

PK - 12

Health Framework

Part I: PK-12

November 21, 2016

Part II PK-12

May 7, 2018



Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PK-12 Health Philosophy

The philosophy of PK-12 health education in the Millard Public Schools is to inform and guide individuals to make strategic decisions affecting their physical, emotional and social wellbeing. The long-range goal of health instruction is to assist individuals in developing, applying, and sustaining healthy attitudes and behaviors throughout their lives. This includes knowledge of risky behaviors as well as cultivating social and affective skills to prevent them.

This will be accomplished through clearly defined Millard Essential Learner Outcomes using a developmentally appropriate sequence of study and differentiated instruction. This program will provide instruction that is relevant to health concepts and societal issues.

PK-12 Health Overview

Health instruction in Millard Public Schools is guided by policies approved by the Millard Board of Education and is a partnership between home, school and place of worship. Each August the Superintendent sends a letter of introduction regarding Health 8 and Healthy Living to area clergy to affirm pro-abstinence instruction. In addition, each teacher corresponds with parents at the beginning of instruction to notify parents of the topics to be covered. Parents of 5th, 6th, and 8th grade students are also invited to attend a health education parent information meeting.

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
- FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
- CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
- COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits and a Personal Learning Plan (PLP) is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking, and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.

- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools
Omaha, Nebraska

**PK-12 Wellness Studies Curriculum Planning Committee
2015-2016 and 2016-2017**

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Michelleann Avilla-Kim	North Middle	Family & Consumer Sciences Teacher
Trenton Bickford	Central Middle	Physical Education Teacher
Shelia Bolmeier	Ron Witt Support Services	Instructional Technology MEP
Alisen Brewer	North Middle	Special Education Teacher
Kelsey Chittenden	West High	Family & Consumer Sciences Teacher
Andrew Cunningham	North High	Physical Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Elizabeth Dickson	Beadle Middle	Counselor
Matt Dykstra	Ezra Elementary	Physical Education Teacher
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Laurie Fitzpatrick	Sandoz & Upchurch Elementary	Counselor
Angela Hagaman	Beadle Middle	Health Teacher
Suzanne Hanish	Kiewit Middle	Family & Consumer Sciences Teacher
Chad Hayes	Don Stroh Administration Center	Student Services Facilitator
Julia Hobbs	Andersen Middle	Family & Consumer Sciences /Health Teacher
Colin Johnston	West High	Physical Education Teacher
Bridget Kowal	Harvey Oaks Elementary	Counselor
Kelsey Kummer	South High	Family & Consumer Sciences /Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Amy Leuschen	Russell Middle	Physical Education Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Nancy Nielsen	Russell Middle	District Head Nurse
Nicole Nielsen-Springer	North Middle	Physical Education Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Amanda Parker	Horizon High	Counselor
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Natalie Peterson	South High	Family & Consumer Sciences /Health Teacher
Jennifer Pollock	Wheeler Elementary & Horizon High	School Psychologist
Haley Ryan	North High	Family & Consumer Sciences /Health Teacher
Alan Sarka	Neihardt Elementary	Physical Education Teacher
Loel Schettler	North High	Counselor
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Vanderbeek	South High	Family & Consumer Sciences /Health Teacher
Barb Waller	Don Stroh Administration Center	Coordinator of Secondary Programs
Julie Williams	Central Middle	Counselor
Trevor Wragge	South High	Physical Education Teacher

Under the facilitation of John Becker, Ellen Kramer, Monica Hutfles, and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreeze, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2015-2016), Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services (2015-2016), Anthony Weers, Ed.D., Director of Secondary Education, and Heather Phipps, Ed.D., Associate Superintendent of Educational Services.

PK-12 Health Curriculum Planning Committee

Jennifer Albert	Neihardt Elementary	Health Teacher
Debra Ashmore	Wheeler Elementary	Special Education Teacher
Angela Daigle	Ron Witt Support Services	Instructional Technology MEP
Tara Fabian	Reagan Elementary	Principal
Pam Erixon	Holling Heights Elementary	English Language Learner Specialist
Angela Hagaman	Beadle Middle	Health Teacher
Stephanie Kurz	Holling Heights Elementary	Health Teacher
Dawn Marten	Harvey Oaks Elementary	Principal
Katherine McCarthy	Aldrich Elementary	Health Teacher
Mila O'Brien	North High	Family & Consumer Sciences /Health Teacher
Carrie Peterson	Russell Middle	Family & Consumer Sciences /Health Teacher
Brenda Schmidt	West High	Family & Consumer Sciences /Health Teacher
John Southworth	Beadle Middle	Principal
Steve Throne	South High	Assistant Principal
Barb Waller	Don Stroh Administration Center	Coordinator of Secondary Programs

Under the facilitation of Ellen Kramer and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

PK-12 Wellness Studies Community Focus Group

Steven Abraham	Rabbi	Beth El Synagogue
Nancy Burkhart	Community Member	Nebraska Department of Education
Megan Hall	Community Member	HyVee Dietitian
Theo Hudala	Pastor	Stone Bridge Church
Dr. Ann Luther	Post-Secondary Representative	UNO Counseling Department Chair
John Madvig	Reverend	Community Covenant Church
Janet Martin	Parent	Millard North High School
Peg Millerbernd	Nurse, Parent	Ackerman Elementary School
Michelle Patterson	Parent	Aldrich Elementary School
		Kiewit Middle School
Kirk Rasmussen	Parent	Millard North Middle School
		Millard North High School
Paul Tomaso	Deacon	St. Stephen the Martyr
Gina Wiitanen	Parent	Millard Public Schools

The PK-12 Wellness Studies Community Focus Group met twice during the school year – February 8, 2016 and April 7, 2016. Participants reviewed the Board of Education Policy and Rule 6615.1 that defines a pro-abstinence approach. They reviewed the Curriculum Development process and proposed standards and indicators within the areas of Counseling, Family Consumer Sciences, Health, and Physical Education. Participants addressed and discussed thoughts related to three questions: What are the knowledge and skills students need? What are the mindsets and behaviors students need to learn? What are the critical issues? During the second session, they reviewed notes from the first meeting and discussed the comprehensive standards for each area. They learned what was not included in the MPS Health curriculum and provided input related to each area. Participants confirmed current practices to maintain communication between home, place of worship, and school including the distribution of the annual letters to parents (5th, 6th, 8th, and Healthy Living) and to the clergy. When students raise questions related to potentially controversial topics, teachers direct them back to their parents.

Under the facilitation of John Becker, Monica Hutfles, Ellen Kramer and Diane Reiners, Curriculum and Instruction MEP Facilitators for Millard Public Schools.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education, Nancy Johnston, Ed.D., Director of Secondary Education (2015-2016), Mark Feldhausen, Ph.D., Associate Superintendent of Educational Services (2015-2016), Anthony Weers, Ed.D., Director of Secondary Education, Heather Phipps, Ed.D., Associate Superintendent of Educational Services, and Barb Waller, Coordinator of Secondary Programs.

Instructional Materials Selection Committees

Elementary Schools—January-May 2017

Under the facilitation of Ellen Kramer, Curriculum and Instruction MEP Facilitator.

Jodi Ackley	Reagan Elementary	5 th grade
Jennifer Albert	Neihardt Elementary	1 st grade
Abigail Aldana	Bryan Elementary	5 th grade
Angela Carter	Morton Elementary	3 rd grade
Lauri Cork	Ackerman Elementary	4 th grade
Kelly Ekue	Montclair Elementary	2 nd grade
Nikki Frenche	Abbott Elementary	1 st grade
Michelle Fuller	Holling Heights Elementary	2 nd grade
Jaci Goldhorn	Ezra Elementary	3 rd grade
Morgan Gradoville	Reagan Elementary	Kindergarten
Cathy Hall	Aldrich Elementary	3 rd grade
Christina Hutchinson	Reagan Elementary	Kindergarten
Laura Kuehl	Sandoz Elementary	5 th grade
Molly Lucas	Holling Heights Elementary	Kindergarten
Katherine McCarthy	Aldrich Elementary	2 nd grade
Jen Miller	Willowdale Elementary	4 th grade
Kristin Mitchell	Montclair Elementary	4 th grade
Korryn Phillips	Harvey Oaks Elementary	1 st grade

Secondary Schools—September 2017-February 2018

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator, Barb Waller, Coordinator of Secondary Programs, and Nikki Schafer, Instructional Technology Facilitator.

Amy Breiter	North High School
Dian Carlson	West High School
Angela Hagaman	Beadle Middle School
Julia Hobbs	Andersen Middle School
Tim Lackovic	Kiewit Middle School
Nichole Larson	South High School
Connie Kozak	Russell Middle School
Jamie Stinson	North Middle School
Matthew Wallace	Central Middle School

**Timeline for MEP Cycle Procedures
PK-12 Wellness Studies and K-12 Health**

September 24, 2015	PK-12 Wellness Studies Curriculum Planning Committee: provided Phase I overview and orientation to Google Drive folder documents
October 20, 2015	PK-12 Wellness Studies Curriculum Planning Committee: met to determine research areas based on current data, education trends, and critical issues
November 5, 2015	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> ● College and Career Readiness ● Wellness Concepts (emotional, physical, and social wellbeing) ● Counseling, Family & Consumer Sciences, Health and Physical Education ● Effective Instructional Practices
February 8, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
February 9, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to synthesize research findings and curricular groups drafted scope and sequence for PK-12 Health, Counseling, PE, and Family and Consumer Sciences
February 23, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to draft scope and sequence the standards and indicators for PK-12 Health
March 3, 2016	PK-12 Wellness Studies Curriculum Planning Committee: met to finish scope and sequence of PK-12 Health Standards matrices; developed philosophy statement and course descriptions
April 7, 2016	Wellness Studies Community Focus Group: provided input on issues related to wellness education
October 24, 2016	PK-12 Health Curriculum Planning Committee: met to review the proposed PK-12 Health Framework
November 21, 2016	PK-12 Health Framework submitted to Board of Education for approval
January 27, 30, April 11, May 4, 2017	K-5 Health Curriculum Materials Selection Committees met to review, align and recommend curricular resources
September 2017-February 2018	6-12 Health Curriculum Materials Selection Committees met to review, align and recommend curricular resources
March 5, 2018	PK-12 Wellness Studies Curriculum Planning Committee met to confirm the PK-12 Health instructional materials
April 12 and 17, 2018	Curriculum Materials Community Review meetings held to preview PK-12 Health instructional resources
May 3, 2018	PK-12 FCS and Health Curriculum Planning Committee members and course guide writers met to reflect on Health Community Review input
May 7, 2018	Instructional Materials Selection Committee proposal to Educational Services and recommendation to the Board of Education for approval

PK-12 National/State Health Education Standards

Millard Public Schools Comprehensive Health Education Program does not include these topics: sexual identity and orientation; transgender; masturbation; shared sexual behavior; fantasy; sexual dysfunction; abortion; sexuality and religion; and sexuality and arts. When students raise questions related to these topics, they are referred back to their parents. Human Sexuality Education is but one component of the MPS Comprehensive Health Education program. Parents may request that their child be excused from a specific lesson and given an alternative assignment or may opt out from a unit or course based upon Board of Education Policy and Rule.

Millard Public Schools Comprehensive Health Education Program complies with Nebraska State Statutes 79-712 through 79-714, 79-2,138 through 79-2,142 and Nebraska Rule 10 requirements. Within each standard, the following components are addressed: Emotional, Environmental, Physical, and Social Health.

	PK	K	1	2	3	4	5	6	7	8	High School
1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.											
<i>Personal hygiene, health-enhancing behaviors</i>	X	X	X	X	X	X	X	X	X	X	X
<i>Nutrition, eating disorders</i>	X	X	X	X	X	X	X	X	X		X
<i>Positive and negative indicators of wellbeing for self and others</i>	X	X	X	X	X	X	X	X	X	X	X
<i>Harmful substances and health risks; health-enhancing behaviors; positive and negative influences</i>	X	X	X	X	X	X	X	X	X	X	X
<i>Positive social interactions; integrity, self-discipline, responsibility for actions</i>	X	X	X	X	X	X	X	X	X	X	X
<i>Human Growth and Development/Human Sexuality</i>							-Puberty -AIDS is a virus that is transmittable	-Human reproduction system and birth -Puberty (adolescent changes)		-Abstinence -Methods to Plan Family (contraceptives) purpose in highlighting inadequacies and ineffectiveness of their use so as to further support position of abstinence and safe approach to sexual behavior. Teachers do not demonstrate how to use family planning devices. -Reproduction (pregnancy, birth and teen parenting) -Sexual transmitted infections: AIDS, HIV	-Abstinence -Methods to Plan Family (contraceptives) purpose in highlighting inadequacies and ineffectiveness of their use so as to further support position of abstinence and safe approach to sexual behavior. Teachers do not demonstrate how to use family planning devices. -Reproduction (pregnancy) Self-advocacy (refusal skills, seeking support) -Sexual transmitted infections: AIDS, HIV
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.											
<i>Environmental influences that promote health and wellness, ethical and safety issues related to technology, diversity, societal influences, digital citizenship</i>				X	X	X	X	X	X	X	X
3. Students will demonstrate the ability to access valid information and products and services to enhance health.											
<i>Positive wellbeing, safety during emergencies, community health workers, decision making critical analysis of resources.</i>	X	X	X	X	X	X	X	X	X	X	X
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.											
<i>Emotions/feelings, personal safety, personal boundaries, strategies to avoid risks and enhance health behaviors, conflict resolution strategies, communication skills, respect for self and others.</i>	X	X	X	X	X	X	X	X	X	X	X
5. Students will demonstrate the ability to use decision-making skills to enhance health.											
<i>Asking for support, positive decision-making, critical reasoning</i>	X	X	X	X	X	X	X	X	X	X	X
6. Students will demonstrate the ability to use goal-setting skills to enhance health.											
<i>Setting and measuring goals, perseverance, problem solving</i>	X	X	X	X	X	X	X	X	X	X	X
7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.											
<i>Emotional wellbeing, balance between rest, exercise, nutrition, environmental impacts on health, putting goals into action</i>	X	X	X	X	X	X	X	X	X	X	X
<i>Comply with policies and regulations; respect for laws and law enforcement, avoiding negative influences</i>	X	X	X	X	X	X	X	X	X	X	X
8. Students will demonstrate the ability to advocate for personal, family, and community health.											
<i>Problem-solving skills, perseverance, injury preventions, community health and safety, community services, advocacy for self and others</i>			X	X	X	X	X	X	X	X	X

Introduction to Health Matrix

Introduction

This matrix displays the Millard Public Schools PK-12 Health Standards and Indicators. The Millard Standards are based on the National Health Standards, which have been adopted by the Nebraska Department of Education (2015). Staff members who served on the PK-12 Health Curriculum Planning Committee create all Components and Indicators within the matrix. Additional information is provided where appropriate to show progression in concepts and skills.

Legend



Cell without shading: National, State, or Millard concept standard or indicator exists



Shaded cell: No National, State or Millard concept standard or indicator exists

The Health standards within the Framework are listed by grade at the elementary level and by course middle school through high school. Grade numbers indicate the specific grade in which each standard and indicator is taught.

Nomenclature

The Standards and Indicators are sequenced in the following matrix. Each section leads with a Comprehensive Standard followed by specific standards and indicators as noted. Nomenclature for the standards and indicators is as follows:

H	Health
M	Millard Standard
PK-12	Grade Level
1-8	Comprehensive Standard
	1 Health Promotion and Disease Prevention
	2 Health Behaviors
	3 Access to Health Information, Products and Services
	4 Interpersonal Communication Skills
	5 Decision-Making Skills
	6 Goal Setting
	7 Health-Enhancing Behaviors
	8 Advocating for Personal, Family and Community Health
1-7	Grade Level Standard
a-f	Indicator

Example

H M 02.1.1.b	H = Health
	M = Millard Standard
	02 = Grade
	1-8 = Comprehensive Standard
	1-7 = Grade Level Standard
	b = Indicator

PK-12 Comprehensive Standard 1:

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>								H M 06.1.1 Students will identify the attributes of integrity, self-discipline, and positive attitudes in order to take personal responsibility for actions.
								H M 06.1.1.a Recognize positive and negative indicators of well-being for self and others (e.g., harmful substances {alcohol, over-the-counter, refusal skills, tobacco}, fitness {injury prevention, rest/sleep}, human growth & development {adolescence changes}, nutrition {food labels, nutrients, portion control, USDA Guidelines}, personal health {healthy choices, self-care, self-esteem, disease prevention}, relationships {friends, bullying, cliques})

<p>Emotional Health</p> <p><i>Expressing emotions in positive, non-destructive ways</i></p>								<p>H M 06.1.1.b Determine when help is needed and seek adult support to maintain healthy living (e.g., bullying, etc.)</p>
<p>Environmental Health</p> <p><i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i></p>								<p>H M 06.1.2 Students will understand how the environment impacts physical health.</p>
<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M PK.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 00.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 01.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 02.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 03.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 04.1.3 Students will identify good personal hygiene habits.</p>	<p>H M 05.1.3 Students will identify good personal hygiene habits.</p>	
	<p>H M PK.1.3.a Recognize good personal hygiene habits (e.g., proper hand washing, oral hygiene, prevention of germ transmission)</p>	<p>H M 00.1.3.a Recognize good personal hygiene habits (e.g., proper hand washing, oral hygiene, prevention of germ transmission)</p>	<p>H M 01.1.3.a Determine good personal hygiene habits (e.g., proper hand washing, oral hygiene, prevention of germ transmission)</p>	<p>H M 02.1.3.a Determine good personal hygiene habits (e.g., proper hand washing, oral hygiene, prevention of germ transmission)</p>	<p>H M 03.1.3.a Communicate the importance of good personal hygiene habits (e.g., daily bathing, using deodorant, oral hygiene)</p>	<p>H M 04.1.3.a Communicate the importance of good personal hygiene habits (e.g., daily bathing, using deodorant, oral hygiene)</p>	<p>H M 05.1.3.a Analyze the benefits of good personal hygiene</p>	
	<p>H M PK.1.4 Students will recognize the difference between healthy and unhealthy food choices.</p>	<p>H M 00.1.4 Students will recognize healthy and unhealthy food choices.</p>	<p>H M 01.1.4 Students will understand the components of balanced nutrition.</p>	<p>H M 02.1.4 Students will apply knowledge of healthy food choices.</p>	<p>H M 03.1.4 Students will differentiate between healthy and unhealthy nutritional choices.</p>	<p>H M 04.1.4 Students will differentiate between healthy and unhealthy nutritional choices.</p>	<p>H M 05.1.4 Students will produce evidence of how healthy food choices prevent disease.</p>	

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.1.4.a Identify healthy versus unhealthy foods (e.g., sort foods into groups)	H M 00.1.4.a Identify healthy versus unhealthy foods	H M 01.1.4.a Identify the food groups and number of servings	H M 02.1.4.a Recognize the functions of each food group (e.g., dairy builds strong bones)				
	H M PK.1.4.b Understand the importance of eating breakfast daily	H M 00.1.4.b Understand the importance of eating breakfast daily	H M 01.1.4.b Explain the importance of eating breakfast daily	H M 02.1.4.b Identify healthy food choices (e.g., balanced diet, moderation, benefits of drinking water)	H M 03.1.4.b Describe the benefits of a balanced diet (e.g., recommended servings from each group, distribution of calories throughout the day)	H M 04.1.4.b Examine the value of food choices (e.g., balance and moderation; fat, sugar, sodium, fiber)		
			H M 01.1.4.c Identify where different foods come from (plant and animal sources)	H M 02.1.4.c Identify characteristics of each food group (e.g., examples, number of servings)			H M 05.1.4.c Evaluate a personal diet (e.g., keep a food log)	
				H M 02.1.4.d Describe body signals that tell a person when they are hungry and when they are full			H M 05.1.4.d Identify health conditions that can be impacted by food choices	
	H M PK.1.5 Students will recognize that substances used incorrectly can be harmful.	H M 00.1.5 Students will recognize that substances used incorrectly can be harmful.	H M 01.1.5 Students will recognize that substances used incorrectly can be harmful.	H M 02.1.5 Students will recognize dangers of using harmful substances (e.g., tobacco, e-cigarettes, alcohol).	H M 03.1.5 Students will recognize dangers of using harmful substances. (e.g., tobacco, e-cigarettes, alcohol).	H M 04.1.5 Students will distinguish between safe and harmful behaviors to reduce personal health risks.	H M 05.1.5 Students will distinguish between safe and harmful behaviors to reduce personal health risks.	H M 06.1.5 Students will practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for wellbeing.

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>					H M 03.1.5.a Practice assertiveness skills to enhance wellbeing and avoid risky situations (e.g., experimenting with harmful substances)	H M 04.1.5.a Practice assertiveness skills to enhance wellbeing and avoid risky situations (e.g., experimenting with harmful substances)	H M 05.1.5.a Advocate to others assertiveness skills to enhance wellbeing and avoid risky situations	
	H M PK.1.5.a Recognize positive influences that support healthy choices	H M 00.1.5.a Recognize positive influences and environments that support healthy choices	H M 01.1.5.a Recognize positive influences and environments that support healthy choices	H M 02.1.5.a Recognize negative influences and pressure to use harmful substances	H M 03.1.5.b Recognize negative influences and pressure to use harmful substances	H M 04.1.5.b Recognize negative influences and pressure to use harmful substances	H M 05.1.5.b Recognize negative influences and pressure to use harmful substances	H M 06.1.5.b Recognize positive and negative impacts of influences on healthy living (e.g., harmful substances {alcohol, over/counter, refusal skills, tobacco}, fitness {injury prevention, rest/sleep}, human growth & development {adolescence changes}, nutrition {food labels, nutrients, portion control, USDA Guidelines}, personal health {healthy choices, self-care, self-esteem, disease prevention}, relationships {friends, bullying})

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>								H M 06.1.5.c Understand the relationship between physical, emotional and social health
				H M 02.1.5.d Develop skills to avoid substance abuse (e.g., saying no, telling a trusted adult, relocate yourself)	H M 03.1.5.d Develop skills to avoid substance abuse (e.g., saying no, telling a trusted adult, relocate yourself)	H M 04.1.5.d Develop skills to avoid substance abuse (e.g., saying no, telling a trusted adult, relocate yourself)	H M 05.1.5.d Develop skills to avoid substance abuse (e.g., saying no, telling a trusted adult, relocate yourself)	H M 06.1.5.d Recognize, avoid, and respond to negative influences and pressures that impact well-being
			H M 01.1.5.e Understand the potential risks associated with over the counter substances (e.g., household cleaners, over the counter medicine)	H M 02.1.5.e Describe the potential risks associated with over the counter substances (e.g., household cleaners, over the counter medicine)	H M 03.1.5.e Identify the difference between legal and illegal medicine	H M 04.1.5.e Explain the difference between legal and illegal medicine	H M 05.1.5.e Explain why household products are harmful if intentionally absorbed or inhaled	
				H M 02.1.5.f Describe health risks associated with using alcohol and tobacco	H M 03.1.5.f Identify short and long terms effects of substance abuse (e.g., alcohol, tobacco, e-cigarettes)	H M 04.1.5.f Describe short and long terms effects of substance abuse (e.g., over-the-counter and prescription medicines)	H M 05.1.5.f Describe short and long terms effects of substance abuse (e.g., illegal drugs)	
	H M PK.1.6 Students will understand healthy habits.	H M 00.1.6 Students will understand healthy habits.	H M 01.1.6 Students will understand how healthy habits prevent disease and promote wellbeing.	H M 02.1.6 Students will understand how healthy habits prevent disease and promote wellbeing.	H M 03.1.6 Students will demonstrate how healthy habits prevent disease and promote wellbeing.	H M 04.1.6 Students will demonstrate how healthy habits prevent disease and promote wellbeing.	H M 05.1.6 Students will demonstrate how healthy habits prevent disease and promote wellbeing.	

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.1.6.a Identify healthy habits (e.g., exercise, nutrition, sleep/rest, self-talk, personal hygiene)	H M 00.1.6.a Identify healthy habits (e.g., exercise, nutrition, sleep/rest, self-talk, personal hygiene)	H M 01.1.6.a Understand impacts of maintaining healthy habits (e.g., washing hands and covering a cough prevent disease)	H M 02.1.6.a Understand impacts of maintaining healthy habits (e.g., a balance of rest, proper nutrition, and exercise improve one's ability to focus)	H M 03.1.6.a Explain impacts of maintaining healthy habits (e.g., a balance of rest, proper nutrition, and exercise improve one's ability to focus)	H M 04.1.6.a Explain how healthy habits prevent disease (e.g., brushing teeth prevents cavities)	H M 05.1.6.a Justify how healthy habits are important to preventing communicable diseases (e.g., good hygiene)		
								H M 05.1.7 Students will recognize that adolescence is a period of physical, social, and emotional change.	H M 06.1.7 Students will recognize the physical, social, and emotional changes during adolescence.
								H M 05.1.7.a Recognize the physical and emotional changes of adolescence	H M 06.1.7.a Understand the function of the endocrine system with the onset of puberty
								H M 05.1.7.b Recognize individual differences that may account for varied maturation rates and patterns	H M 06.1.7.b Identify the individual differences that may account for varied maturation rates and patterns
								H M 05.1.7.c Understand that becoming a physically mature person is a normal and good process	

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>							H M 05.1.7.d Describe how heredity and environment play an important part in an individual's growth and development	
							H M 05.1.7.e Recognize that AIDS is a communicable disease	
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M PK.1.8 Students will identify characteristics of positive social interactions.	H M 00.1.8 Students will identify characteristics of positive social interactions.	H M 01.1.8 Students will identify characteristics of positive social interactions.	H M 02.1.8 Students will identify characteristics of positive and negative social interactions.	H M 03.1.8 Students will develop strategies to manage positive and negative social interactions.	H M 04.1.8 Students will practice strategies to manage positive and negative social interactions.	H M 05.1.8 Students will practice strategies to manage positive and negative social interactions.	H M 06.1.8 Students will identify characteristics of positive self-image and its impact on relationships and healthy decision-making.
								H M 06.1.8.a Recognize positive and negative impacts of influences on healthy living (e.g., harmful substances {alcohol, over/counter, refusal skills, tobacco}, personal health {healthy choices, self-care, self-esteem, disease prevention} relationships {friends, bullying, cliques})

PK-12 Comprehensive Standard 1:
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Grade/Course Level Standards and Indicators

Concepts	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>		H M 06.1.1 Students will identify the attributes of integrity, self-discipline, and positive attitudes in order to take personal responsibility for actions.	H M 07.1.1 Students will apply the attributes of integrity, self-discipline, and positive attitudes in order to take personal responsibility for actions.	H M 08.1.1 Students will evaluate and apply the attributes of integrity, self-discipline, and positive attitudes in order to take personal responsibility for actions.	H M 12.1.1 Students will evaluate and apply the attributes of integrity, self-discipline, and positive attitudes in order to take personal responsibility for actions.
		H M 06.1.1.a Recognize positive and negative indicators of well-being for self and others (e.g., harmful substances {alcohol, over/counter, refusal skills, tobacco}, fitness {injury prevention, rest/sleep}, human growth & development {adolescence changes}, nutrition {food labels, nutrients, portion control, USDA Guidelines}, personal health {healthy choices, self-care, self-esteem, disease prevention}, relationships {friends, bullying, cliques})	H M 07.1.1.a Recognize positive and negative indicators of well-being for self and others (e.g., diseases {communicable, non-communicable, prevention}, environmental health {air, cancer causes, sound, sun}, personal health {health triangle, eating disorders, stress}, relationships {boundaries, cyberbullying, healthy/unhealthy, sexting}, harmful substances {drugs, legal/illegal, misuse})	H M 08.1.1.a Recognize positive and negative indicators of well-being for self and others (e.g., communication, decision making, emotional health {stress, loss, depression, suicide}, goals/values, parenting {planning family, teen parenting} relationships {dating, harassment, refusal skills, sexting, sexual abuse}, STIs/HIV/AIDS)	H M 12.1.1.a Recognize positive and negative indicators of well-being for self and others (e.g., abstinence, communication, decision making, digital citizenship, eating disorders, goals /values, stress, loss, depression, suicide, pregnancy, relationships, self-advocacy, harmful substances)
		H M 06.1.1.b Determine when help is needed and seek adult support to maintain healthy living (e.g., bullying, etc.)	H M 07.1.1.b Determine when help is needed and seek adult support to maintain healthy living (e.g., cyberbullying, eating disorders, sexting, etc.)	H M 08.1.1.b Determine when help is needed and seek adult support to maintain healthy living (e.g., loss, harassment, sexting, etc.)	H M 12.1.1.b Discern when and how to seek support to maintain healthy living (e.g., depression, grief, pregnancy, relationships, etc.)

<p>Environmental Health</p> <p><i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i></p>		<p>H M 06.1.2 Students will understand how the environment impacts physical health.</p>			
<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M 05.1.3 Students will identify good personal hygiene habits.</p>				
	<p>H M 05.1.3.a Analyze the benefits of good personal hygiene</p>				
	<p>H M 05.1.4 Students will produce evidence of how healthy food choices prevent disease.</p>				
	<p>H M 05.1.4.a Evaluate a personal diet (e.g., keep a food log)</p>				
	<p>H M 05.1.4.b Identify health conditions that can be impacted by food choices</p>				
	<p>H M 05.1.5 Students will distinguish between safe and harmful behaviors to reduce personal health risks.</p>	<p>H M 06.1.5 Students will practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for wellbeing.</p>	<p>H M 07.1.5 Students will practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for wellbeing.</p>	<p>H M 08.1.5 Students will practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for wellbeing.</p>	<p>H M 12.1.5 Students will assess and choose health-enhancing behaviors and take responsibility for wellbeing.</p>
	<p>H M 05.1.5.a Advocate to others assertiveness skills to enhance wellbeing and avoid risky situations</p>				

<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M 05.1.5.b Recognize negative influences and pressure to use harmful substances</p>	<p>H M 06.1.5.b Recognize positive and negative impacts of influences on healthy living (e.g., harmful substances {alcohol, over/counter, refusal skills, tobacco}, fitness {injury prevention, rest/sleep}, human growth & development {adolescence changes}, nutrition {food labels, nutrients, portion control, USDA Guidelines}, personal health {healthy choices, self-care, self-esteem, disease prevention}, relationships {friends, bullying})</p>	<p>H M 07.1.5.b Recognize positive and negative impacts of influences on healthy living (e.g., diseases {communicable, non-communicable, prevention}, environmental health {air, cancer causes, sound, sun}, personal health {health triangle, eating disorders, stress}, relationships {boundaries, cyberbullying, healthy/unhealthy, sexting}, harmful substances {drugs, legal/illegal, misuse})</p>	<p>H M 08.1.5.b Synthesize positive and negative impacts of influences on healthy living (e.g., communication, decision making, emotional health {stress, loss, depression, suicide}, goals/values, parenting {planning family, teen parenting}, relationships {dating, harassment, refusal skills, sexting, sexual abuse}, STIs/HIV/AIDS)</p>	<p>H M 12.1.5.b Synthesize positive and negative impacts of influences on healthy living (e.g., abstinence, communication, decision making, digital citizenship, eating disorders, goals /values, stress, loss, depression, suicide, pregnancy, relationships, self-advocacy)</p>
		<p>H M 06.1.5.c Understand the relationship between physical, emotional and social health</p>			
	<p>H M 05.1.5.d Develop skills to avoid substance abuse (e.g., saying no, telling a trusted adult, relocate yourself)</p>	<p>H M 06.1.5.d Recognize, avoid, and respond to negative influences and pressures that impact well-being</p>	<p>H M 07.1.5.d Recognize, avoid, and respond to negative influences and pressures that impact well-being</p>	<p>H M 08.1.5.d Recognize, avoid, and respond to negative influences and pressures that impact well-being</p>	<p>H M 12.1.5.d Evaluate behavior that impacts well-being</p>
	<p>H M 05.1.5.e Explain why household products are harmful if intentionally absorbed or inhaled</p>				
	<p>H M 05.1.5.f Describe short and long terms effects of substance abuse (e.g., illegal drugs)</p>				
	<p>H M 05.1.6 Students will demonstrate how healthy habits prevent disease and promote wellbeing.</p>				

<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M 05.1.6.a Justify how healthy habits are important to preventing communicable diseases (e.g., good hygiene)</p>				
	<p>H M 05.1.7 Students will recognize that adolescence is a period of physical, social, and emotional change.</p>	<p>H M 06.1.7 Students will recognize the physical, social, and emotional changes during adolescence.</p>			
	<p>H M 05.1.7.a Recognize the physical and emotional changes of adolescence</p>	<p>H M 06.1.7.a Understand the function of the endocrine system with the onset of puberty</p>			
	<p>H M 05.1.7.b Recognize individual differences that may account for varied maturation rates and patterns</p>	<p>H M 06.1.7.b Identify the individual differences that may account for varied maturation rates and patterns</p>			
	<p>H M 05.1.7.c Understand that becoming a physically mature person is a normal and good process</p>				
	<p>H M 05.1.7.d Describe how heredity and environment play an important part in an individual's growth and development</p>				
	<p>H M 05.1.7.e Recognize that AIDS is a communicable disease</p>				

<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>	<p>H M 05.1.8 Students will practice strategies to manage positive and negative social interactions.</p>	<p>H M 06.1.8 Students will identify characteristics of positive self-image and its impact on relationships and healthy decision-making.</p>	<p>H M 07.1.8 Students will identify characteristics of positive self-image and its impact on relationships.</p>	<p>H M 08.1.8 Students will develop characteristics of positive self-image and recognize its impact on relationships.</p>	<p>H M 12.1.8 Students will evaluate characteristics of positive self-image and its impact on relationships.</p>
		<p>H M 06.1.8.a Recognize positive and negative impacts of influences on healthy living (e.g., harmful substances {alcohol, over/counter, tobacco}, personal health {healthy choices, refusal skills self-care, self-esteem, disease prevention}, relationships {friends, bullying, cliques})</p>	<p>H M 07.1.8.a Recognize positive and negative impacts of influences on healthy living (e.g., diseases {communicable, non-communicable, prevention}, personal health {health triangle, eating disorders, stress}, relationships {boundaries, cyberbullying, healthy/unhealthy, sexting}, harmful substances {drugs, legal/illegal, misuse})</p>		<p>H M 12.1.8.a Synthesize positive and negative influences on self-image and the impact on healthy living (e.g., abstinence, communication, decision making, digital citizenship, eating disorders, goals /values, stress, loss, depression, suicide, pregnancy, relationships, self-advocacy)</p>

PK-12 Comprehensive Standard 2:
Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>								
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					H M 03.2.1 Students will recognize environmental influences that promote personal health and wellness (e.g., litter, water pollution, sun exposure, sound).	H M 04.2.1 Students will identify and describe environmental influences that promote personal health and wellness. (e.g., litter, water pollution, sun exposure, sound).	H M 05.2.1 Students will demonstrate behaviors that protect the environmental and personal health.	
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>							H M 05.2.2 Students will explain the impact of environmental influences on health (e.g., litter, water pollution, sun exposure, sound).	

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>			H M 01.2.4 Students will be aware of ethical issues that relate to computers and networks. <i>(BIT M 02.IT.KS.1)</i>	H M 02.2.4 Students will be aware of ethical issues that relate to computers and networks. <i>(BIT M 02.IT.KS.1)</i>	H M 03.2.4 Students will understand ethical issues that relate to computers and networks. <i>(BIT M 05.IT.TF.1)</i>	H M 04.2.4 Students will understand ethical issues that relate to computers and networks. <i>(BIT M 05.IT.TF.1)</i>	H M 05.2.4 Students will understand ethical issues that relate to computers and networks. <i>(BIT M 05.IT.TF.1)</i>	H M 06.2.4 Students will understand the ethical uses of information and technology related to privacy, intellectual property and cyber security. <i>(Technology Comprehensive Standard)</i>
								H M 06.2.4.a Evaluate technology usage and the effect on healthy behaviors
								H M 06.2.4.b Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility (e.g., bullying, cliques, cyberbullying, etc.) <i>(CCR M #4)</i>
						H M 03.2.5 Students will identify the impact of technology on personal life and society. <i>(BIT M 05.IT.TF.2)</i>	H M 04.2.5 Students will identify the impact of technology on personal life and society. <i>(BIT M 05.IT.TF.2)</i>	H M 05.2.5 Students will identify the impact of technology on personal life and society. <i>(BIT M 05.IT.TF.2)</i>

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>					H M 03.2.5.a Recognize the impact of technology on healthy behaviors (e.g., physical activity, social interaction)	H M 04.2.5.a Practice healthy behaviors that balance the use of technology in one's life	H M 05.2.5.a Practice healthy behaviors that balance the use of technology in one's life	
		H M 00.2.6 Students will be aware of the ethical issues that related to computers and networks.	H M 01.2.6 Students will be aware of the ethical issues that related to computers and networks.	H M 02.2.6 Students will be aware of the ethical issues that related to computers and networks.	H M 03.2.6 Students will understand ethical issues that related to computers and networks.	H M 04.2.6 Students will understand how ethical issues that related to computers and networks.	H M 05.2.6 Students will understand how ethical issues that related to computers and networks.	
		H M 00.2.6.a Practice responsible digital citizenship in the use of technology systems and software (BIT M 02.IT.KS.1.a)	H M 01.2.6.a Practice responsible digital citizenship in the use of technology systems and software (BIT M 02.IT.KS.1.a)	H M 02.2.6.a Practice responsible digital citizenship in the use of technology systems and software (BIT M 02.IT.KS.1.a)	H M 03.2.6.a Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use (BIT M 05.IT.TF.1.a)	H M 04.2.6.a Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use (BIT M 05.IT.TF.1.a)	H M 05.2.6.a Discuss basic issues related to responsible use of technology and information and the consequences of inappropriate use (BIT M 05.IT.TF.1.a)	
								H M 06.2.6 Students will demonstrate skills to build and maintain healthy relationships.
								H M 06.2.6.a Define and understand diversity (e.g., friendships)
			H M 01.2.7 Students will be aware of positive and negative societal influences.	H M 02.2.7 Students will be aware of positive and negative societal influences.	H M 03.2.7 Students will be aware of positive and negative societal influences.	H M 04.2.7 Students will be aware of positive and negative societal influences.	H M 05.2.7 Students will be aware of positive and negative societal influences.	

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>			H M 01.2.7.a Comprehend how media influences the selection of health information, products and services	H M 02.2.7.a Identify features of media that impact health decisions (e.g., positive and negative influences)	H M 03.2.7.a Apply knowledge of how media influences the selection of health information, products and services	H M 04.2.7.a Examine how media influences the selection of health information, products and services	H M 05.2.7.a Discuss how media influences the selection of health information, products and services	
						H M 04.2.6.b Understand how negative influences and pressure can lead to use of harmful substances	H M 05.2.7.b Recognize, avoid, and respond to negative influences and pressure to use harmful substances	
						H M 04.2.6.c Recognize positive and negative peer influences	H M 05.2.7.c Recognize positive and negative peer influences	
								H M 06.2.8 Students will demonstrate the ability to reason critically and evaluate situations from multiple perspectives.

PK-12 Comprehensive Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.					
Grade Level Standards and Indicators					
Component	5 th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>					
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>	H M 05.2.1 Students will demonstrate behaviors that protect the environmental and personal health.				
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.2.2 Students will explain the impact of environmental influences on health (e.g., litter, water pollution, sun exposure, sound).				
				H M 08.2.3 Students will recognize personal and societal influences on physical health (e.g., loss, depression, suicide, stress, teen pregnancy, etc.).	H M 12.2.3 Students will recognize personal and societal influences on physical health (e.g., fitness, media, sedentary lifestyle, substance use/abuse, etc.).

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M 05.2.4 Students will understand ethical issues that relate to computers and networks. <i>(BIT M 05.IT.TF.1)</i>	H M 06.2.4 Students will understand the ethical uses of information and technology related to privacy, intellectual property and cyber security. <i>(Technology Comprehensive Standard)</i>	H M 07.2.4 Students will understand the ethical uses of information and technology related to privacy, intellectual property and cyber security issues. <i>(Technology Comprehensive Standard)</i>	H M 08.2.4 Students will understand the ethical uses of information and technology related to privacy, intellectual property and cyber security issues. <i>(Technology Comprehensive Standard)</i>	H M 12.2.4 Students will understand the ethical uses of information and technology related to privacy, intellectual property and cyber security issues. <i>(Technology Comprehensive Standard)</i>
		H M 06.2.4.a Evaluate technology usage and the effect on healthy behaviors	H M 07.2.4.a Evaluate technology usage and the effect on healthy behaviors	H M 08.2.4.a Evaluate technology usage and the effect on healthy behaviors	H M 12.2.4.a Evaluate technology usage and the effect on healthy behaviors
		H M 06.2.4.b Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility (e.g., bullying, cliques, cyberbullying, etc.) <i>(CCR M #4)</i>	H M 07.2.4.b Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility (e.g., cyberbullying, harassment, sexting, etc.) <i>(CCR M #4)</i>	H M 08.2.4.b Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility (e.g., harassment, relationship violence, sexting, etc.) <i>(CCR M #4)</i>	H M 12.2.4.b Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility (e.g., digital citizenship, ethics, harassment, human sexuality, etc.) <i>(CCR M #4)</i>
	H M 05.2.5 Students will identify the impact of technology on personal life and society.				
	H M 05.2.5.a Practice healthy behaviors that balance the use of technology in one's life				
	H M 05.2.6 Students will understand ethical issues that relate to computers and networks. <i>(BIT M 05.IT.TF.1)</i>				

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M 05.2.6.a Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use (BIT M 05.IT.TF.1.a)				
		H M 06.2.6 Students will demonstrate skills to build and maintain healthy relationships.		H M 08.2.6 Students will build positive social relationships with supportive friends and family in the community.	H M 12.2.6 Students will build positive social relationships with supportive friends and family in the community.
		H M 06.2.6.a Define and understand diversity (e.g., friendships)			
	H M 05.2.7 Students will be aware of positive and negative societal influences.				
	H M 05.2.7.a Discuss how media influences the selection of health information, products and services				
	H M 05.2.7.b Recognize, avoid, and respond to negative influences and pressure to use harmful substances				
	H M 05.2.7.c Recognize positive and negative peer influences				
		H M 06.2.8 Students will demonstrate the ability to reason critically and evaluate situations from multiple perspectives.	H M 07.2.8 Students will demonstrate the ability to reason critically and evaluate situations from multiple perspectives.	H M 08.2.8 Students will demonstrate the ability to reason critically and evaluate situations from multiple perspectives.	H M 12.2.8 Students will demonstrate the ability to reason critically, systematically, and logically to evaluate situations for multiple perspectives.

PK-12 Comprehensive Standard 3:
Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>								H M 06.3.1 Students will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.
								H M 06.3.1.a Understand and identify support resources.
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>								
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.3.2 Students will recognize hazards to personal safety (e.g., cars, heights, water, playground equipment, fire).	H M 00.3.2 Students will practice behaviors that prevent hazards to personal safety (e.g., cars, heights, weapons, water, playground equipment, fire).	H M 01.3.2 Students will practice behaviors that prevent hazards to personal safety (e.g., cars, heights, weapons, water, playground equipment, fire).	H M 02.3.2 Students will practice behaviors that prevent hazards to personal safety (e.g., cars, heights, weapons, water, playground equipment, fire).	H M 03.3.2 Students will explain how to stay safe in an emergency situation (e.g., natural disasters, safety hazards, school emergencies).	H M 04.3.2 Students will analyze safe and unsafe situations that impact personal safety (e.g., walking alone vs walking with a group).	H M 05.3.2 Students will model personal safety practices (e.g., Safety Patrol, playground behaviors).	H M 06.3.2 Students will demonstrate knowledge of physical health by examining the positive and negative influences in their lives.

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.3.2.a Understand how and when to call 911: introduce	H M 00.3.2.a Understand how and when to call 911: comprehend	H M 01.3.2.a Understand how and when to call 911: mastery					
	H M PK.3.2.b Understand how to select appropriate equipment to keep your body safe	H M 00.3.2.b Apply use of appropriate equipment to keep your body safe (e.g., bicycle helmet)	H M 01.3.2.b Apply use of appropriate equipment to keep your body safe (e.g., bicycle helmet)	H M 02.3.2.b Apply use of appropriate equipment to keep your body safe (e.g., bicycle helmet)	H M 03.3.2.b Identify ways to reduce risk of injuries while riding in a motor vehicle	H M 04.3.2.b Explain how injuries can be prevented (e.g., playground safety; advocate for help)	H M 05.3.2.b Explain how injuries can be prevented (e.g., don't use objects in a manner that can cause harm; advocate for help)	
	H M PK.3.2.c Identify safety rules for passengers and pedestrians	H M 00.3.2.c Identify safety rules for passengers and pedestrians	H M 01.3.2.c Describe and practice safety rules (e.g., motor vehicle, pedestrian, playground, restroom)	H M 02.3.2.c Describe and practice safety rules (e.g., motor vehicle, pedestrian, playground, restroom)	H M 03.3.2.c Advocate for safe pedestrian practices	H M 04.3.2.c Advocate for safe pedestrian practices	H M 05.3.2.c Advocate for safe pedestrian practices	
	H M PK.3.2.d Identify fire safety rules	H M 00.3.2.d Identify fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	H M 01.3.2.d Identify fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	H M 02.3.2.d Practice fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	H M 03.3.2.d Practice fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	H M 04.3.2.d Practice fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	H M 05.3.2.d Practice fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)	
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M PK.3.3 Students will identify and locate school and community health helpers.	H M 00.3.3 Students will identify and locate school and community health helpers.	H M 01.3.3 Students will identify and locate school and community health helpers.	H M 02.3.3 Students will identify and locate school and community health helpers.	H M 03.3.3 Students will identify and locate school and community health helpers.	H M 04.3.3 Students will demonstrate the ability to locate school and community health helpers.	H M 05.3.3 Students will demonstrate the ability to locate school and community health helpers.	
	H M PK.3.3.a Identify people who can help in an emergency (e.g., stranger danger, illness, injury)	H M 00.3.3.a Identify people who can help in an emergency (e.g., stranger danger, illness, injury)	H M 01.3.3.a Identify people who can help in an emergency (e.g., stranger danger, illness, injury)					

PK-12 Comprehensive Standard 3:
Students will demonstrate the ability to access valid information, products and services to enhance health.

Grade/Course Level Standards and Indicators

Component	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>		H M 06.3.1 Students will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.	H M 07.3.1 Students will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.	H M 08.3.1 Students will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.	H M 12.3.1 Students will evaluate the impact of emotional health by examining the positive and negative influences in their daily lives.
		H M 06.3.1.a Understand and identify support resources	H M 07.3.1.a Understand and identify support resources	H M 08.3.1.a Understand and identify support resources	H M 12.3.1.a Understand and identify support resources
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.3.2 Students will recognize hazards to personal safety (e.g., Safety Patrol, playground behaviors).	H M 06.3.2 Students will demonstrate knowledge of physical health by examining the positive and negative influences in their lives.	H M 07.3.2 Students will demonstrate knowledge of physical health by examining the positive and negative influences in their lives.	H M 08.3.2 Students will demonstrate knowledge of physical health by examining the positive and negative influences in their lives.	H M 12.3.2 Students will evaluate the impact of physical health by examining the positive and negative influences in their lives.
	H M 05.3.2.b Explain how injuries can be prevented (e.g., don't use objects in a manner that can cause harm; advocate for help)				
	H M 05.3.2.c Advocate for safe pedestrian practices				

<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M 05.3.2.d Practice fire safety rules and emergency practices (e.g., stop, drop, roll, fire drill, family emergency plan)</p>				
<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>	<p>H M 05.3.3 Students will demonstrate the ability to locate school and community health helpers.</p>				
		<p>H M 06.3.4 Students will conduct research, gather input, and critically analyze information necessary for decision-making. <i>(CCR M #1)</i></p>	<p>H M 07.3.4 Students will conduct research, gather input, and critically analyze information necessary for decision-making. <i>(CCR M #1)</i></p>	<p>H M 08.3.4 Students will conduct research, gather input, and critically analyze information necessary for decision-making. <i>(CCR M #1)</i></p>	<p>H M 12.3.4 Students will conduct research, gather input, and critically analyze information necessary for decision-making. <i>(CCR M #1)</i></p>

PK-12 Comprehensive Standard 4:
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade/Course Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, nondestructive ways</i>	H M PK.4.1 Students will demonstrate skills that promote positive wellbeing and personal success.	H M 00.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 01.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 02.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 03.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 04.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 05.4.1 Students will demonstrate skills that promote positive wellbeing and personal success. <i>(Counseling Comprehensive Standard 3)</i>	H M 06.4.1 Students will treat self and others in a considerate and non-demeaning manner.
								H M 06.4.1.a Model behaviors that show respect for self and others
								H M 06.4.1.b Practice appropriate interaction with peers (e.g., friendships, cliques, peer pressure, etc.)
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>								

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.4.2 Students will begin to learn personal safety skills that promote a healthy wellbeing. (C M PK.3.4)	H M 00.4.2 Students will learn personal safety skills that promote a healthy wellbeing. (C M K.3.4)	H M 01.4.2 Students will understand the importance of setting boundaries to protect personal rights and privacy. (C M 01.3.4)	H M 02.4.2 Students will understand the importance of setting boundaries to protect personal rights and privacy. (C M 02.3.4)	H M 03.4.2 Students will demonstrate the ability to set boundaries and make healthy choices. (C M 03.3.4)	H M 04.4.2 Students will demonstrate the ability to balance school, home, and activities. (C M 04.3.4)	H M 05.4.2 Students will demonstrate the ability to balance school, home, and activities. (C M 05.3.4)	
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>			H M 01.4.4 Students will develop problem solving and decision-making skills to resolve or avoid conflict.	H M 02.4.4 Students will develop problem solving and decision-making skills to resolve or avoid conflict.	H M 03.4.4 Students will identify and practice communication skills that exhibit respect for self and others.	H M 04.4.4 Students will apply effective communication skills that exhibit respect for self and others.	H M 05.4.4 Students will identify and apply effective interpersonal skills that exhibit respect for self and others.	H M 06.4.4 Students will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.
			H M 01.4.4.a Identify effective strategies for avoiding negative influences (e.g., refusal, avoidance, humor, body language, selection of peers, safety in numbers)	H M 02.4.4.a Practice effective strategies for avoiding negative influences (e.g., saying no to negative influences)	H M 03.4.4.a Apply effective strategies for avoiding conflict situations	H M 04.4.4.a Analyze strategies for avoiding conflict situations	H M 05.4.4.a Evaluate and apply strategies for avoiding conflict situations	
					H M 03.4.4.b Practice assertiveness skills to enhance wellbeing and avoid risky situations	H M 04.4.4.b Practice assertiveness skills to enhance wellbeing and avoid risky situations	H M 05.4.4.b Advocate to others assertiveness skills to enhance wellbeing and avoid risky situations	

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>					H M 03.4.5 Students will recognize and practice communication skills that promote positive relationships (e.g., active listening, respectful argumentation).	H M 04.4.5 Students will apply communication skills that promote positive relationships (e.g., active listening, respectful argumentation).	H M 05.4.5 Students will apply communication skills that promote positive relationships (e.g., active listening, respectful argumentation).	
					H M 03.4.5.a Identify positive language that helps self and others avoid risks and enhance health (e.g., encouraging a someone to make a good choice)	H M 04.4.5.a Compare and contrast language that helps self and others avoid risks and enhance health	H M 05.4.5.a Select and apply positive language that helps self and others avoid risks and enhance health	

PK-12 Comprehensive Standard 4:

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade/Course Level Standards

Component	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive way)</i>	H M 05.4.1 Students will demonstrate skills that promote positive wellbeing and personal success.	H M 06.4.1 Students will treat self and others in a considerate and non-demeaning manner.	H M 07.4.1 Students will treat self and others in a considerate and non-demeaning manner.	H M 08.4.1 Students will cultivate personal relationships with consideration and respect.	H M 12.4.1 Students will cultivate personal relationships with consideration and respect.
		H M 06.4.1.a Model behaviors that show respect for self and others	H M 07.4.1.a Model behaviors that show respect for self and others	H M 08.4.1.a Model behaviors that show respect for self and others	H M 12.4.1.a Model behaviors that show respect for self and others
		H M 06.4.1.b Practice appropriate interaction with peers (e.g., friendships, cliques, peer pressure, etc.)		H M 08.4.1.b Recognize controlling behaviors (e.g., communication, relationships, etc.)	H M 12.4.1.b Recognize controlling behaviors (e.g., abstinence, boundaries, communication, eating disorders, relationships, etc.)
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.4.2 Students will demonstrate the ability to balance school, home, and activities. (C M 05.3.4)				
		H M 06.4.3 Students will identify and maintain personal boundaries.	H M 07.4.3 Students will identify and maintain personal boundaries.	H M 08.4.3 Students will promote and advocate personal boundaries for self and others.	H M 12.4.3 Students will promote and advocate personal boundaries for self and others.
					H M 12.4.3.a Cultivate ways to avoid and reduce risky behaviors (e.g., unhealthy relationships, harmful substances, STI's, etc.)

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M 05.4.4 Students will identify and apply effective interpersonal skills that exhibit respect for self and others.	H M 06.4.4 Students will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.	H M 07.4.4 Students will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.	H M 08.4.4 Students will develop and use interpersonal skills and strategies to maintain healthy relationships.	H M 12.4.4 Students will develop and use interpersonal skills and strategies to maintain healthy relationships.
	H M 05.4.4.a Evaluate and apply strategies for avoiding conflict situations				H M 12.4.4.a Apply verbal and nonverbal communication skills (e.g., abstinence, conflict management, negotiation, refusal skills, self-advocacy, etc.)
	H M 05.4.4.b Advocate to others assertiveness skills to enhance wellbeing and avoid risky situations				
	H M 03.4.5 Students will apply communication skills that promote positive relationships (e.g., active listening, respectful argumentation).				
	H M 05.4.5.a Select and apply positive language that helps self and others avoid risks and enhance health				

**PK-12 Comprehensive Standard 5:
Students will demonstrate the ability to use decision-making skills to enhance health.**

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, nondestructive ways</i>								H M 06.5.1 Students will demonstrate knowledge of how emotional health influences positive decision-making.
								H M 06.5.1.a Apply decision-making process to abstain from risky behaviors
					H M 05.5.2 Students will make independent decisions that enhance health (e.g., recognize an issue, consider alternatives, propose solutions, draw conclusions, take action with regard to nutrition, exercise, rest).	H M 04.5.2 Students will make independent decisions that enhance health (e.g., recognize an issue, consider alternatives, propose solutions, draw conclusions, take action with regard to nutrition, exercise, rest).	H M 04.5.2 Students will make independent decisions that enhance health (e.g., recognize an issue, consider alternatives, propose solutions, draw conclusions, take action with regard to nutrition, exercise, rest, substances).	
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>								

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.5.3 Students will recognize the difference between healthy and unhealthy decisions.	H M 00.5.3 Students will recognize the difference between healthy and unhealthy decisions.	H M 01.5.3 Students will apply their knowledge of the difference between healthy and unhealthy decisions.	H M 02.5.3 Students will apply their knowledge of the difference between healthy and unhealthy decisions.	H M 03.5.3 Students will analyze personal choices that promote a-healthy life.	H M 04.5.3 Students will evaluate personal choices that promote a-healthy life.	H M 05.5.3 Students will advocate for healthy living.	H M 06.5.3 Students will advocate for healthy living.
								H M 06.5.4 Students will compare and contrast information necessary for decision-making.
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M PK.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., sharing, taking turns).	H M 00.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., sharing, taking turns).	H M 01.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., helping others, active listening, including others in play).	H M 02.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., helping others, active listening, including others in play).	H M 03.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., active listening, conflict resolution, argumentation).	H M 04.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., active listening, conflict resolution, argumentation).	H M 05.5.5 Students will apply decision-making skills to promote positive social interactions (e.g., active listening, conflict resolution, argumentation).	
	H M PK.5.5.a Explain the importance of respecting the personal space and boundaries of others	H M 00.5.5.a Explain the importance of respecting the personal space and boundaries of others	H M 01.5.5.a Apply personal space and boundaries	H M 02.5.5.a Demonstrate how to effectively communicate needs, wants, and feelings in a healthy way	H M 03.5.5.a Recognize effective peer resistance skills to avoid or reduce physical, social, and emotional health risk	H M 04.5.5.a Demonstrate effective peer resistance skills to avoid or reduce physical, social, and emotional health risk	H M 05.5.5.a Demonstrate effective peer resistance skills to avoid or reduce physical, social, and emotional health risk	

<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>								<p>H M 06.5.6 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.</p>
								<p>H M 06.5.6.a Recognize, avoid, and respond to negative influences and pressure to use harmful substances</p>

PK-12 Comprehensive Standard 5:
Students will demonstrate the ability to use decision-making skills to enhance health.

Grade/Course Level Standards and Indicators

Component	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>		H M 06.5.1 Students will demonstrate knowledge of how emotional health influences positive decision making.	H M 07.5.1 Students will demonstrate knowledge of how emotional health influences positive decision making.	H M 08.5.1 Students will demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives. <i>(CCR M #1)</i>	H M 12.5.1 Students will demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives. <i>(CCR M #1)</i>
		H M 06.5.1.a Apply decision-making process to abstain from risky behaviors	H M 07.5.1.a Apply decision-making process to abstain from risky behaviors	H M 08.5.1.a Apply decision-making process to abstain from risky behaviors	H M 12.5.1.a Apply decision-making process to health related decisions
	H M 05.5.2 Students will make independent decisions that enhance health (e.g., recognize an issue, consider alternatives, propose solutions, draw conclusions, take action with regard to nutrition, exercise, rest, substances).				
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					

<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M 05.5.3 Students will advocate for healthy living.</p>	<p>H M 06.5.3 Students will advocate for healthy living.</p>			
<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>	<p>H M 05.5.4 Students will apply decision-making skills to promote positive social interactions (e.g., active listening, conflict resolution, argumentation).</p>				
	<p>H M 05.5.4.a Demonstrate effective peer resistance skills to avoid or reduce physical, social, and emotional health risk</p>				
		<p>H M 06.5.5 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.</p>	<p>H M 07.5.5 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.</p>	<p>H M 08.5.5 Students will utilize and evaluate health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.</p>	<p>H M 12.5.5 Students will utilize and evaluate health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.</p>
		<p>H M 06.5.5.a Recognize, avoid and respond to negative influences and pressure to use harmful substances</p>	<p>H M 07.5.5.a Recognize, avoid and respond to negative influences and pressure to use harmful substances</p>		<p>H M 12.5.5.a Advocate for healthy behaviors</p>

**PK-12 Comprehensive Standard 6:
Students will demonstrate the ability to use goal-setting skills to enhance health.**

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, nondestructive ways</i>	H M PK.6.1 Students will set goals to enhance their emotional health.	H M 00.6.1 Students will set goals to enhance their emotional health.	H M 01.6.1 Students will set goals to enhance their emotional health.	H M 02.6.1 Students will set goals to enhance their emotional health.	H M 03.6.1 Students will set goals to enhance their emotional health.	H M 04.6.1 Students will set goals to enhance their emotional health.	H M 05.6.1 Students will set goals to enhance their emotional health.	H M 06.6.1 Students will apply problem solving skills and perseverance.
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>								
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>		H M 00.6.2 Students will establish goals to enhance health (e.g., hygiene, nutrition, fitness, safety).	H M 01.6.2 Students will establish goals to enhance health (e.g., hygiene, fitness, nutrition, safety practices).	H M 02.6.2 Students will establish goals to enhance health (e.g., hygiene, fitness, nutrition, safety practices).	H M 03.6.2 Students will establish goals to enhance health (e.g., fitness, nutrition, safety practices).	H M 04.6.2 Students will establish goals to enhance health (e.g., fitness, nutrition, safety practices).	H M 05.6.2 Students will establish goals to enhance health (e.g., fitness, nutrition, safety practices).	H M 06.6.2 Students will identify personal health choices and practice healthy behaviors.
							H M 05.6.2.a Designs a fitness plan to address ways to use exercise to enhance fitness (PE M 05.3.4.b)	
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>				H M 02.6.3 Students will establish goals to enhance positive relationships (e.g., making a new friend, working quietly).	H M 03.6.2 Students will establish goals to enhance positive relationships (e.g., friendships, respecting rights of others, personal responsibility).	H M 04.6.2 Students will establish goals to enhance positive relationships (e.g., friendships, respecting rights of others, personal responsibility).	H M 05.6.2 Students will establish goals to enhance positive relationships (e.g., friendships, respecting rights of others, personal responsibility).	H M 06.6.2 Students will identify behaviors that demonstrate reliability, dependability, and commitment.

**PK-12 Comprehensive Standard 6:
Students will demonstrate the ability to use goal-setting skills to enhance health**

Grade/Course Level Standards and Indicators

Component	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>	H M 05.6.1 Students will set goals to enhance their emotional health.	H M 06.6.1 Students will apply problem solving skills and perseverance.	H M 07.6.1 Students will apply problem solving skills and perseverance.	H M 08.6.1 Students will establish, execute and evaluate plans and persevere when faced with setbacks. <i>(CCR M 8.4.H)</i>	H M 12.6.1 Students will establish, execute and evaluate plans and persevere when faced with setbacks. <i>(CCR M 12.4.H)</i>
				H M 08.6.1.a Explain the relationship between goals, values, and decision making on one's health	H M 12.6.1.a Discern the relationship between goals, values, and decision making on one's health
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.6.2 Students will establish goals to enhance health (e.g., fitness, nutrition, safety practices).	H M 06.6.2 Students will identify personal health choices and practice healthy behaviors.	H M 07.6.2 Students will develop personal health choices by practicing healthy behaviors.	H M 08.6.2 Students will evaluate personal health choices by practicing healthy behaviors.	H M 12.6.2 Students will justify personal health choices by practicing healthy behaviors.
	H M 05.6.2.a Design a fitness plan to address ways to use exercise to enhance fitness <i>(PE M 05.3.4.b)</i>				

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>	H M 05.6.3 Students will establish goals to enhance positive relationships (e.g., friendships, respecting rights of others, personal responsibility).	H M 06.6.3 Students will identify behaviors that demonstrate reliability, dependability, and commitment.	H M 07.6.3 Students will develop behaviors that demonstrate reliability, dependability, and commitment.	H M 08.6.3 Students will model behaviors that demonstrate reliability, dependability, and commitment.	H M 12.6.3 Students will model behaviors that demonstrate reliability, dependability, and commitment.
					H M 12.6.3.a Develop health-enhancing short-term and long-term goals

**PK-12 Comprehensive Standard 7:
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Grade Level Standards and Indicators

Component	PreKindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, nondestructive ways</i>	H M PK.7.1 Students will identify that emotional wellbeing impacts overall health (e.g., fitness, nutrition, social interactions).	H M 00.7.1 Students will identify that emotional wellbeing impacts overall health (e.g., fitness, nutrition, social interactions).	H M 01.7.1 Students will identify how a healthy lifestyle impacts emotional health (e.g., fitness, nutrition, social interactions).	H M 02.7.1 Students will analyze how a healthy lifestyle impacts emotional health (e.g., fitness, nutrition, social interactions).	H M 03.7.1 Students will understand strategies that lead to responsible decision-making in order to enhance health.	H M 04.7.1 Students will demonstrate strategies that lead to responsible decision-making in order to enhance health.	H M 05.7.1 Students will create strategies that lead to responsible decision-making in order to enhance health.	H M 06.7.1 Students will identify behaviors to promote personal wellbeing.
	H M PK.7.1.a Recognize exercise as an important component of overall health (PE M P4.5.1)	H M 00.7.1.a Recognize exercise as an important component of overall health (PE M 00.5.1)	H M 01.7.1.a Recognize exercise as an important component of overall health (PE M 01.5.1)	H M 02.7.1.a Recognize exercise as an important component of overall health (PE M 02.5.1)	H M 03.7.1.a Recognize exercise as an important component of overall health (PE M 03.5.1)	H M 04.7.1.a Recognize exercise as an important component of overall health (PE M 04.5.1)	H M 05.7.1.a Recognize exercise as an important component of overall health (PE M 05.5.1)	
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>			H M 01.7.2 Students will identify ways to prevent harmful effects of the sun and UV rays (e.g., sunscreen, hats, and sunglasses).	H M 02.7.2 Students will identify ways to prevent harmful effects of the sun and UV rays (e.g., sunscreen, hats, and sunglasses).	H M 03.7.2 Students will demonstrate ways to prevent harmful effects of the sun and UV rays (e.g., sunscreen, hats, and sunglasses).	H M 04.7.2 Students will demonstrate ways to prevent harmful effects of the sun and UV rays (e.g., sunscreen, hats, and sunglasses).	H M 05.7.2 Students will demonstrate ways to prevent harmful effects of the sun and UV rays (e.g., sunscreen, hats, and sunglasses).	
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M PK.7.3 Students will recognize that overall health requires balance between rest, exercise, and nutrition.	H M 00.7.3 Students will recognize that overall health requires balance between rest, exercise, and nutrition.	H M 01.7.3 Students will recognize that overall health requires balance between rest, exercise, and nutrition.	H M 02.7.3 Students will distinguish between a well-balanced lifestyle and an unbalanced lifestyle.	H M 03.7.3 Students will distinguish between a well-balanced lifestyle and an unbalanced lifestyle.	H M 04.7.3 Students will evaluate behaviors that enhance health or reduce health risks (e.g., choosing to be chemical free).	H M 05.7.3 Students will evaluate behaviors that enhance health or reduce health risks (e.g., choosing to be chemical free).	H M 05.7.3 Students will practice health enhancing behaviors and eliminate and/or reduce health risks.

<p>Physical Health</p> <p><i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i></p>	<p>H M PK.7.3.a Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills during outdoor time</p>	<p>H M 00.7.3.a Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in PE class and during leisure time (PE M 00.3.2)</p>	<p>H M 01.7.3.a Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in PE class and during leisure time (PE M 01.3.2)</p>	<p>H M 02.7.3.a Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills in PE class and during leisure time (PE M 02.3.2)</p>	<p>H M 03.7.3.a Participates in exercise in both school and non-school settings (PE M 03.3.2)</p>	<p>H M 04.7.3.a Participates in exercise in both school and non-school settings (PE M 04.3.2)</p>	<p>H M 05.7.3.a Participates in exercise in both school and non-school settings (PE M 05.3.2)</p>	
<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>								<p>H M 06.7.4 Students will comply with policies and regulations.</p> <p>H M 06.7.4.b Encourage others to maintain a well-balanced lifestyle</p>

PK-12 Comprehensive Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.					
Grade/Course Level Standards and Indicators					
Component	5 th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>	H M 05.7.1 Students will create strategies that lead to responsible decision-making in order to enhance health.	H M 06.7.1 Students will identify behaviors to promote personal wellbeing.	H M 07.7.1 Students will develop behaviors to promote personal wellbeing.	H M 08.7.1 Students will model behaviors to promote personal wellbeing.	H M 12.7.1 Students will model and evaluate behaviors that promote personal wellbeing.
	H M 05.7.1.a Recognize exercise as an important component of overall health <i>(PE M 05.5.1)</i>				
					H M 12.7.1.a Develop strategies and techniques to manage setbacks (e.g., harmful substances, healthy relationships, unhealthy relationships, depression/suicide, grief/loss, nutrition, abstinence)
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>	H M 05.7.2 Students will demonstrate ways to prevent harmful effects of the sun and harmful UV ways (e.g., sunscreen, hats, and sunglasses).				

Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.7.3 Students will evaluate behaviors that enhance health or reduce health risks (e.g., choosing to be chemical free).	H M 06.7.3 Students will practice health-enhancing behaviors and eliminate and/or reduce health risks.	H M 07.7.3 Students will practice health-enhancing behaviors and eliminate and/or reduce health risks.	H M 08.7.3 Students will practice health-enhancing behaviors and eliminate and/or reduce health risks.	H M 12.7.3 Students will practice health-enhancing behaviors and eliminate and/or reduce health risks.
	H M 05.7.3.a Participates in exercise in both school and non-school settings <i>(PE M 05.3.2)</i>				
Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>		H M 06.7.4 Students will comply with policies and regulations.	H M 07.7.4 Students will comply with policies and regulations.	H M 08.7.4 Students will comply with policies and regulations. <i>(CCR M 8.4.K)</i>	H M 12.7.4 Students will critique and comply with policies and regulations.
					H M 12.7.4.a Explain the rationale guiding specific policies and regulations
		H M 06.7.4.b Encourage others to maintain a well-balanced lifestyle	H M 07.7.4.b Encourage others to maintain a well-balanced lifestyle	H M 08.7.4.b Support others in maintaining a well-balanced lifestyle	H M 12.7.4.b Support others in maintaining a well balance lifestyle

**PK-12 Comprehensive Standard 8:
Students will demonstrate the ability to advocate for personal, family, and community health.**

Grade Level Standards and Indicators

Component	Prekindergarten	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	Health 6
Emotional Health <i>Expressing emotions in positive, nondestructive ways</i>								H M 06.8.1 Students will advocate for personal health.
								H M 06.8.1.a Communicate effectively with family, peers, and others
								H M 06.8.1.b Demonstrate refusal and negotiation skills to enhance health
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>								
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>			H M 01.8.2 Students will demonstrate how to encourage peers to be safe and avoid or reduce injury.	H M 02.8.2 Students will make requests to others to promote safety and avoid or reduce injury.	H M 03.8.2 Students will explain how childhood injuries can be prevented or treated.	H M 04.8.2 Students will communicate factual information to improve the safety and injury of others.	H M 05.8.2 Student will state personal beliefs to improve safety and injury prevention of others.	H M 06.8.2 Students will examine choices regarding health and safety.

<p>Social Health</p> <p><i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i></p>								<p>H M 06.8.3 Students will identify an understanding of health practices, safety habits, and the impact on our community.</p>
	<p>H M PK.8.4 Students will understand people can provide services to the community to promote healthy living.</p>	<p>H M 00.8.4 Students will understand people can provide services to the community to promote healthy living.</p>	<p>H M 01.8.4 Students will identify community services that promote healthy living (service learning opportunity).</p>	<p>H M 02.8.4 Students will identify community services that promote healthy living (service learning opportunity).</p>	<p>H M 03.8.4 Students will identify community services that promote healthy living (service learning opportunity).</p>	<p>H M 04.8.4 Students will identify community services that promote healthy living (service learning opportunity).</p>	<p>H M 05.8.4 Students will identify community services that promote healthy living (service learning opportunity).</p>	
	<p>H M PK.8.5 Students will practice school rules for safety and sanitation. (e.g., hand washing, coughing, sneezing).</p>	<p>H M 00.8.5 Students will practice school rules for safety and sanitation. (e.g., hand washing, coughing, sneezing).</p>	<p>H M 01.8.5 Students will practice school rules for safety and sanitation. (e.g., hand washing, coughing, sneezing).</p>	<p>H M 02.8.5 Students will practice school rules for safety and sanitation. (e.g., hand washing, sharing personal items).</p>	<p>H M 03.8.5 Students will practice school rules for safety and sanitation. (e.g., hand washing, sharing personal items).</p>	<p>H M 04.8.5 Students will understand laws and regulations and respect those who enforce them. (e.g., regulations to protect water, air, street safety)</p>	<p>H M 05.8.5 Students will demonstrate respect for laws and regulations and those who enforce them. (e.g., regulations to protect water, air, street safety)</p>	

PK-12 Comprehensive Standard 8:
Students will demonstrate the ability to advocate for personal, family, and community health.

Grade/Course Level Standards and Indicators

Component	5th Grade	Health 6	Health 7	Health 8	Healthy Living
Emotional Health <i>Expressing emotions in positive, non-destructive ways</i>		H M 06.8.1 Students will advocate for personal health.	H M 07.8.1 Students will advocate for personal health.	H M 08.8.1 Students will advocate for personal health.	H M 12.8.1 Students will advocate for personal health.
		H M 06.8.1.a Communicate effectively with family, peers, and others	H M 07.8.1.a Communicate effectively with family, peers, and others	H M 08.8.1.a Communicate effectively with family, peers, and others	H M 12.8.1.a Communicate effectively with family, peers, and others
		H M 06.8.1.b Demonstrate refusal and negotiation skills to enhance health	H M 07.8.1.b Demonstrate refusal and negotiation skills to enhance health	H M 08.8.1.b Demonstrate refusal and negotiation skills to enhance health	H M 12.8.1.b Demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations
Environmental Health <i>Keeping air and water clean, your food safe, and land around you enjoyable and safe</i>					
Physical Health <i>Body functions; eating healthy, getting regular exercise, healthy body weight; avoiding harmful substances; free of disease and sickness</i>	H M 05.8.2 Student will state personal beliefs to improve safety and injury prevention of others.	H M 06.8.2 Students will examine choices regarding health and safety.	H M 07.8.2 Students will examine choices regarding health and safety.	H M 08.8.2 Students will model and evaluate choices regarding health and safety.	H M 12.8.2 Students will model and evaluate choices regarding health and safety.
				H M 08.8.2.a Examine choices to eliminate/reduce negative consequences to self and others	H M 12.8.2.a Hypothesize how to eliminate/reduce negative consequences to self and others

Social Health <i>Healthy relationships; respect rights of others; ethical implications and long-term consequences of decisions and actions; citizenship and personal responsibility</i>		H M 06.8.3 Students will identify an understanding of health practices, safety habits, and the impact on our community.	H M 07.8.3 Students will demonstrate an understanding of health practices, safety habits, and the impact on our community.	H M 08.8.3 Students will analyze health practices, safety habits, and the impact on our community.	H M 12.8.3 Students will examine and appraise global health practices, safety habits, and the impact on our community.
					H M 12.8.3.a Assess and evaluate interpersonal and intrapersonal knowledge and skills
					H M 12.8.3.b Adjust and evaluate behavior to enhance personal, family, and community health and safety
					H M 12.8.3.c Encourage others to promote, support or behave in ways that enhance personal, family, and community health
	H M 05.8.4 Students will identify community services that promote healthy living - service-learning opportunity.				
	H M 05.8.5 Students will demonstrate respect for laws and regulations and those who enforce them (e.g., regulations to protect water, air, street safety).				

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K-12 Proposed Resources

Grade Level/Course	Resource(s)
Pre-Kindergarten	Preschool will be using materials currently adopted.
Kindergarten	<i>Health & Wellness</i> . McGraw-Hill Education, 2014 Sanford Harmony, 2015
First Grade	
Second Grade	
Third Grade	
Fourth Grade	
Fifth Grade	<i>Health & Wellness</i> . McGraw Hill Education, 2014 Sanford Harmony, 2015 <i>Just Around the Corner - Boys</i> . Marsh Media, 2011 <i>Just Around the Corner - Girls</i> . Marsh Media, 2011 <i>Mpho's Legacy of Hope: An Inspired Story of Living with HIV/AIDS</i> . Whitehall Publishing, 2017
Health 6	<i>Glencoe-Teen Health</i> . Chicago, IL: McGraw-Hill Education, 2014
Health 7	
Health 8	
Healthy Living	<i>Health</i> . Glenview, IL: Pearson, 2018 <i>Relationship Smarts PLUS</i> . SRA, Berkeley, CA: The Dibble Institute, 2018

6-12 Proposed and Redesigned Courses

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Health 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	Health 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Health Standards and Indicators are taught • Introduce the four aspects of health: Emotional, Environmental, Physical, and Social • Instructional Units: harmful substances {alcohol, over-the-counter, refusal skills, and tobacco}, fitness {injury prevention, rest/sleep}, human growth and development {adolescence changes}, nutrition {food labels, nutrients, portion control, USDA Guidelines}, personal health {healthy choices, self-care, self-esteem, disease prevention}, and relationships {friends, bullying, cliques}
Health 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	Health 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Health Standards and Indicators are taught • Integrate the four aspects of health: Emotional, Environmental, Physical, and Social • Instructional Units: diseases {communicable, non-communicable, prevention}, environmental health {cancer causes, sun}, personal health {eating disorders, stress}, relationships {boundaries, cyberbullying, harassment, healthy/unhealthy, sexting}, and substance abuse {drugs, legal/illegal, misuse}
Know Your Self <ul style="list-style-type: none"> • 8th grade • Required Hexter 	Health 8 <ul style="list-style-type: none"> • 8th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Health Standards and Indicators are taught • Integrate the four aspects of health: Emotional, Environmental, Physical and Social • Instructional Units: communication, decision making, emotional health {stress, loss, depression, suicide}, goals/values, parenting {planning family, teen parenting}, relationships {dating, harassment, sexting, sexual abuse}, and STIs/HIV/AIDS
Everyday Living <ul style="list-style-type: none"> • 10-11th grade • Required Semester 	Healthy Living <ul style="list-style-type: none"> • 9-11th grade • Required Semester 	<ul style="list-style-type: none"> • Ensures Millard Health Standards and Indicators are taught • Integrate the four aspects of health: Emotional, Environmental, Physical, and Social • Instructional Units: abstinence, communication, decision making, digital citizenship, eating disorders, goals /values, stress, loss, depression, suicide, pregnancy, relationships, self-advocacy, and substance use/abuse

6-12 Proposed and Redesigned Course Descriptions

8610 Health 6

1 Hexter

Course Description: Students will be introduced to the promotion of good health and well-being. Activities emphasize the positive choice one makes related to harmful substances, fitness, friendships, human growth and development, and nutrition.

8710 Health 7

1 Hexter

Course Description: Students will develop and maintain healthy lifestyles. Emphasis is placed on information and the positive choices students can make to promote good health, now and throughout their lives. Health 7 focuses on diseases, environmental health, personal health, relationship boundaries, and substance abuse.

5580 Health 8

1 Hexter

Course Description: Students will demonstrate health-enhancing behaviors by accepting responsibility for their physical, emotional, and social well-being. Units of study include Healthy Relationships, Emotional Health (Stress, Loss, Depression, and Suicide), and Human Sexuality (Teen Parenting, Refusal Skills, Dating, and Sexually Transmitted Infections). Activities emphasize the positive choices one makes related to basic values: equality, honesty, respect, responsibility, promise keeping, self-control, and social justice. The theme throughout the course is abstinence from risky behaviors.

0526 Healthy Living

9-11

1 Semester

Course Description: Students will investigate concepts to support healthy living. Topics include self-concept, drug use and abuse, loss, death, depression, suicide, violence, stress, aging, friendships, dating, human sexuality, and digital citizenship. Students will practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, to deal with societal pressures. The theme throughout the course is abstinence from risky behaviors. In this course, the Millard Public Schools Character Traits: Trustworthiness, Responsibility, Respect, and Citizenship are incorporated into lessons and student activities. Healthy Living fulfills the Health Education Graduation Requirement. The curriculum meets local, state, and federal mandates for dating violence, drug education, health education, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) training.

Current Board policy enables parents/guardians to request, for philosophical, religious, or ideological reasons, that their son/daughter be excused from units within this course or this graduation requirement. Students excused from Healthy Living would register for one of the Human Resource course and *provide proof of CPR/AED instruction within Millard Public Schools as a replacement*. This replacement course, along with the current requirement that all students take one of the Human Resource courses, means that students excused from Healthy Living will be required to take two of the Human Resource courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

State Statute and Nebraska Rule 10 Related to Health Education

This framework complies with the following statutes and polices and rules.

Nebraska State Statues

Health Education

79-712 through 79-714 Public school; health education; requirements.

Lindsay Ann Burke Act

79-2,138 through 79-2,142

Nebraska Department of Education Rule 10

Rule 10 Regulations and Procedures for the Accreditation of Schools

Title 92, Nebraska Administrative Code, Chapter 10

Board of Education Policy and Rule Related to Health Education

Board Policy 6615 and Rule 6615.1-Curriculum, Instruction, and Assessment
Health Education

Board Policy and Rule 6810.2-Curriculum – Request for Exclusion