

## HEALTH AND FAMILY LIFE

### GRADE LEVEL SUBJECT AREA EXPECTATIONS DIOCESE OF FRESNO KINDERGARTEN THROUGH SECOND GRADES

#### EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- \_\_\_ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- \_\_\_ B. Understand that we are created in the image and likeness of God.
- \_\_\_ C. Appreciate the uniqueness of each person.

#### UNDERSTAND CONCEPTS RELATED TO HEALTH PROMOTION

I	R	M	
___	___	___	Understand essential concepts of nutrition and diet.
___	___	___	Understand that the body needs nutrients for energy, growth, and body maintenance.
___	___	___	Know where food comes from.
___	___	___	Recognize safe and healthy eating habits.
___	___	___	Become familiar with the Food Guide Pyramid.
___	___	___	Know how to maintain and promote personal health
___	___	___	Understand personal hygiene
___	___	___	Bathe/shower daily
___	___	___	Clothing (clean, neat, repaired; daily underwear change)
___	___	___	Know good grooming.
___	___	___	Hair (wash when dirty; comb/brush/style; lice awareness and prevention)
___	___	___	Nails (keep clean; clip as necessary)
___	___	___	Understand dental health (brush 2-3 times a day, floss, visit dentist two times a year)
___	___	___	Understand health related to hearing
___	___	___	Safety issues (avoid putting objects in ears, loud noise/music, etc.)
___	___	___	Hearing aids
___	___	___	Understand the fundamental concepts of growth and development.
___	___	___	Identify body parts.
___	___	___	Identify the five senses.
___	___	___	Understand individual differences.
___	___	___	Know the cycle of growth and development in humans from infancy to old age.
___	___	___	Have an awareness of the body systems, structure, and function.
___	___	___	Have age appropriate information regarding sexuality.

## COMPREHEND CONCEPTS RELATED TO DISEASE PREVENTION

I	R	M	
_____	_____	_____	Recognize the signs and symptoms of common illness (fever, rash, cough, congestion, sneezing, vomiting, diarrhea, etc.)
_____	_____	_____	Know the difference between communicable and non-communicable disease.
_____	_____	_____	Know how germs are spread.
_____	_____	_____	Blood borne
_____	_____	_____	Airborne/droplet
_____	_____	_____	Contact
_____	_____	_____	Be aware of ways to prevent spread of disease.
_____	_____	_____	Hand washing
_____	_____	_____	Covering mouth and nose; use of tissue
_____	_____	_____	Avoid sharing items (comb, wash cloths, drinking and eating utensils, other personal items).
_____	_____	_____	Avoid contact with potentially infectious materials.
_____	_____	_____	Understand the importance of immunizations.
_____	_____	_____	Stay away from others when ill.
_____	_____	_____	Be aware of treatments for disease (rest, fluids, compresses, ice, heat, humidifier, home remedies, medications, various therapies (radiation, physical therapy, etc.).

## DEMONSTRATE THE ABILITY TO ACCESS ACCURATE HEALTH INFORMATION

I	R	M	
_____	_____	_____	Know the availability and the effective use of health services, products, and information.
_____	_____	_____	Seek information that is research-based and current (vs. “old wives tales,” possibly harmful information)
_____	_____	_____	Be aware of health-promoting products (thermometers, weight scales, eye glasses, hearing aids, medications, etc.)
_____	_____	_____	Be aware of health services (school meal program, school nurse, after school programs, paramedics, doctors, nurses, dentists, dietitians, sanitarians, etc.
_____	_____	_____	Identify and demonstrate the ability to locate resources and health helpers from home and school that provide health and emergency information.

**DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND REDUCE HEALTH RISKS**

I	R	M	
_____	_____	_____	Identify basic personal health needs and the roles that exercise, nutrition, hygiene, and relationships play in maintaining them.
_____	_____	_____	Identify and begin to understand the dangers of harmful substances
_____	_____	_____	Cigarettes
_____	_____	_____	Alcohol
_____	_____	_____	Illegal drugs
_____	_____	_____	Other substances
_____	_____	_____	Know the difference between medicine and harmful drugs.
_____	_____	_____	Identify behaviors that are safe and those that are harmful.
_____	_____	_____	Know how to avoid ingesting, inhaling and touching harmful substances.
_____	_____	_____	Know how medicines affect our bodies, why we take them, and how to take them safely.
_____	_____	_____	Identify how to feel better without using medicines or drugs (alternative therapies).
_____	_____	_____	Know and apply prevention and treatment strategies for accident/injury prevention and safety.
_____	_____	_____	Be able to recite full name, phone number and address.
_____	_____	_____	Know ways to seek assistance if worried, abused, or threatened (physically, emotionally, sexually).
_____	_____	_____	Know the rules for school and playground.
_____	_____	_____	Recognize hazards/dangers found in the home, school, and community and demonstrate ways to avoid or reduce the threats.
_____	_____	_____	Basic Safety
_____	_____	_____	Fire
_____	_____	_____	Traffic, bus, vehicle passenger (seat belts) bicycle, pedestrian rules
_____	_____	_____	Water/pool safety (learn how to swim, never swim alone, safety vests, etc.)
_____	_____	_____	Sun safety (dangers with overexposure, fluid replacement, protection with sun screen, clothing, hat)
_____	_____	_____	Recreation safety (use equipment as intended, use appropriate-sized protective gear, e.g., helmets, pads, eye goggles)
_____	_____	_____	Special conditions
_____	_____	_____	Coping strategies when lost or home alone
_____	_____	_____	Bad weather/natural disasters
_____	_____	_____	Darkness
_____	_____	_____	Halloween

I	R	M	
_____	_____	_____	Stranger danger
_____	_____	_____	Good touch/bad touch
_____	_____	_____	Avoiding conflicts
_____	_____	_____	Weapons
_____	_____	_____	Know how to recognize common emergencies and to respond appropriately
_____	_____	_____	Recognize emergencies with breathing, bleeding, unconsciousness, etc.
_____	_____	_____	Demonstrate how to get help (who, how, when), dial 9-1-1
_____	_____	_____	Begin to develop basic first aid and life-saving skills (do not touch anyone's blood or bodily fluids)

**STUDENTS ANALYZE THE INFLUENCE OF CULTURE, MEDIA, TECHNOLOGY, AND OTHER FACTORS ON HEALTH**

I	R	M	
_____	_____	_____	Describe how heredity, family life, and individual lifestyle affect personal health.
_____	_____	_____	Describe personal health behaviors (nutrition, exercise, etc.) of a variety of cultures.
_____	_____	_____	Identify media influences on health behaviors (positive and negative).
_____	_____	_____	Advertising
_____	_____	_____	Television
_____	_____	_____	Describe ways technology can influence personal health.
_____	_____	_____	Understand there are more advanced systems prolonging life
_____	_____	_____	Understand some of the better diagnostic and treatment options
_____	_____	_____	Access computer data

**DEMONSTRATE THE ABILITY TO USE INTERPERSONAL SKILLS TO ENHANCE HEALTH**

I	R	M	
_____	_____	_____	Distinguish between verbal and nonverbal communication.
_____	_____	_____	Know basic emotions and how people show them (happiness, love, anxiety, fear, guilt, frustration, and grief).
_____	_____	_____	Identify the difference between needs, wants, and feelings, and learn how to express them in healthy ways.
_____	_____	_____	Recognize that people handle things in different ways.
_____	_____	_____	Learn to recognize positive and negative personal traits individuals.
_____	_____	_____	Begin to recognize the difference between healthy vs. unhealthy relationships (in families and with friends).

I	R	M	
_____	_____	_____	Describe characteristics needed to be a responsible friend and family member.
_____	_____	_____	Demonstrate attentive listening skills to build and maintain healthy relationships.
_____	_____	_____	Learn to value the differences in others (age, race, families, culture, gender, religion).
_____	_____	_____	Demonstrate how to communicate care, consideration, and respect for self and others.
_____	_____	_____	Understand the importance of honesty.
_____	_____	_____	Identify refusal skills that enhance physical, mental, and emotional health.
_____	_____	_____	Develop awareness that behaviors (actions) have consequences.
_____	_____	_____	Describe ways to say “no.”
_____	_____	_____	Know ways to seek support.
_____	_____	_____	Differentiate between positive and negative behaviors used in conflict situations and describe appropriate ways to resolve conflict.
_____	_____	_____	Know how to maintain mental and emotional health.
_____	_____	_____	Understand and value the uniqueness/strengths of individuals and self.
_____	_____	_____	Learn strategies for coping with stress and adapting to change (i.e., new sibling, chronic illness, divorce/separation, moving, unemployment, dysfunctional family).

**DEMONSTRATE THE ABILITY TO USE GOAL-SETTING AND DECISION-MAKING SKILLS TO ENHANCE HEALTH.**

I	R	M	
_____	_____	_____	Identify the decision making process.
_____	_____	_____	Explain the effect of personal health care choices.
_____	_____	_____	Set a personal health goal and track progress toward achievement (e.g., exercise goal for each week is tracked on a monthly calendar, nutrition goal is consuming adequate servings of vegetables/fruits is monitored for a week and recorded).

**DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY, AND COMMUNITY HEALTH.**

I	R	M	
_____	_____	_____	Identify accurate health information.

I	R	M	
_____	_____	_____	Recognize environmental and external factors that affect individual and community health.
_____	_____	_____	Waste disposal, recycling, and sanitation
_____	_____	_____	Pollution (air, ground, water, food, noise)
_____	_____	_____	Population density
_____	_____	_____	Poverty
_____	_____	_____	Be aware of community health resources, facilities and agencies that are available.
_____	_____	_____	Express information and opinions about health issues
_____	_____	_____	Identify positive health choices
_____	_____	_____	List ways to support others in making positive health choices.

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
GRADES THREE THROUGH FIVE

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- \_\_\_\_\_ B. Understand that we are created in the image and likeness of God.
- \_\_\_\_\_ C. Appreciate the uniqueness of each person.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**KNOW THE AVAILABILITY AND EFFECTIVE USE OF HEALTH SERVICES**

- | I     | R     | M     |  |
|-------|-------|-------|--|
| _____ | _____ | _____ | Know the general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers, supported by research).                    |
| _____ | _____ | _____ | Know a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure). |
| _____ | _____ | _____ | Name their doctor, dentist, etc. and know how each can be located.   |
| _____ | _____ | _____ | Know a variety of health clubs (Parks and Recreation, Red Cross, YMCA, etc.)   |

**KNOW ENVIRONMENTAL AND EXTERNAL FACTORS THAT AFFECT INDIVIDUAL AND COMMUNITY HEALTH**

- | I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Know how the physical environment can impact personal health (e.g., the effects of exposure to pollutants).                   |
| _____ | _____ | _____ | Know how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment. |
| _____ | _____ | _____ | Know how personal health can be influenced by society (e.g., culture) and science (e.g., technology).                         |
| _____ | _____ | _____ | Be able to make a commitment to contribute to the conservation of our natural resources.                                      |
| _____ | _____ | _____ | Know about companies and organizations which recycle, reuse, or renew materials.  |
| _____ | _____ | _____ | Have a personal plan to use these companies and organizations at school and at home.  |

I	R	M	
_____	_____	_____	Have a personal plan to conserve and recycle at school and at home.
_____	_____	_____	Understand how families and communities can conserve natural resources
_____	_____	_____	Know how wasteful and improper habits damage our environment and reduce our resources.
_____	_____	_____	Process strategies for changing wasteful and improper habits at home and in the community.
_____	_____	_____	Be able to develop a personal plan for conservation of resources.

**UNDERSTAND THE RELATIONSHIP OF FAMILY HEALTH TO INDIVIDUAL HEALTH**

I	R	M	
_____	_____	_____	Understand how families change.
_____	_____	_____	Know the stress families face in making a living (work hours, changing jobs, work stress).
_____	_____	_____	Know the stress families face in making decisions (purchases, schools, churches, friends).
_____	_____	_____	Know about the changes which take place in family members as they grow.
_____	_____	_____	Know about the changes which take place in family members as they grow.
_____	_____	_____	Understand that families must budget for family expenses and income.
_____	_____	_____	Know about job changes, parent job pressures, and parent work hours.
_____	_____	_____	Know about personal changes (growth, change in friends, change in schools).
_____	_____	_____	Know about family changes (separation, divorce, death, addictions, abuse).

**KNOW HOW TO MAINTAIN MENTAL AND EMOTIONAL HEALTH**

I	R	M	
_____	_____	_____	Understand about feelings.
_____	_____	_____	Identify feelings and causes of feelings
_____	_____	_____	Know that there are support people to help manage feelings.
I	R	M	
_____	_____	_____	Know and apply ways to prevent or control feelings.
_____	_____	_____	Know how family and friends help manage feelings.
_____	_____	_____	Know how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully.
_____	_____	_____	Understand how to have healthy interactions with others.
_____	_____	_____	Know the difference between healthy and unhealthy relationships.



I	R	M	
_____	_____	_____	Know the differences between enhancing and destructive behaviors (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty)
_____	_____	_____	Know how family and friends influence our behavior and choices (personal health).
_____	_____	_____	Know how to make choices based on personal needs, not on the undue influence of others.
_____	_____	_____	Know the benefits and responsibilities of healthy friendships.
_____	_____	_____	Be able to develop strategies for refusing, getting out of situations, and standing up to others.
_____	_____	_____	Know strategies for resisting negative peer pressure.
_____	_____	_____	Know common sources of stress for children and ways to manage stress.
_____	_____	_____	Know behaviors that communicate care, consideration, and respect for self and others (including those with disabilities).
_____	_____	_____	Know ways to deal with depression after a death in the family (speaking with someone).

**KNOW ESSENTIAL CONCEPTS AND PRACTICES CONCERNING INJURY PREVENTION AND**

I	R	M	
_____	_____	_____	Be able to apply basic first aid and safety rules.
_____	_____	_____	Know about hazards which can cause injury (fires, electrical, substances, scrapes, cuts).
_____	_____	_____	Know basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns, universal precautions to be taken when dealing with other people’s bodily fluids, including blood).
_____	_____	_____	Be able to use first aid for minor injuries.
_____	_____	_____	Know how to get help or injuries or emergencies (9-1-1, school nurse, parents, teachers).
_____	_____	_____	Know basic safety rules (pedestrian, animal, transportation, fire, stranger).
_____	_____	_____	Understand the benefits and strategies for living a safe life.
_____	_____	_____	Know the benefits and strategies for proper bike, traffic, water, and unknown substance safety.
_____	_____	_____	Have a personal plan for safety on a bike, in traffic, in the water, and with unknown substances.
_____	_____	_____	Know how to behave during natural disasters.
_____	_____	_____	Know the methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger ) and ways to get assistance.

I	R	M	
_____	_____	_____	Know the difference between positive and negative behaviors used in conflict situations.
_____	_____	_____	Know non-violent strategies to resolve conflicts.
_____	_____	_____	Be able to manage various emergency situations.
_____	_____	_____	Know responses to various emergency situations (poison, accident, water, weather, fire, electrical).
_____	_____	_____	Follow school procedures for fire drills, reporting to the nurse, etc.

**UNDERSTAND ESSENTIAL CONCEPTS ABOUT NUTRITION AND DIET**

I	R	M	
_____	_____	_____	Understand nutritional information and eating habits.
_____	_____	_____	Know the nutritional value of different foods.
_____	_____	_____	Be able to find and read information contained on food package labels.
_____	_____	_____	Know how family, friends, and personal life style affect food selection and eating habits.
_____	_____	_____	Be able to describe how our nutritional needs are met by what we eat, including food groups.
_____	_____	_____	Know healthy eating practices (e.g., eating a nutritional breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs.
_____	_____	_____	Know the basic food groups and how they support a balanced diet.
_____	_____	_____	Know factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money, economics, convenience, environment, status, personal experience).
_____	_____	_____	Know how food preparation methods and food-handling practices affect the safety and nutrient quality of foods.
_____	_____	_____	Be able to make responsible eating choices.

## KNOW HOW TO MAINTAIN AND PROMOTE PERSONAL HEALTH

I	R	M	
_____	_____	_____	Understand why and how to take care of teeth.
_____	_____	_____	Know why good dental health is important.
_____	_____	_____	Know the strategies for dental health (regular check-ups, flossing, brushing, good nutrition).
_____	_____	_____	Have a personal plan for good dental health.
_____	_____	_____	Understand why and how to get good exercise, relaxation, nutrition, and sleep.
_____	_____	_____	Know why exercise, relaxation and sleep are important.
_____	_____	_____	Have a plan to get good exercise, relaxation, and sleep.
_____	_____	_____	Know the major classes of nutrients and their functions.
_____	_____	_____	Understand personal well-being and develop a plan to achieve it.
_____	_____	_____	Know how heredity, environment, and lifestyle affect the health of family members.
_____	_____	_____	Possess strategies for coping with stress in a healthy manner.
_____	_____	_____	Know what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).
_____	_____	_____	Know the relationship between physical well being and mental/emotional health.
_____	_____	_____	Be able to develop a plan to take charge of their self-concept in a positive manner.
_____	_____	_____	Understand how to gain the most benefit from physical activities.
_____	_____	_____	Be able to use the social skills for participating in physical activities.
_____	_____	_____	Know how exercise affects heart rate, including determining own heart rate.
_____	_____	_____	Know how to improve strength, endurance, and flexibility.
_____	_____	_____	Have a personal plan for being physically active.
_____	_____	_____	Understand the relationship between personal lifestyle and physical fitness.
_____	_____	_____	Know how regular physical exercise affects cardiovascular fitness.
_____	_____	_____	Know how posture and injury prevention affect physical fitness.
_____	_____	_____	Know how a knowledgeable and active lifestyle leads to lifelong physical fitness.
_____	_____	_____	Be able to develop a personal fitness program.
_____	_____	_____	Know common health problems that should be detected and treated early.

I	R	M	
_____	_____	_____	Set a personal health goal and make progress toward its achievement.
_____	_____	_____	Know the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease).

**KNOW ESSENTIAL CONCEPTS ABOUT THE PREVENTION AND CONTROL OF DISEASE**

I	R	M	
_____	_____	_____	Understand causes and prevention of disease.
_____	_____	_____	Know how infectious diseases are and are not spread (cover mouth, wash hands, use Kleenex).
_____	_____	_____	Know what behaviors help prevent disease and illness.
_____	_____	_____	Know how to support others to make healthful choices.
_____	_____	_____	Understand and be able to cope with the emotional effects of diseases.
_____	_____	_____	Know how the fear of being different influences and affects the ways we act toward others.
_____	_____	_____	Know factors which affect a person’s lifestyle.
_____	_____	_____	Be able to relate personal behavior to contracting infectious and non-infectious diseases.
_____	_____	_____	Know sources of information and services for diseases and disorders.
_____	_____	_____	Understand the relationship between lifestyle choices and diseases.
_____	_____	_____	Know how family and friends influence lifestyle choices.
_____	_____	_____	Know the effects of disease on family and personal relationships.

**UNDERSTAND THE ASPECTS OF SUBSTANCE USE AND ABUSE**

I	R	M	
_____	_____	_____	Understand how alcohol, tobacco, and drugs affect people.
_____	_____	_____	Know the short/long term effects of alcohol, tobacco, smokeless tobacco, and drugs (physical and social).
_____	_____	_____	Know how to feel good without alcohol, tobacco, and drugs.
_____	_____	_____	Have and commit to a plan not to use alcohol, tobacco, and drugs.
_____	_____	_____	Recognize substance abuse within one’s family.
_____	_____	_____	Understand the influences of peers and advertising on the use of tobacco, alcohol, and drugs and strategies for resisting their use.
_____	_____	_____	Know the laws regulating the use, sale, and advertising of tobacco, alcohol, and drugs.
_____	_____	_____	Know why people start using tobacco, alcohol and drugs.

I	R	M	
_____	_____	_____	Know how and why peers influence the use of tobacco, alcohol, and drugs.
_____	_____	_____	Know how and why advertising influences the use of tobacco, alcohol, and drugs.
_____	_____	_____	Know strategies for resisting the pressures of peers and advertising.

**UNDERSTAND THE FUNDAMENTAL CONCEPTS OF GROWTH AND DEVELOPEMNT**

I	R	M	
_____	_____	_____	Understand changes which occur in adolescence.
_____	_____	_____	Know feelings which may accompany physical, social, and emotional changes of adolescence.
_____	_____	_____	Know the process of puberty, including menstruation and personal hygiene changes (physical changes such as sexual maturation, changes in voice, acne, emotional and social changes such as growing sensitivity to peer influence, family tensions, mood swings, cognitive and intellectual development).
_____	_____	_____	Know the consequences of harassment and how to avoid harassing others.
_____	_____	_____	Be able to develop a personal hygiene program.

GRADE LEVEL SUBJECT AREA EXPECTATIONS  
DIOCESE OF FRESNO  
GRADES SIX THROUGH EIGHT

**EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION**

- \_\_\_\_\_ A. Acknowledge and appreciate that your body is a Temple of the Holy Spirit.
- \_\_\_\_\_ B. Understand that we are created in the image and likeness of God.
- \_\_\_\_\_ C. Appreciate the uniqueness of each person.

**ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS**

**KNOW THE AVAILABILITY AND EFFECTIVE USE OF HEALTH SERVICES, PRODUCTS, AND INFORMATION**

- | I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Explain and use information from the following sources                  |
| _____ | _____ | _____ | All health services/organizations (Heart, cancer, lung, diabetes, etc.) |
| _____ | _____ | _____ | Boys and Girls Club   |
| _____ | _____ | _____ | School counselor  |

**KNOW ENVIRONMENTAL AND EXTERNAL FACTORS THAT AFFECT INDIVIDUAL AND COMMUNITY HEALTH**

- | I     | R     | M     |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | Understand cultural, environmental, and economic factors that influence health. |
| _____ | _____ | _____ | Cultural differences regarding health.  |
| _____ | _____ | _____ | Consumer health   |
| _____ | _____ | _____ | Media   |
| _____ | _____ | _____ | Misconceptions  |
| _____ | _____ | _____ | Cost and effectiveness of products  |
| _____ | _____ | _____ | Understand the causes of environmental risks.                                   |
| _____ | _____ | _____ | Nuclear leaks, ozone depletion, oil spills, solid waste contamination.          |
| _____ | _____ | _____ | Conservation of the environment.  |
| _____ | _____ | _____ | Understand how peer relationships affect health.                                |
| _____ | _____ | _____ | Name calling/teasing.   |
| _____ | _____ | _____ | Discrimination.   |
| _____ | _____ | _____ | Prejudice.  |
| _____ | _____ | _____ | Risk-taking behavior.   |

## **UNDERSTAND THE RELATIONSHIP OF FAMILY HEALTH TO INDIVIDUAL HEALTH**

I	R	M	
___	___	___	Know strategies that improve or maintain family health.
___	___	___	Stress (divorce, major/minor changes in finance, etc.).
___	___	___	How behavior affects others (family/school).
___	___	___	Techniques of communication (assertive vs. aggressive).
___	___	___	Understand the development of adolescent independence
___	___	___	Peer positive stress.
___	___	___	Peer negative stress.

## **KNOW HOW TO MAINTAIN MENTAL AND EMOTIONAL HEALTH**

I	R	M	
___	___	___	Know characteristics and conditional associated with positive self-esteem.
___	___	___	Strategies to deal with stress (relaxation, exercise, etc.)
___	___	___	Strategies to deal with disappointment and depression.
___	___	___	Know skills used to communicate effectively with family, friends, and others.
___	___	___	Negotiation and mediation skills.
___	___	___	Understand the difference between safe and risky or harmful behaviors in relationships.
___	___	___	Bad language, sexual harassment, etc.

## **KNOW ESSENTIAL CONCEPTS AND PRACTICES CONCERNING INJURY PREVENTION AND SAFETY**

I	R	M	
___	___	___	Know injury prevention strategies for family health.
___	___	___	Family emergency plan, including avoiding threatening situations.
___	___	___	First Aid, including swimming safety.
___	___	___	Know potential signs of self- and other-directed violence (family/school)

## **UNDERSTAND ESSENTIAL CONCEPTS ABOUT NUTRITION AND DIET**

I	R	M	
___	___	___	Understand the six basic nutrients, including proper amounts.
___	___	___	Understand the consequences of poor health.
___	___	___	Cancer
___	___	___	Heart Disease

I	R	M	
_____	_____	_____	Osteoporosis, anemia, etc.
_____	_____	_____	Know appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research.
_____	_____	_____	Dieting techniques
_____	_____	_____	Eating disorders (psychological disorders)
_____	_____	_____	Know the principles of food safety involved with food storage and preparation.
_____	_____	_____	Refrigeration
_____	_____	_____	Food handling
_____	_____	_____	Hand/food washing, etc.
_____	_____	_____	Sanitization (dishes, clean-up procedures)

**KNOW HOW TO MAINTAIN AND PROMOTE PERSONAL HEALTH**

I	R	M	
_____	_____	_____	Understand major human body systems (muscular, circulatory, skeletal, respiratory, digestive, endocrine, and excretory).
_____	_____	_____	Know how to assess one's own health.
_____	_____	_____	Analyze one's wellness.
_____	_____	_____	Wellness test (sleep, fitness level, diet).
_____	_____	_____	Know how positive health practices and appropriate health care can help to reduce health risks.
_____	_____	_____	Sunscreen
_____	_____	_____	Good Hygiene
_____	_____	_____	Health screens
_____	_____	_____	Supporting others to make positive health choices.
_____	_____	_____	Know strategies and skills that are used to attain personal health goals.
_____	_____	_____	Individual exercise program (based on body size, bone structure, physical development).
_____	_____	_____	Healthy food choices.

**KNOW ESSENTIAL CONCEPTS ABOUT THE PREVENTION AND CONTROL OF DISEASE**

I	R	M	
_____	_____	_____	Understand how lifestyle affects one's health.
_____	_____	_____	Infectious diseases (AIDS, Hepatitis, bacteria, viruses, etc.).
_____	_____	_____	Teenage myths.
_____	_____	_____	Understand responsibilities involved in the treatment of disease.
_____	_____	_____	Personal responsibilities.
_____	_____	_____	Medication/proper use.



**UNDERSTAND ASPECTS OF SUBSTANCE USE AND ABUSE**

I	R	M	
_____	_____	_____	Know conditions that may put individuals at higher risk.
_____	_____	_____	Genetic.
_____	_____	_____	Substance abuse already in the family.
_____	_____	_____	Individual tolerance level.
_____	_____	_____	Know prevention techniques.
_____	_____	_____	Know short and long term consequences of the use of alcohol, tobacco, and other drugs.
_____	_____	_____	Physical.
_____	_____	_____	Psychological.
_____	_____	_____	Know public approaches to substance abuse control and prevention.
_____	_____	_____	Warning Labels.
_____	_____	_____	Age restrictions.
_____	_____	_____	Community resources available.

**UNDERSTAND THE FUNDAMENTAL CONCEPTS OF GROWTH AND DEVELOPMENT**

I	R	M	
_____	_____	_____	Know the similarities and differences in genders.
_____	_____	_____	Sexuality.
_____	_____	_____	Chastity.
_____	_____	_____	Pressure to be sexually active.
_____	_____	_____	Importance of abstinence.
_____	_____	_____	Developing one’s own moral code based on Catholic teachings
_____	_____	_____	Ways to say no/not giving in to peer pressure
_____	_____	_____	Aspects of mature love (physical, emotional, mental, spiritual)
_____	_____	_____	Identify risky situations (ways to say no).
_____	_____	_____	STDs/AIDS (scientific facts).
_____	_____	_____	Understand conception, prenatal development and birth (reproduction).
_____	_____	_____	Know strategies for coping with concerns and stress related to the adolescence and early parenthood.
_____	_____	_____	Know skills required for parenthood.
_____	_____	_____	Understand the stages of physical and mental development.
_____	_____	_____	Infancy – muscular growth, personality.
_____	_____	_____	Childhood – muscular growth, coordination.
_____	_____	_____	Adolescence – rapid growth and development.
_____	_____	_____	Adulthood – process of aging.