people have muscles	Identify a muscle in each region of the body (e.g., arms, torso, legs)	Describe the functions of the muscular systems and provide examples (e.g., muscles pull on bones to move the joints, move food through the body)	Recognize the major muscles of the muscular system (e.g., deltoid, tricep, abdominal, quadricep)	Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)	Explain ways in which the muscular and other body systems work together	Classify the three different types of muscle tissue (smooth, cardiac, skeletal) and differentiate between voluntary and involuntary muscle movement	Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
	State Standards	HPE 1	HPE 1	HPE1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1		NH 3
Skeletal System	Tell why people have bones	Identify a bone in each region of the body (i.e., head, arms, torso, and legs)	Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles)	Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)	Identify the different types of bones (i.e., long, flat, wide, short, and curved) and their functions (mineral storage, calcium, red blood cells, growth plates)		Differentiate among the types of joints in the skeletal system (e.g., ball and socket, hinge, gliding, pivot, moveable, and immovable)	Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)		Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis)
	State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1	HPE 1	HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1		NH 1	NH 1	NH 3

1. Structure and Functions of the Body										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Integumentary System (skin)			Describe the function of the skin (e.g., protection)	Identify the major components and functions of the integumentary system (i.e., skin, hair, nails)	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)	Formulate ways to protect skin from environmental damage Explain ways in which the integumentary system works with the sensory organs Recognize the importance of self and regular check-ups for skin abnormalities				
	State Standards		HPE 1	HPE 1	HPE 1	HPE 1				
	National Standards		NH 1	NH 1	NH 5	NH 5, NH 7				

1. Structure and Functions of the Body											
E.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
Cardio-respiratory/Circulatory System	Show the location of the heart	Predict what happens to your heart rate during physical activity	Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system Name the major functions of the cardio-respiratory system	Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity) Identify the cause and effect of an active vs. inactive lifestyle on the cardio-respiratory system (e.g., healthy vs. unhealthy heart and lungs)	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life	Identify the types of blood vessels (i.e., arteries, veins, capillaries) Identify the chambers of the heart (i.e., atrium, ventricle) Identify types of blood cells (i.e., red, white, platelets) Explain ways in which the cardio-respiratory system interacts with other systems		Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally		Investigate disorders, their treatments, and prevention techniques to maintain a healthy cardio-respiratory system (e.g., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)	
	State Standards	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1		HPE 1		HPE 1, HPE 3
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1		NH 1		NH 3

1. Structure and Functions of the Body										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Respiratory System		Identify the basic components of the respiratory system (e.g., nose, mouth, lungs)	Identify additional components of the respiratory system (e.g., trachea, bronchial tubes, diaphragm, alveoli)	Identify common problems, symptoms, and treatment of breathing disorders (e.g., asthma, bronchitis) Identify the cause and effect of lifestyle choices on the respiratory system (e.g., inactivity, tobacco)	Describe the function of the respiratory system (e.g., exchange of carbon dioxide and oxygen) between air sacs and capillaries		Illustrate air flow through the respiratory system and it's relationship to the circulatory system	Measure respiratory rates during inactivity and activity		
State Standards		HPE 1	HPE 1	HPE 1	HPE 1		HPE 1	HPE 1		HPE 1, HPE 3
National Standards		NH 1	NH 1	NH 1	NH 1		NH 1	NH 1		NH 3

1. Structure and Functions of the Body										
G.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Nervous System				Identify the major components and functions of the nervous system (i.e., brain, spinal cord, nerves)	Define and distinguish between short-term and long-term memory	Summarize the functions of the nervous system (e.g., sending and receiving messages, regulating body functions), serving as the body's control center for five senses (emotions, speech, coordination, balance, and learning)	Investigate how environment affects learning Distinguish between the CNS and PNS (Central Nervous System and Peripheral Nervous System)	Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)	Analyze how learning is influenced by the brain's short term and long term memory, environmental learning styles and learning strategies (e.g., multiple intelligences, cooperative learning, hypothesis, inquiry)	Investigate disorders, their treatment, and prevention techniques to maintain a healthy nervous system (e.g., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)
	State Standards			HPE1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 2	HPE 1	HPE 1, HPE 3
	National Standards			NH 1	NH 1	NH 1	NH 1, NH 3	NH 1	NH 1	NH 3

1. Structure and Functions of the Body

H.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Digestive System				Identify the major components (e.g., mouth, esophagus, stomach, small intestine, large intestine) and functions of the digestive system	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)	Explain ways in which the digestive and other body systems work together	Identify the function of each organ in the digestive system (e.g., stomach-digestive juices, pancreas-insulin, gall bladder-storage of bile, liver-removes toxins, small intestines-absorbs nutrients, large intestines-removes solid waste) as it relates to overall health			List the most common disorders, describe how to treat them and prevention techniques to maintain a healthy digestive system (e.g., ulcers, irritable bowel syndrome, Crohn's Disease, diarrhea, constipation, gall stones, colon cancer)
State Standards				HPE 1	HPE 1	HPE 1	HPE 1			HPE 1, HPE 3
National Standards				NH 1	NH 1	NH 1	NH 1			NH 1

1. Structure and Functions of the Body

I.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Urinary/Excretory System					Label the major components (i.e., kidneys, ureters, bladder, urethra) and functions of the urinary/excretory system (e.g., removes liquid waste from the body)	Explain ways in which the urinary/excretory works with other body systems		Relate how health behaviors affect the urinary/excretory system		Investigate disorders, their treatment, and prevention techniques to maintain a healthy urinary/excretory system (e.g., kidney stones, urinary tract infections, nephritis)
State Standards					HPE 1	HPE 1		HPE 1, HPE 2		HPE 1, HPE 3
National Standards					NH 1	NH 1		NH 1		NH 3

1. Structure and Functions of the Body										
J.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Endocrine System					Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, metabolism (thyroid)	Explain ways in which the endocrine and nervous systems work together	Describe how the endocrine system affects all other body systems		Relate a function of each endocrine gland (e.g., thyroid-metabolism; pituitary-master hormonal gland and height; adrenal-fight or flight; pancreas-insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices	Investigate disorders, their treatments, and prevention techniques to maintain a healthy endocrine system (e.g., thyroid cancer, type II diabetes, chemical imbalances) List the causes of type II diabetes and describe management procedures and prevention techniques
State Standards					HPE 1	HPE 1	HPE 1		HPE 1, HPE2	HPE 1, HPE 3
National Standards					NH 1	NH 1	NH 1		NH 1	NH 1, NH 3

1. Structure and Functions of the Body

K.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Reproductive System					Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions)	Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty	Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization	Distinguish between dominant and recessive traits	Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation Explain how to maintain a healthy reproductive system Identify cancer signs and symptoms and explain the importance of monthly self-examinations	Recognize normal vs. abnormal conditions of the reproductive system Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases
State Standards					HPE 1	HPE 1	HPE 1	HPE 1	HPE 1	HPE 1, HPE 2, HPE 3
National Standards					NH 1	NH 3	NH 1	NH 1	NH 1	NH 1

1. Structure and Functions of the Body

L.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Lymphatic-Immune System					Describe how to keep the immune system healthy and explain the principles of vaccination and immunization		Label the major components (i.e., lymph nodes, lymph vessels, tonsils, thymus, spleen) and identify the functions of the lymphatic system (e.g., recognizes and destroys invading pathogens, immunity)			Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat)
State Standards					HPE 1		HPE 1			HPE 1, HPE 2, HPE 3
National Standards					NH 1		NH 1			NH 3

2. Social, Emotional and Mental Health										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	State qualities of a good friend	Identify responsibilities within a family and describe characteristics needed to be a responsible family member	Recognize the influence peers have on people (shared interest, goals, and values)			Identify how family, friends, and culture can influence personal health practices and decisions	Differentiate between negative and positive peer pressure and discuss reversal techniques			Cite evidence that supports the rights both individuals and the communities have when making social health decisions
	Influence of Family and Peers	Recognize similarities and differences of families					Evaluate ideas and perspectives regarding the influence that family, friends, and culture have on health choices and behaviors during adolescence			Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage)
State Standards	HPE 2	HPE 2	HPE 2			HPE 2	HPE 5			HPE 2
National Standards	NH 2	NH 2	NH 2			NH 2	NH 2			NH 2, NH 8
B.		Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)	Identify the cause and effect of one's actions on others	Analyze the duties and responsibilities needed to be a contributing member of a social community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)	Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them	Recognize situations where the perspective of others may differ from your own				Develop a list of attributes needed to live effectively with others
	Responsibilities in Society									
State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2				HPE 2
National Standards		NH 2	NH 2	NH 8	NH 2, NH 4	NH 2				NH 2

2. Social, Emotional and Mental Health										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Communication Skills	Recognize different emotions	Identify a variety of feelings and situations that may require adult assistance	Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills)	Evaluate the importance of effective listening skills in building and maintaining relationships		Define defense mechanisms (constructive or destructive) as a means for handling emotions (e.g., talking it out vs. shutting down)	Describe how to constructively manage feelings caused by disappointment, stress, separation or loss Model healthy communication skills through exchange of information, questions, and ideas while recognizing the perspective of others	Formulate scenarios that will illustrate potential problems or difficult situations	Analyze ways individuals can respond to the various needs and characteristics of diverse people including those with different abilities, chronic diseases, different ethnic and cultural backgrounds	Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions Predict how the dynamics of relationships with family, groups, and community change as the individual matures
	Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)									
State Standards	HPE 2	HPE 2	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NH 4	NH 4	NH 4	NH 4		NH 4	NH 4	NH 4	NH 4	NH 4

1. Personal and Family Health

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Personal Health	Identify behaviors that keep a person healthy (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams)	Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking	Identify body changes during puberty and proper hygiene practices (e.g., acne)	Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)	Analyze how social, emotional, physical, and mental health affect wellness	Show the steps used in the problem solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke)
		State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2	HPE 2	HPE 2, HPE 5	HPE 2
	National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1

1. Personal and Family Health

1. Personal and Family Health										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Preventive Care		Identify preventive health care (e.g., immunizations, regular health and dental check-ups)		Summarize how preventive health care enhances one's health (e.g., immunizations, regular health and dental care)			Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene)	Predict problems that may occur due to insufficient or lack of preventive care for health needs	Assess personal health needs during adolescence and apply strategies to address those needs or problems	Discuss the concept of preventive care and its importance in maintaining and improving health
	State Standards		HPE 3		HPE 3		HPE 5	HPE 3	HPE 5	HPE 3
	National Standards		NH 1		NH 1		NH 1	NH 1	NH 5	NH 1

1. Personal and Family Health

1. Personal and Family Health										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Growth and Development			Describe how people grow and change throughout life (physically, mentally, emotionally, and socially)	Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age)		Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth)	Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease)	Sequence the process and events of the human life cycle including fertilization, fetal development and birth		
State Standards			HPE 1	HPE 1		HPE 1, HPE 2	HPE 2	HPE 1		
National Standards			NH 1	NH 1		NH 1	NH 1	NH 1		

1. Personal and Family Health

1. Personal and Family Health										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Health and Skill Related Fitness	Recognize that active play makes people strong and healthy	Recognize that physical activity increases heart and respiratory rate	Describe how physical activity makes a person's body stronger (e.g., helps develop strength, endurance, flexibility, and body composition)	Identify components of health related fitness		Distinguish individual strengths and weaknesses in health-related fitness		Distinguish the differences between health and skill related fitness		Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness
	State Standards	HPE 4	HPE 4	HPE 4	HPE 4		HPE 4		HPE 4	HPE 4
National Standards	NH 1	NH 1	NH 1	NH 1		NH 1		NH 1		NH 1

2. Nutrition										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A. Essential Nutrients and Food Groupings		<p>Recognize that foods come from plant and animal sources and provide the body with fuel (energy)</p> <p>Recognize that food fits into different groups and that different amounts are needed from each food group for healthy eating (i.e., grains, fruits, vegetables, dairy, beans, meats)</p>	<p>Identify healthy food choices (see MyPyramid.gov) in each of the five food groups (sorting play food or pictures into food groups)</p> <p>Compare and contrast the effects of nutrient-dense and empty-calorie foods on the body (e.g., soda/skim milk, chips/apple; cookies/carrots)</p>	<p>Identify the six essential nutrients and their functions (carbohydrates, protein, fats, vitamins, minerals, water)</p>	<p>Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices</p> <p>Describe the relationship between food intake and energy</p>	<p>Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)</p> <p>Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)</p>	<p>Describe and differentiate the contribution specific nutrients make towards growth repair, and cellular needs of the body: fats provide the body with a stored form of energy, warmth and insulation for body organs; carbohydrates provides the body with an immediate source of energy; proteins help the body grow, make muscles strong and repair body tissues; vitamins and minerals help to release energy and help the body fight infections making strong bones and teeth</p>	<p>Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution</p>	<p>Justify food sources that supply each of the essential nutrients</p>	<p>Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention)</p> <p>Assess how nutritional needs change throughout the life cycle</p>
	State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards		NH 1	NH 1, NH 5	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1	NH 1

2. Nutrition										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Recognize we need a variety of foods each day		Identify a healthy snack from each food group (see MyPyramid.gov)	Compare and contrast the relationship between body image and personal health (e.g., self-esteem, disease prevention)	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety	Use the MyPyramid.gov website to construct a balanced menu	Discuss the misconceptions projected by society in regard to body image	Evaluate factors that influence food choices (e.g., culture, family, emotions, peers, media) and their impact on nutrition and health.	Create a meal plan (s) through the selection of appropriate food based on energy needs, food preferences and nutrient requirements as represented in "My Pyramid"	Prove how a well-balanced diet that is low in fat, high in fiber, vitamins and minerals can reduce the risk of certain disease
	Balance, Variety and Moderation		Recognize that eating healthy and being active will help maintain a healthy body composition			Describe and assess the relationship of family preferences and culture to food choices		Recognize the symptoms of various eating disorders and proper referral sources		Investigate and analyze the factors that influence dietary choices (e.g., lifestyle, ethnicity, family, media, and advertising) Analyze food choices and discuss how it should be used to develop a proper diet
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2, HPE 6	HPE 2	HPE 2
National Standards	NH 1	NH 1	NH 1	NH 1	NH 5	NH 1, NH 2	NH 2	NH 2	NH 1	NH 1, NH 2

2. Nutrition										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
C.		Recognize that packaged food products contain labels	Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients)	Explain the importance of nutrition facts on food labels in making healthy selections (e.g., serving size, calories, nutrients, ingredients)		Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)	Identify allergy information on food labels	Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product		Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies)
Food Labels										
State Standards		HPE 2	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2		HPE 2, HPE 6
National Standards		NH 3	NH 3	NH 5		NH 3	NH 1	NH 1, NH 2		NH 1
D.	Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off, floor, not touching others' food, wash fruits and vegetables)	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping)	Recognize the four basic rules of food handling (i.e., clean, cook, chill, separate)		Describe proper food guidelines and storage (e.g., expiration date, refrigerated vs. non-refrigerated food)			Apply the four basic rules of food handling (e.g., clean, chill, cook, separate) to different food preparation situations		Discuss the cause and effect relationships that influence a safe food supply (e.g., regulatory agencies, food handling and production, food storage techniques, pesticides, additives, bioterrorism)
Food Handling and Safety										
State Standards	HPE 2	HPE 2	HPE 2		HPE 2			HPE 2		HPE 2, HPE 6
National Standards	NH 7	NH 7	NH 7		NH 7			NH 7		NH 7

2. Nutrition										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Food Energy and Physical Activity		Recognize that food provides the body with fuel (energy) (e.g., importance of eating breakfast)	Select foods that are nutrient-dense to provide the body with long-lasting energy for thinking and physical activity (e.g., eating fruits/vegetables versus candy/chips)	Recognize that essential nutrients provide different amounts of energy (e.g., carbohydrates, protein, fats)		Summarize the relationship between food intake and physical activity		Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution		Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss)
	State Standards		HPE 2	HPE2	HPE 2		HPE 2		HPE 2	
	National Standards		NH 1	NH 5	NH 1		NH 1		NH 1	

3. Consumer Health and Safety										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Media Influence on Health Habits and Decisions			Identify advertising techniques that target children (e.g., toys in cereal, fast food meals, cartoon characters)		Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)		Recognize that fads, quackery, and advertising can influence health behaviors and practices		Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)	Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health.
	State Standards		HPE 6		HPE 6		HPE 6		HPE 6	HPE 6
	National Standards		NH 2		NH 2		NH 2		NH 2	NH 2

3. Consumer Health and Safety										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Consumer Rights and Issues						<p>List five rights that consumers have to protect themselves from false health claims: (1) right to safety (2) right to be informed (3) right to be heard, (4) right to have problems corrected, (5) right to consumer education</p> <p>Identify consumer health problems in your community</p>			<p>Identify and select appropriate consumer protection agencies that address various specific consumer issues</p> <p>Identify and analyze consumer health issues and products to make wise decisions</p>	<p>Analyze the reliability of health care information, services and products that could affect consumer decision-making (e.g., finding specialists such as CDC, county health departments, extension centers; insurance carriers, clinics, hospitals, OB/GYN, and emergency rooms)</p>
	State Standards					HPE 6			HPE 6	HPE 6
National Standards						NH 8			NH 8	NH 8

3. Consumer Health and Safety										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Community Services/Careers	Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol)	Describe the responsibilities of various community helpers			Compare and contrast community helpers and agencies who can provide assistance for specific health issues or problems (e.g., firemen, policemen, paramedics, American Heart Association)		Recognize how the collaboration efforts of individuals, communities, and government affect the health of a community (e.g., recycling effort, pollution centers) Identify and explore health-related careers	Connect the appropriate resource in the community to determine their role in prevention and treatment of health related problems (e.g., American Cancer Society, March of Dimes, American Health Association) Examine the different types of health care systems (e.g., HMOs – employer-provided health insurance)	Examine the viewpoints and efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible: managing waste, conserving energy and water, pollution control, tobacco free facilities Analyze how the Department of Health and Senior Services, the Center for Disease Control and Prevention, and other public health agencies are responsible for disease reduction and control prevention, research, education, and enforcement of laws (e.g., food inspection, safe food storage and handling, distributing flu vaccines, and no smoking ordinances) Identify career opportunities in health-related professions and how these roles meet the needs of the health consumer (e.g., exercise physiologist, sports therapist, dietician, tertiary care)	Develop a list of individual and/or governmental agencies and explain their responsibility for providing assistance to people for their health needs (e.g., Al-anon for drug abuse or dermatologist for acne)
	State Standards	HPE 6	HPE 6				HPE 6	HPE 6	HPE 6	HPE 6
	National Standards	NH 3	NH 3					NH 3	NH 3	NH 3

4. Life Management Skills										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Recognize that people have disagreements and choices on how to resolve them	Recognize that decisions have consequences	Identify positive ways to solve or prevent problems (e.g., verbal communication skills, non-verbal, and "I" messages)	Identify the five steps of the decision making process: 1. What is the problem? 2. What are my choices? 3. What are the pros and cons of each choice? 4. How important are the consequences of each choice? 5. Which is the best choice?	Explain and cite examples where the decision making process may be used (e.g., choosing sports, snacks, friends)	Apply strategies to solve or prevent problems (e.g., listen attentively, clam down, find a compromise)	Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter	Analyze and evaluate how the decision making process can help an individual in life situations	Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional	Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development)
State Standards	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
National Standards	NH 2	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5

4. Life Management Skills										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Refusal/Assertive Skills and Conflict Resolution	Recognize and practice saying "no" to unhealthy actions and behaviors toward them (e.g., stop, get away, and tell an adult or No, Go, and Tell)	Describe what causes disagreements/fights and how to avoid them		Define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence)	Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution		Apply and assess conflict/mediation strategies to a variety of conflict situations	Examine the impact that peer pressure refusal skills have on self-perception and the perception of others		
	State Standards	HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5		HPE 2, HPE 5	HPE 2, HPE 5	
	National Standards	NH 4	NH 4		NH 4	NH 4		NH 4	NH 4	

4. Life Management Skills										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Goal Setting and Asset Development		demonstrate how goal-setting can help a person make a difference in their health or fitness	Identify positive influences in a person's life (e.g., school, community, family)		Assess situations that may require coping strategies (e.g., loneliness, boredom, grief, anger, shyness) and list assets that would help address these situations	Establish short and long term goals for a specific health issue	Evaluate current assets (positive influences in one's life) and determine ways to enhance those qualities			
	State Standards	HPE 2	HPE 2		HPE 2	HPE 2	HPE 2			
	National Standards		NH 6	NH 6		NH 6	NH 6	NH 6		
Stress Management and Coping Skills		Recognize what stress is and how it affects the body	Identify healthy activities that can relieve uncomfortable feelings and emotions	Describe healthy activities and coping strategies to deal with uncomfortable feelings and emotions(e.g., ask a trusted adult, make a plan of action, exercise, speak up) Differentiate positive and negative stress and how they can affect a person		Identify personal stressors in daily living (e.g., large groups, tests, family pressures, too busy, language barriers) and describe strategies to deal with these stressors (coping, time management, decision-making)	Describe the short and long term effects of stress on the body	Describe positive stress management skills to reduce stress related problems	Analyze various techniques designed to enhance coping abilities and manage stress (e.g., stay healthy, relax, positive outlook, physically active, talk it out)	Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively)
	State Standards		HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2	HPE 2
	National Standards		NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1	

4. Life Management Skills										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	Define "private parts" (e.g., what is covered by a swimming suit) and distinguish between "safe" and "unsafe" touch	Identify a trusted adult	Identify resources in the community that can provide safety (e.g., police, safe houses, school, counselor, mall security)	Define bullying and harassment and list acts of each (e.g., excluding from group, teasing, inflicting physical harm)	Describe strategies to prevent bullying (e.g., avoid being alone, stay away from people who fight, ignore insults)	Devise a plan to reduce the risk of becoming a victim of violence, include violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, don't talk to strangers)	Formulate a personal and school-wide plan(s) to address and reduce bullying	Discuss sexual harassment issues and create a plan to address these issues	Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying	Develop a list of intervention skills that can be used to prevent violence and describe when and how to use these skills
Harassment/Bullying and Violence Prevention	Identify acceptable and unacceptable behavior toward others and list positive ways to deal with those behaviors			Define violence and identify the causes (e.g., anger, prejudice, child abuse, socio-economic status)	Describe strategies to prevent violence (e.g., count to 10 before acting, talk to a trusted adult about feelings, physical activity, channel energy into worthwhile activity)				Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)	
State Standards	HPE2, HPE5	HPE2, HPE5	HPE2, HPE5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5	HPE 2, HPE 5
National Standards	NH 1	NH 2	NH 3	NH 1	NH 1	NH 1	NH 5	NH 1, NH 5	NH 1	NH 1

1. Disease Prevention and Control										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Recognize that germs cause illness.	Identify signs of illness and list ways to help you recover	Define communicable and non-communicable diseases	Classify communicable and non-communicable diseases into the appropriate category	Identify and describe basic causes, symptoms, treatments, and management of common communicable diseases and health problems	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors			Connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable diseases	Describe the effects of positive lifestyles behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management)
Communicable vs. Non-Communicable Diseases		Define germs, where they are found, and what harm they cause to the body	Identify how germs are spread and apply practices which help reduce germs in our community (e.g., cover mouth when sneezing, wash hands)						Explain how risk behaviors can contribute to the development of chronic disease (e.g., relationships between smoking and emphysema or alcohol consumption and cirrhosis)	Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH))
State Standards	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3			HPE 3	HPE 3
National Standards	NH 1	NH 1	NH 1	NH 1	NH 1	NH 1			NH 1	NH 1, NH 3

1. Disease Prevention and Control

1. Disease Prevention and Control										
B.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Body Defenses and Recovery	Model proper hand washing and hygiene	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods)		Identify the body's basic lines of defense (e.g., skin, hair in nasal passages, white blood cells)	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)		Identify the stages of disease progression (e.g., incubation)		Describe the body's lines of defense and the stages of disease progression (e.g., incubation)	Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them
State Standards	HPE 2, HPE 3	HPE 2, HPE 3		HPE 1	HPE 2, HPE 3		HPE 3		HPE 3	HPE 3
National Standards	NH 1	NH 1		NH 1	NH 1		NH 1		NH 1	NH 1

1. Disease Prevention and Control										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Types of Pathogens and Transmission				Define pathogen and identify three major types (i.e., bacteria, virus, fungi)	Identify that there are certain conditions and lifestyle behaviors that enhance both the growth and spread of pathogens (e.g., person-to-person, food, water, not washing hands, improper refrigeration, lack of purification)		Analyze information about the transmission and prevention of communicable diseases		Hypothesize optimal conditions for growth and transmission of pathogens	Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection) Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants)
	State Standards			HPE 3	HPE 3		HPE 3		HPE 3, HPE 5	HPE 3, HPE 5
	National Standards			NH 1	NH 1, NH 7		NH 1		NH 1	NH 1, NH 3

1. Disease Prevention and Control										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Adolescent Health Issues and Sexually Transmitted Infections							<p>Locate , select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, mental disorder)</p>	<p>Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin)</p> <p>Name and discuss common STIs (sexually transmitted infections)</p> <p>Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections</p>	<p>Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development</p> <p>Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management</p>	<p>Compare signs and symptoms of common sexually transmitted infections</p> <p>Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections)</p>
	State Standards						HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5	HPE 3, HPE 5
National Standards							NH 1	NH 1	NH 1, NH 5	NH 1

1. Disease Prevention and Control

		Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
F.	HIV/AIDS Prevention Education	Identify bodily fluids (e.g., blood, saliva, urine, tears, sweat, mucous)	Recognize that bodily fluids can carry harmful diseases and that some diseases are easily transmitted while others are not	Identify safe practices for reducing a person's risk for disease (e.g., syringes and needles, sneezing, coughing, hand washing)	Define HIV/AIDS and recognize that HIV is transmitted through blood and other bodily fluids	Describe how HIV affects the immune system	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection	Explain and discuss the relationship between HIV and AIDS	Compare and contrast signs and symptoms or HIV/AIDS	Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS	
		Identify how gloves protect us from bodily fluids									
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> The Missouri School Improvement Program (MSIP 1.1, 1.2, 1.3) requires that developmentally appropriate HIV/AIDS prevention education occur at EVERY grade level, including primary grades. </div>											
State Standards		HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	HPE 3	
National Standards		NH 7	NH 7	NH 7	NH 1	NH 1	NH 7	NH 1	NH 1	NH 1	

1. Disease Prevention and Control										
F.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Abstinence, Prevention Behaviors, and Teen Pregnancy								Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented "with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.")		Analyze and evaluate how teen pregnancy and parenting can impact personal, family and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics) Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and it's effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight) Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants) (*Follow district curriculum policy when addressing methods of contraception)
	State Standards							HPE 3		HPE 3
	National Standards								NH 1	

2. Injury Prevention and Safety										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
A.	Identify safe and unsafe practices and conditions at home, school, and in the community	Identify ways to stay safe in bad weather (e.g., tornado, electric storms)	Describe common safety rules and laws (e.g., playground, bicycle, pedestrian, vehicle)	Construct a plan of what to do when home alone (e.g., emergency phone list, not answering door, not using stove)	Assess personal environment and recognize the potential for danger in everyday situations (e.g., not wearing seatbelt, too many plugs in one outlet, telling caller parents are out)	Discuss problems in daily living that may contribute to self-destructive behaviors and strategies to cope with these behaviors		Assess home and school environments for potential unsafe situations and recommend corrective action	Recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others	Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs)
	Safety for Home, School, and Communities	Recognize warning labels that identify harmful items and substances (e.g., cleaning products, "Mr. Yuk" symbol, plastic bags)	Identify safety rules for being around strangers and using the internet Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan)	List common emergencies and steps to take in each situation					Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)	
State Standards	HPE 5	HPE5, HPE 7	HPE5, HPE 7	HPE5, HPE 7	HPE 5	HPE 5		HPE 5	HPE 5	HPE 5
National Standards	NH 5	NH 5	NH 5	NH 5	NH 5	NH 5		NH 5	NH 5	NH 5
B.	Tell what first aid is and give an example	Identify individuals who can properly assist with first aid procedures (e.g., school nurse, lifeguard, teacher, parent, babysitter)	Recognize what to do for minor injuries under adult supervision (e.g., scrape, cut, nosebleed)	Create a plan that recognizes an emergency or non-emergency situation and how to respond (should I call 911?)	Demonstrate basic first aid procedures for handling weather-related emergencies (e.g., hypothermia, frostbite, and heat exhaustion)	Explain how basic aid techniques can help to save lives (e.g., abdominal thrusts and rescue breathing)	Recognize basic aid techniques that help save lives, reduce the severity of an injury and enhance recovery	Demonstrate basic first aid procedures such as the abdominal thrust, rescue breathing and CPR, poisoning, burns, control bleeds, RICE	Prioritize and demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care	Identify, from a given list, those situations that are life threatening and perform basic life saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
	First Aid Procedures	Explain how to make emergency phone calls							Analyze why the processes are used in sequential order (i.e., ABC of emergencies)	
State Standards	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7
National Standards	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7	NH 7

2. Injury Prevention and Safety										
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Activity Related Injuries and Environmental Conditions	Recognize that safety equipment is necessary to protect the body during participation in sports and recreational activities (e.g., helmet, mouth piece, shin guards, eye protection)	Match safety equipment to the activity or sport	Explain the use and purpose of safety equipment		Predict the outcome when safety equipment is used/not used in physical activity		Apply concepts about weather safety (recognize and attend to changing conditions), exercise precautions during activities, and follow appropriate safety rules and use of equipment	Make informed decisions to reduce the risk of injuries during exercise, sports and other activities		Recognize activity-related conditions (e.g., bleeding, shock, asthma, low blood sugar, diabetes, dehydration) and perform appropriate first aid procedures and practices for each Recognize weather-related emergencies (e.g., dehydration, asthma, heat exhaustion, heat stroke, hypothermia, frostbite) and perform appropriate first aid procedures and practices
State Standards	HPE 2, HPE 7	HPE 2, HPE 7	HPE 2, HPE 7		HPE 2, HPE 4		HPE 5	HPE 5		HPE 5
National Standards	NH 7	NH 7	NH 7		N H7		NH 7	NH 7		NH 7

2. Injury Prevention and Safety										
D.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Water-Related Emergencies	Recognize the importance of safety rules in and around water	Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather)		Apply safe practices and procedures in and around water	Explain the cause and effect of following water safety rules		Investigate the community agencies that provide water safety courses			List the common water-related emergencies and describe prevention and treatment techniques
	Identify specific safe practices in and around water (e.g., life jackets, buddy system, inclement weather)									
	State Standards	HPE 5	HPE 5		HPE 5	HPE 5		HPE 5		
National Standards	NH 7	NH 7		NH 7	NH 7		NH 7			NH 7

3. Substance Education										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Safe and Unsafe Substances	Recognize that there are safe and unsafe substances that can be taken into the body	Identify alcohol, tobacco, and medicines as drugs	Identify various types of drugs (e.g., nicotine, alcohol and street drugs)		Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)		Describe the short and long-term effects of performance enhancing drugs			Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases)
	Identify ways to stay away from dangerous substances	Differentiate what is and what is not medicine and it's proper and improper use (e.g., vitamins)	Explain what constitutes a drug free and safe community							
	State Standards	HPE 5	HPE 5	HPE 5		HPE 5		HPE 5		
National Standards	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3		NH 1, NH 3		NH 1, NH 3			NH 1, NH 3

3. Substance Education										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Recognize that medicine is used to prevent or treat certain health problems, taken under adult supervision	Distinguish between over-the-counter and prescription drugs	Recognize importance of safely storing medicine in its proper place	Recognize the role of medication in treating an illness	Identify the purposes of prescriptions, OTC drugs, and other natural substances (herbs) and how they can be used safely (e.g., treat illness, prevent health problems)	Explain the guidelines and precautions needed when using OTC and prescription drugs (e.g., take with trusted adult, follow the label directions, only take your own, check safety seal)	Differentiate between over the counter (OTC) and prescription drugs, their purpose, precautions and guidelines for use			Explain why individuals need to follow label guidelines for all substances (e.g., compatibility of ingested substances)
	Purpose and Guidelines for Prescription, OTC Drugs and Natural Substances									
State Standards	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5			HPE 5
National Standards	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3	NH 1, NH 3			NH 1, NH 3

3. Substance Education											
C.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12	
Substance Use vs. Non-Use	Recognize that TAOD (tobacco, alcohol, and other drugs) can have dangerous effects on the body		Describe the effects of TAOD on the body (e.g., lungs, brain, liver)	Describe how TAOD affects the way a person thinks, feels, and acts Recognize the factors (e.g., media, peers, self-concept) that influence decisions to use or abuse substances Identify healthy alternatives instead of using or abusing substances (e.g., clubs, physical activity, sports)	Describe how TAOD can affect the body systems (e.g., circulatory, respiratory, nervous) Analyze the effects of choosing healthy alternatives rather than using or abusing substances	Discuss the issues relative to a smoke-free environment (e.g., financial, health risks, emotional) and demonstrate strategies for refusing TAOD	Classify drugs based on their effect on the body (e.g., stimulant, depressant, hallucinogen, narcotic) Differentiate among various types of drugs and their effect upon the body including the following: how the drug enters the body; how the drug interacts with body chemistry Present different opinions and arguments about the effects of TAOD on individuals, family, and society	Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use	Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and marijuana and short term memory loss, smoking and low birth weight babies) Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)	Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors	
	State Standards	HPE 5		HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5	HPE 5
	National Standards	NH 1		NH 3	N 3	NH 3	NH 3	NH 3	NH 5	NH 1, NH 3	NH 1, NH 3

4. Environmental Health										
A.	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
Effects of Pollution on Health	Recognize how the environment affects a person's health	Identify substances that pollute the air and harm your lungs Recognize the effects of noise pollution on the body (e.g., loud music, headsets)		Recognize different types of pollution and how they affect one's health (noise, water, air, land)	Compare the air quality between the smoking and non-smoking area of a restaurant and identify harmful effects of second hand smoke				Describe ways in which the environment and ecosystems can be damaged and disrupted such as overpopulation, overuse of resources, and pollution	Define global warming and its effects on the health of individuals worldwide Compare present environmental health problems to past environment health problems and develop strategies to reduce or correct these problems for the future (e.g., destruction of the ozone layer, asbestos, second-hand smoke, nuclear disasters, carpooling)
	State Standards	SC4, HPE 2	SC4, HPE 2		SC 4, HPE 2	HPE 2			HPE 2	HPE 2
	National Standards	NH 1, NH 7	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7			NH 1, NH 7	NH 1, NH 7

4. Environmental Health										
	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9-12
B.	Identify ways to protect the body from the environment (e.g., sunscreen, insect repellent, sunglasses, goggles, hats)		Recognize the harmful effects of poor air quality or extreme temperature to the body (e.g., asthma, allergies, hypothermia)	Describe what an individual can do to help preserve the environment and promote environmental health (e.g., recycle, reduce, reuse)	Identify actual or potential risks factors and reduction methods within the environment that can affect one's health (e.g., wearing sunscreen, having parent change furnace filter)	Develop ways to promote recycling, reducing waste, and reusing items to prevent pollution that damages the environment, disrupts ecosystems, and affects one's personal health			Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility	Compare ways that individuals, communities, state and federal government can cooperate to promote environmental health (e.g., recycling, adopt-a-highway programs, river clean-up, land preservation, community beautification, advocacy)
			Recognize that littering is against the law and promotes the spreading of pathogens	Recognize that there are laws and regulations designed to promote and protect community and environmental health (e.g., littering, illegal dumping, noise ordinances)					Examine existing and potential environmental health problems within their community and create solutions to address them	
State Standards	HPE 2		HPE 2, SC8	SC 4	HPE 2, SC 4	HPE 2, SC 4			HPE 2	HPE 2
National Standards	NH 1, NH 7		NH 1, NH 7	NH 1, NH 7	NH 1, NH 7	NH 1			NH 1	NH 8

Revisor of Statutes
State of Missouri
Effective August 28, 2015
Chapter 170
170 M.S.C. § 015 (2015)

170.015. Human sexuality and sexually transmitted diseases, instruction in, requirements — policies, school boards' duties — certain course materials on human sexuality prohibited, when. — 1. Any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

(1) Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried pupils because it is the only method that is one hundred percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity, and advise students that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy;

(2) Stress that sexually transmitted diseases are serious, possible, health hazards of sexual activity. Pupils shall be provided with the latest medical information regarding exposure to human immunodeficiency virus, acquired immune deficiency syndrome (AIDS), human papilloma virus, hepatitis and other sexually transmitted diseases;

(3) Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710;

(4) Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan;

(5) Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role-playing at appropriate grade levels to emphasize that the pupil has the power to control personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations, such as respect for one's self and others. Pupils shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Pupils shall be taught to resist unwanted sexual advances and other negative peer pressure;

(6) Advise pupils of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise pupils of the provisions of chapter 566 pertaining to statutory rape;

(7) Teach pupils about the dangers of sexual predators, including online predators when using electronic communication methods such as the internet, cell phones, text messages, chat rooms, email, and instant messaging programs. Pupils shall be taught how to behave responsibly and remain safe on the internet and the importance of having open communication with responsible adults and reporting any inappropriate situation, activity, or abuse to a responsible adult, and depending on intent and content, to local law enforcement, the Federal Bureau of Investigation, or the National Center for Missing &* Exploited Children's CyberTipline; and

(8) Teach pupils about the consequences, both personal and legal, of inappropriate text messaging, even among friends.

2. Policies concerning referrals and parental notification regarding contraception shall be determined by local school boards or charter schools, consistent with the provisions of section 167.611.

3. A school district or charter school which provides human sexuality instruction may separate students according to gender for instructional purposes.

4. The board of a school district or charter school shall determine the specific content of the district's or school's instruction in human sexuality, in accordance with subsections 1 to 3 of this section, and shall ensure that all instruction in human sexuality is appropriate to the age of the students receiving such instruction.

5. A school district or charter school shall notify the parent or legal guardian of each student enrolled in the district or school of:

(1) The basic content of the district's or school's human sexuality instruction to be provided to the student; and

(2) The parent's right to remove the student from any part of the district's or school's human sexuality instruction.

6. A school district or charter school shall make all curriculum materials used in the district's or school's human sexuality instruction available for public inspection pursuant to chapter 610 prior to the use of such materials in actual instruction.

7. No school district or charter school, or its personnel or agents, shall provide abortion services, or permit a person or entity to offer, sponsor, or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if such person or entity is a provider of abortion services.

8. As used in this section, the following terms mean:

(1) "**Abortion**", the same meaning as such term is defined in section 188.015;

(2) "**Abortion services**":

(a) Performing, inducing, or assisting in the performance or inducing of an abortion which is not necessary to save the life of the mother;

(b) Encouraging a patient to have an abortion or referring a patient for an abortion, which is not necessary to save the life of the mother; or

(c) Developing or dispensing drugs, chemicals, or devices intended to be used to induce an abortion which is not necessary to save the life of the mother.
(L. 1999 S.B. 163, A.L. 2007 H.B. 1055, A.L. 2015 H.B. 501)

City of St. Charles School District School Board of Education (2017) Teaching about human sexuality. IGAEB

The Board of Education recognizes that parents/guardians are the primary source of sexuality education for their children. The Board also recognizes that effective sexuality education, taught in concert with parents/guardians, helps students avoid risks to their health and academic success and prepares them to make informed decisions as adults. Therefore, pursuant to the requirements of state law, any course materials and instruction relating to human sexuality and sexually transmitted diseases shall be medically and factually accurate and shall:

1. Present abstinence from sexual activity as the preferred choice of behavior in relation to all sexual activity for unmarried students because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity. Students shall be advised that teenage sexual activity places them at a higher risk of dropping out of school because of the consequences of sexually transmitted diseases and unplanned pregnancy.

2. Stress that sexually transmitted diseases are serious, possible health hazards of sexual activity. Students shall be provided with the latest medical information regarding exposure to human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS), human papillomavirus (HPV), hepatitis and other sexually transmitted diseases.

3. Present students with the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases, or present students with information on contraceptives and pregnancy in a manner consistent with the provisions of federal abstinence education law.

4. Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual activity and the consequences of adolescent pregnancy, as well as the advantages of adoption, including the adoption of special needs children, and the processes involved in making an adoption plan.

5. Teach skills of conflict management, personal responsibility and positive self-esteem through discussion and role playing at appropriate grade levels to emphasize that the student has the power to control personal behavior. Students shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control and ethical considerations, such as respect for one's self and others. Students shall be taught not to make unwanted physical and verbal sexual advances or otherwise exploit another person. Students shall be taught to resist unwanted sexual advances and other negative peer pressure.

6. Advise students of the laws pertaining to their financial responsibility to children born in and out of wedlock and advise students of the provisions of Missouri law pertaining to statutory rape and statutory sodomy.

7. Teach students about the characteristics of and ways to identify sexual predators.

8. Teach students safe and responsible Internet use, including the dangers of online sexual predators, when using electronic communication methods such as the Internet, mobile phones, text messages, chat rooms, social media, e-mail and instant messaging.

9. Instill in students the importance of having open communication with responsible adults, reporting any inappropriate situation, activity or abuse to a responsible adult and, depending on intent and content, to local law enforcement, the Federal Bureau of Investigation (FBI) or the National Center for Missing and Exploited Children's "CyberTipline."

10. Explain the potential consequences, both personal and legal, of inappropriate text messaging and sexting, even among friends.

The district will not permit a person or entity to offer, sponsor or furnish in any manner any course materials or instruction relating to human sexuality or sexually transmitted diseases to its students if the person or entity is a provider of abortion services. District personnel or district agents will not encourage students to have an abortion.

Students may be separated by gender for human sexuality instruction. Instruction in human sexuality is to be appropriate to the age of the students receiving such instruction.

The district is required to notify the parent/guardian of each student enrolled in the district of the basic content of the district's human sexuality instruction to be provided to the student and of the parent's/guardian's right to remove the student from any part of the district's human sexuality instruction. The district is required to make all curriculum materials used in the district's human sexuality instruction available for public inspection as a public record prior to the use of such materials in actual instruction.