

HEALTH CURRICULUM



DIOCESE OF ARLINGTON

2003

Health Philosophy

God grants us the intellect to know, to care for and to protect the body that houses His image. Educators share the responsibility of developing the spiritual, physical, mental and social well-being of all students. Complete education of the young person must include the understanding and knowledge of that body as well as the ability to be a productive, contributing member of society.

Mission Statement

All educators must provide age appropriate instruction and guidance to help students:

- To acquire an understanding of health concepts and skills
- To apply the skills and concepts in making healthy decisions to improve, sustain, and promote spiritual, physical, mental and social health

To accomplish this mission, these guidelines are essential to the complete education of the students entrusted to our care. The specific responsibility for implementation lies with each individual locale. Each elementary school will designate a health coordinator to ensure complete and consistent implementation of Health.

Notes:

Each elementary school will designate a health coordinator to ensure complete and consistent implementation of the guidelines.

Since Family Life issues should be handled with great sensitivity according to local norms and guidelines, specific related topics have not been incorporated into the health guidelines.

We give credit to the Virginia State developers of the Health Standards of Learning. We have adopted and modified their work to reflect our philosophy and curriculum needs. We have captured the importance of the spiritual well-being of all students in meeting the total needs of the child.

Kindergarten

Kindergarten students recognize the dignity and self-worth of the human person as a child of God. Students will begin to acquire skills and practices as well as basic facts and concepts about their bodies that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, and follow school safety rules.

Knowledge and Skills

- K.1 The student will explain that the body is a living and growing organism. Key concepts/skills include
- a) the importance of making healthy food choices;
 - b) the effects of drugs and medicines (include Mr. Yuk);
 - c) the dangers of household products;
 - d) the five senses and major body parts (e.g., head, eyes, trunk, arms, legs);
 - e) the need for physical activity.
- K.2 The student will explain the concept of being healthy. Key concepts/skills include
- a) the impact of positive and negative emotions;
 - b) personal hygiene practices;
 - c) germs (e.g., bacteria, viruses) that lead to common diseases (e.g., cold, flu).
- K.3 The student will explain the concept of being safe. Key concepts/skills include
- a) the need for rules and practices;
 - b) the differences between emergency and non-emergency situations and the proper use of 911;
 - c) the choices that prevent injuries;
 - d) stranger danger awareness and precautions;
 - e) good touch/bad touch
 - f) weapon safety.

Information Access and Use

- K.4 The student will identify sources of health and safety information. Key concepts/skills include
- a) a variety of information sources such as product-safety symbols, television, radio, print materials, and electronic media;
 - b) individuals, including school nurses, family members, health care personnel, teachers, guidance counselors, and public safety officials.

Community Health and Wellness

- K.5 The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include
- a) the peaceful resolution of conflicts;
 - b) the importance of sharing information, fears, and concerns.
- K.6 The student will identify expectations for Christian behavior in school and social settings. Key concepts/skills include
- a) recognition of self-worth;

- b) acceptable behavior in classrooms and during play;
- c) respect for the property and rights of others;
- d) respect for the personal space of others.

Grade One

Students in grade one continue to recognize the dignity and self-worth of the human person as a child of God. They will learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They develop a respect and appreciation of God's environment.

Knowledge and Skills

- 1.1 The student will be introduced to the major body systems and their connection to personal health. Key concepts/skills include
 - a) the cardiovascular system;
 - b) the digestive system;
 - c) the skeletal system;
 - d) the muscular system;
 - e) the nervous system.
- 1.2 The student will explain that good health is related to health-promoting decisions. Key concepts/skills include
 - a) personal hygiene, including care of one's teeth;
 - b) personal safety behaviors;
 - c) the harmful effects of misusing medicines and drugs (include Mr. Yuk & differences between candy and drugs);
 - d) the dangers of household products;
 - e) sleep habits;
 - f) physical activity, healthy entertainment, and quiet time;
 - g) proper nutrition;
 - h) disease transmission and prevention (never touching used medical items);
 - i) accurately reporting illnesses.
- 1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
 - a) bus and automobile safety;
 - b) pedestrian safety;
 - c) playground safety;
 - d) fire safety (stop, drop, roll, cool, and call);
 - e) home safety (proper way to carry sharp objects, never handling weapons);
 - f) water safety;
 - g) self-propelled vehicle safety;
 - h) the need for protective gear;
 - i) stranger danger awareness and precautions;
 - j) good touch/bad touch;
 - k) animal/pet safety.
- 1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include
 - a) cooperation with others;
 - b) adaptation to change;

- c) age appropriate expression of ideas and thoughts to create positive relationships;
- d) the differences between positive and negative emotions.

Information Access and Use

- 1.5 The student will identify the basic health care providers and agencies that influence personal health. Key concepts/skills include
- a) the role of community health care professionals and school guidance counselors;
 - b) the purpose of community health care agencies.
 - c) the differences between emergency and non-emergency situations and the proper use of 911.

Community Health and Wellness

- 1.6 The student will demonstrate responsible Christian behavior in the school community. Key concepts/skills include
- a) cooperative behavior;
 - b) respect for others;
 - c) adherence to school rules;
 - d) acceptance of responsibility;
 - e) respect for the property of others.
- 1.7 The student will explain that his/her personal decisions help contribute to a healthy environment. Key concepts/skills include
- a) the proper disposal of trash;
 - b) the prevention of water pollution;
 - c) the effects of pollution on drinking water and marine life;
 - d) water conservation.

Grade Two

Students in grade two continue to recognize the dignity and self-worth of the human person as a child of God. They will relate health behaviors and choices to positive and negative consequences. They begin to understand the factors that influence health decisions and the addictive nature of drugs. Focus continues on preventing illness and disease.

Knowledge and Skills

- 2.1 The student will identify the basic components and functions of the systems of the human body. Key concepts/skills include
 - a) body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach);
 - b) the principles of correct posture;
 - c) the interconnection of body systems.
- 2.2 The student will explain that personal health decisions and health habits influence health and well-being throughout life. Key concepts/skills include
 - a) how nutritional food choices relate to a healthy lifestyle;
 - b) the addictive nature of drugs, alcohol, and tobacco;
 - c) the need for regular health check-ups and screenings;
 - d) the importance of learning and using refusal skills;
 - e) the use of nonviolent strategies to resolve conflicts.
- 2.3 The student will describe the influences and factors that impact health and well-being. Key concepts/skills include
 - a) heredity;
 - b) the environment;
 - c) personal hygiene;
 - d) germs and diseases;
 - e) different customs and traditions;
 - f) self-image related to personal success;
 - g) disappointment, loss, grief, and separation.
- 2.4 The student will continue to learn the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts/skills include
 - a) poison safety;
 - b) fire safety (stop, drop, roll, cool, and call);
 - c) personal safety (stranger danger);
 - d) good touch/bad touch;
 - e) weapon safety;
 - f) transportation safety;
 - g) seasonal safety.

Information Access and Use

- 2.5 The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include
 - a) health care professionals, school guidance counselors, resources, and services;
 - b) the differences between emergency and non-emergency situations and the proper use of 911;

- c) print, audiovisual, and electronic media.

Community Health and Wellness

- 2.6 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include
- a) the impact of verbal and nonverbal aggressive behaviors;
 - b) the effects of personal health decisions on other individuals.

Grade Three

Students in grade three continue to recognize the dignity and self-worth of the human person as a child of God. They will learn about growth and development throughout life as well as about the sanctity of the body and its systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.

Knowledge and Skills

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include
 - a) food choices based on nutritional content;
 - b) the benefits of physical activity and personal fitness;
 - c) safe and harmful behaviors;
 - d) Christian interaction with family, peers, and other individuals;
 - e) effects of bullying and peer pressure.
- 3.2 The student will use decision-making skills to promote health and personal well-being. Key concepts/skills include
 - a) goal setting for personal health;
 - b) the process of resolving conflicts peacefully;
 - c) strategies for solving problems related to health
- 3.3 The student will identify the effects of drug and inhalant experimentation and alcohol and tobacco use on personal health. Key concepts/skills include
 - a) improper use of medicines;
 - b) the use of refusal skills to counter negative peer pressure;
 - c) the effects of nicotine, alcohol, and other drugs on body systems;
 - d) the use of common household items as inhalants;
 - e) the effects of mind-altering drugs on behavior.
- 3.4 The student will continue to learn the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts and skills include
 - a) personal safety (stranger danger);
 - b) good touch/bad touch;
 - c) weapon safety;
 - d) traffic/transportation safety;
 - e) sports safety;
 - f) first aid;
 - g) seasonal safety.

Information Access and Use

- 3.5 The student will be introduced to the use of health information to improve personal health. Key concepts/skills include
 - a) introduction of health services and agencies to gain information;
 - b) the ways in which health care has improved as a result of technology
 - 1. print
 - 2. audiovisual

3. electronic media resources.

Community Health and Wellness

- 3.6 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include
 - a) dietary customs and practices;
 - b) recreational activities;
 - c) religious and non-religious celebrations and traditions

Grade Four

Students in grade four continue to recognize the dignity and self-worth of the human person as a child of God. They will learn and apply skills to the following health areas: disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Knowledge and Skills

- 4.1 The student will explain how nutrition affects personal health and academic achievement. Key concepts/skills include
 - a) the nutrients needed for proper brain functioning (importance of breakfast);
 - b) the components of a balanced meal;
 - c) the effects of malnutrition;
 - d) the impact of growth and development;
 - e) the impact of fats, carbohydrates, proteins, and water on physical performance.
- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
 - a) development of refusal skills;
 - b) differentiating positive and negative peer pressure;
 - c) identification of bullying and aggressive behaviors;
 - d) development of coping skills;
 - e) recognition of harmful or abusive relationships;
 - f) practicing self-control.
- 4.3 The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on the family and community. Key concepts/skills include
 - a) the impact on self, family, and community;
 - b) the long-term consequences of drug use;
 - c) acts of violence and the use of weapons;
 - d) laws related to illegal alcohol and tobacco use.
- 4.4 The student will demonstrate an understanding of health concepts and behaviors that prevent illness of self and others. Key concepts/skills include
 - a) the body's defenses (proper diet and rest);
 - b) the spread of germs (viruses, bacteria and fungi, proper hand washing techniques and safe food handling);
 - c) the difference between communicable and non-communicable diseases;
 - d) the importance of early detection of health problems and recognition of symptoms that indicate illness, including allergic and toxic reactions;
 - e) the role of regular physical activity.
- 4.5 The student will continue to learn the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts and skills include
 - a) basic first aid;
 - b) home alone;
 - c) sport safety;
 - d) seasonal safety;

- e) good touch/bad touch,
- f) weapon safety.

Information Access and Use

- 4.6 The student will access and use health resources to improve personal and family health. Key concepts/skills include
- a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;
 - b) identification of accurate and inaccurate health information.

Community Health and Wellness

- 4.7 The student will evaluate his/her role in solving community health problems. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting
 - virtues
 - channeling anger
 - cooperation
 - manners
 - proper reporting of questionable behaviors
 - b) the benefits of volunteerism.
- 4.8 The student will understand the importance of communicating with family about personal and community health issues. Key concepts/skills include
- a) identification of obstacles and solutions to communication;
 - b) assistance from a trusted adult when in unsafe or uncomfortable situations.

Grade Five

Students in grade five continue to recognize the dignity and self-worth of the human person as a child of God. They will distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They focus on the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.

Knowledge and Skills

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include
 - a) the development of positive Christian social skills;
 - b) the use of refusal and conflict resolution skills;
 - identifying, claiming, and channeling anger constructively
 - c) effective verbal and nonverbal communication skills.
- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy, and safe Christian lifestyle. Key concepts/skills include
 - a) the relationship between health promotion and disease prevention;
 - b) introduction of communicable and non-communicable diseases;
 - c) the connection between dietary guidelines and weight management;
 - d) strategies for managing stress;
 - e) the importance of exercise and recreation;
 - f) the effects of personal health habits on cardiovascular fitness;
 - g) the importance of developing and maintaining a positive self-image;
 - h) the importance of understanding physical and emotional changes that occur with puberty.
- 5.3 The student will analyze the risks of dependence and addiction associated with the use of alcohol, tobacco, inhalants, and other drugs on the systems of the body. Key concepts/skills include
 - a) the effects on the integrated functioning of the body systems;
 - b) the effects on academic performance;
 - c) the effects on relationships with family, peers, and other individuals.
- 5.4 The student will continue to learn the need for specific rules and practices to promote personal safety and injury-free situations. Key concepts and skills include
 - a) basic first aid;
 - b) sport safety;
 - c) seasonal safety;
 - d) good touch/bad touch,
 - e) weapon safety.

Information Access and Use

- 5.5 The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. Key concepts/skills include
 - a) strategies for validating health information;

- b) tools for the critical evaluation of advertisements and promotions.

Community Health and Wellness

5.6 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include

- a) problem solving techniques;
- b) collaborative support for environmental issues;
- c) sensitivity and respect for Christian and non-christian customs and traditions;
- d) promotion of the value of community health and wellness;
- e) examination of community health issues;
- f) development of community health projects;
- g) promotion of volunteerism and community service.

Grade Six

Students in grade six recognize the dignity and self-worth of the human person as a child of God. Students will develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.

Knowledge and Skills

- 6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include
 - a) the importance of significant friends or adult mentors;
 - b) the relationship between self-image and gang-related behaviors;
 - c) the effects of environmental influences on personal health;
 - d) refusal strategies related to alcohol, tobacco, and other drugs;
 - e) serious consequences resulting from misuse of drugs;
 - f) prevention and recognition of communicable and non-communicable diseases.
- 6.2 The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include
 - a) relationships of dietary guidelines to eating habits and physical fitness;
 - b) the interconnection of the body systems;
 - c) the effects of disease on the functions of the body;
 - d) the relationship of drugs, alcohol, tobacco, and inhalants to body functioning.
- 6.3 The student will describe the connections between mental, emotional, social, and physical development as they relate to adolescence. Key concepts/skills include
 - a) the effects of stress;
 - b) respect for individual differences;
 - c) positive and negative responses to criticism;
 - d) the effects of peer pressure;
 - e) importance of personal hygiene;
 - f) issues related to body image and weight management (including eating disorders).
- 6.4 The student will analyze the consequences of personal choices on health and well-being. Key concepts/skills include
 - a) the connection between self-image and personal success;
 - b) the importance of accepting responsibility for personal actions;
 - c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;
 - d) identification of risky behaviors, i.e., self-mutilation and body piercing;
 - e) signs and symptoms of depression;
 - f) strategies for preventing and responding to injuries.
- 6.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
 - a) safety habits in vehicles and public areas;

- b) first aid and safety practices;
- c) strategies to avoid accidents;
- d) the need for and use of protective gear;
- e) awareness of behaviors that can result in violent acts;
- f) natural emergency situations
 - 1. hurricanes
 - 2. fires
 - 3. winter storms
 - 4. electrical outages
 - 5. tornadoes
 - 6. floods
 - 7. earthquakes;
- g) seasonal safety;
- h) weapon safety.

Information Access and Use

- 6.6 The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include
- a) assessment of personal and family wellness;
 - b) recognition of the persuasive tactics used by various types of media including internet usage/safety;
 - c) interpretation of the contraindications for prescription drugs and over-the-counter medicines;
 - d) identification of health agencies and organizations.

Community Health and Wellness

- 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting
 - 1. virtues (truthfulness, trustworthiness, friendliness, etc.)
 - 2. manners
 - 3. encouragement of others
 - 4. appropriate cooperation and sharing of workload;
 - b) involvement in community and family projects;
 - c) development of increased leadership-role participation;
 - d) development of peer mediation techniques;
 - e) respect for the opinions and beliefs of other individuals;
 - f) respect for rules and regulations.

Grade Seven

Students in grade seven recognize the dignity and self-worth of the human person as a child of God. Students will generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy Christian lifestyle, interpret health information, and promote good health.

Knowledge and Skills

- 7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
- a) alternatives to gang-related behaviors and acts of violence;
 - b) recognition of harmful and risky behaviors
 1. drug abuse
 2. cigarette smoking
 3. body piercing
 4. self mutilation
 5. eating disorders;
 - c) the benefits of stress management;
 - d) strategies for coping with disappointment;
 - e) signs and symptoms of depression;
 - f) factors that affect school success;
 - g) the impact of difficult family situations;
 - h) development of interpersonal relationships.
- 7.2 The student will demonstrate the ability to make individual and group decisions through:
- a) fact finding;
 - b) evaluating alternatives;
 - c) predicting consequences of each decision;
 - d) choosing a plan;
 - e) informing proper authorities when necessary;
 - f) evaluating the decision and using the information as a basis for future decisions;
 - g) listening to conscience, not following peers blindly.
- 7.3 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include
- a) the effects of dietary habits on daily performance;
 - b) the importance of participating in recreational and leisure activities;
 - c) strategies for avoiding drugs, alcohol, tobacco, and inhalants;
 - d) the health benefits of regular physical activity and fitness;
 - e) the impact of sleep and rest on physical and mental performance;
 - f) the signs, symptoms, and causes of common eating disorders (anorexia and bulimia) and the importance of seeking professional help for these disorders.
- 7.4 The student will identify causes, symptoms and treatments of infectious diseases.
- 7.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
- a) safety habits in vehicles and public areas;

- b) first aid and safety practices;
- c) strategies to avoid accidents;
- d) the need for and use of protective gear;
- e) awareness of behaviors that can result in violent acts;
- f) natural emergency situations
 - 1. hurricanes
 - 2. fires
 - 3. winter storms
 - 4. electrical outages
 - 5. tornadoes
 - 6. floods
 - 7. earthquakes;
- g) seasonal safety;
- h) weapon safety.

Information Access and Use

- 7.6 The student will investigate and analyze the various factors that guide an individual's decisions about health and well-being. Key concepts/skills include
- a) the types of advertising techniques used to influence adolescents' decisions;
 - b) the validity of information from different resources;
 - c) family practices and customs;
 - d) recognition of the persuasive tactics used by various types of media including internet usage/safety;

Community Health and Wellness

- 7.7 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include
- a) the relationship of social and environmental factors to individual and community health;
 - b) the financial resources in the community dedicated to benefiting health programs;
 - c) the community's support of health services and partnerships;
 - d) the community's support of recreational and leisure activities.
- 7.8 The student will work cooperatively with others to support and promote a healthy and Christian spirit in schools, families, and communities. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting
 - 1. virtues (truthfulness, trustworthiness, friendliness, etc.)
 - 2. manners
 - 3. encouragement of others
 - 4. appropriate cooperation and sharing of workload
 - 5. volunteering
 - b) implementation of appropriate health and safety practices and behaviors;
 - c) appropriate methods of expressing opinions on health and social issues;
 - d) the benefits of community and personal service.

Grade Eight

Students in grade eight recognize the dignity and self-worth of the human person as a child of God. Emphasis on respect for life should be given. Students will have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Knowledge and Skills

- 8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years. Key concepts/skills include
- the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
 - the roles of preventative health measures, immunization, and treatment in disease prevention;
 - the short- and long-term health issues related to alcohol, tobacco, and drug abuse;
 - the impact of failing to recognize issues related to emotional and mental health;
 - the health risks associated with feelings of immortality;
 - the consequences of involvement in potentially dangerous situations;
 - the importance of social and physical activity and the results of a sedentary lifestyle;
 - the risk factors associated with communicable and non-communicable diseases.
- 8.2 The student will demonstrate the ability to make individual and group decisions through
- fact finding;
 - evaluating alternatives;
 - predicting consequences of each decision;
 - choosing a plan;
 - informing proper authorities, when necessary;
 - evaluating the decision and using the information as a basis for future decisions;
 - listening to conscience, not following peers blindly.
- 8.3 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include
- the risks associated with gang-related activities;
 - the benefits of using resistance, problem-solving, and decision-making skills for resolving health issues;
 - the importance of developing relationships that are positive and promote wellness;
 - the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.
- 8.4 The student will make choices that demonstrate an understanding of the relationship among dietary habits and emotional and physical health. Key concepts/skills include
- use of the Dietary Guidelines for Americans;
 - causes and effects of compulsive behaviors such as eating disorders, self-mutilation and importance of seeking professional help;
 - the relationship between personal health and cognitive performance.

- 8.5 The student will demonstrate injury prevention and management skills to promote personal and family health. Key concepts/skills include
- a) safety habits in vehicles and public areas;
 - b) first aid and safety practices;
 - c) strategies to avoid accidents;
 - d) the need for and use of protective gear;
 - e) awareness of behaviors that can result in violent acts;
 - f) natural emergency situations
 - 1. hurricanes
 - 2. fires
 - 3. winter storms
 - 4. electrical outages
 - 5. tornadoes
 - 6. floods
 - 7. earthquakes;
 - g) seasonal safety;
 - h) weapon safety.

Information Access and Use

- 8.6 The student will interpret and evaluate how health information, products, services, and agencies are targeted to impact adolescents. Key concepts/skills include
- a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;
 - b) the influence of multiple media resources on personal choices;
 - c) recognition of the persuasive tactics used by various types of media including internet usage/safety;
 - d) awareness of consumer rights related to health products and services (DDT, DEET, etc.).

Community Health and Wellness

- 8.7 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include
- a) personal responsibility for exhibiting healthy practices within the school and community setting
 - 1. virtues (truthfulness, trustworthiness, friendliness, etc.)
 - 2. manners
 - 3. encouragement of others
 - 4. appropriate cooperation and sharing of workload
 - 5. volunteering;
 - b) methods used to reduce health hazards and risks;
 - c) implementation of safety practices and behaviors;
 - d) the health risks associated with yielding to peer pressure;
 - e) the similarities among practices associated with healthy environments;
 - f) opportunities for Christian community service.