

Health Curriculum

An integral part of being successful in life is an awareness of how to maintain a healthy lifestyle. Students must constantly make decisions that impact their lives. Often, decisions made during their school years become life-long routines. For this reason, it is essential that ensure our students have the knowledge of good health, how to be informed health consumers, and the tools to implement good health practices, including making informed decisions.

In MSAD #53, health is implemented through the overall instructional program, as is appropriate since health is not separate from all that we do. Rather, it is integrated into all aspects of our life. Therefore, MSAD #53 believes that health is important enough to be an essential component of all our content areas.

In compliance with the Maine *Learning Results*, MSAD #53 seeks to help students develop physically, mentally, emotionally and socially to their potential by continuously developing and improving their own skills. In this way, students in MSAD #53 can leave the district capable of building a successful and satisfying life for themselves.

MSAD #53 Curriculum: Health PreK-2

Fundamental Knowledge & Skill – A Health Concepts

Students will develop an understanding of the prevention and control of diseases and disorders.

Indicator 1: Students will develop an ability to identify good health. (MLR – A1)

SWBAT...

- ...describe the concept of germs/viruses as invisible causes for sickness. (K)
- ...demonstrate how to take care of a cold - see Personal Health. (K)
- ...demonstrate proper hand washing at the following times: post toilet, prior to eating, after touching dirty or germ laden items. (K,GR1,2)
- ...using photos, identify people participating in healthy activities. (K,GR1,2)
- ...formulate reasons why people do not share food, combs, toothbrushes, and blood. (GR1)
- ...define IMMUNIZATION as a “needle/shot” given to prevent disease/sickness. (GR1,2)
- ...recognize and identify physical changes that occur during exercise. (GR1,2)
- ...explain that immunizations are used to prevent diseases. (GR2)
- ...tell why they need to take care of their bodies (by practicing healthy habits) in order to combat diseases. (GR2)
- ...recognize that washing fruits/vegetables before eating will help to prevent illness. (GR2)

Indicator 2: Students will develop an ability to explain how diseases are transferred from one person to another and how they can be prevented. (MLR – A2)

SWBAT...

- ...demonstrate their understanding of communicable health issues by not sharing personal clothing, head gear, hair care, Chapstick, etc. (K)
- ...identify the term GERMS and VIRUS in simple forms. (GR1)
- ...discuss what lice are, the cure for them, and possible strategies to avoid contracting them. (GR1,2)
- ...recognize that they need to practice healthy habits to help prevent HIV/AIDS (i.e. don't share toothbrushes). (GR2)

Indicator 3: Students will develop an ability to explain basic health terms. (MLR – A3)

SWBAT...

- ...recognize the experience of a stomach ache, headache or fever and describe it to a responsible adult. (K)
- ...name two reasons why cigarette smoking can be harmful to their health. (K,GR1)
- ...define POLLUTION. (GR1,2)
- ...identify sources and causes of pollution in their community (e.g., air, ground, noise, water, food). (GR1,2)
- ...explain that their classroom environment is the place where they work in school each day. (GR2)
- ...explain that correct levels of ventilation, temperature, noise and cleanliness all contribute to a healthy classroom environment. (GR2)
- ...identify one cause/treatment of the following asthma, allergy, HIV/AIDS, cold. (GR2)

...explain that children come from a variety of different family structures. (GR 1,2)

Fundamental Knowledge & Skill – B Health Information, Services and Products

Students will develop an understanding of the availability and effective use of health services, products and information.

Indicator 1: Students will develop an ability to identify and locate appropriate health professionals, services, products and information. (MLR – B1)

SWBAT...

- ...identify a prescription bottle or a personal medicine container (days of the week containers). (K)
- ...recall who should be giving them medicine (responsible adult, care giver, etc.) (K)
- ...tell some important things that doctors, nurses, dentists, and counselors do. (K)
- ...point to health information labels when given a product package. (K)
- ...identify the poison symbol as UNSAFE. (K)
- ...identify by label and select at least one medication container from a variety of containers. (K)
- ...give one reason why it is unsafe to take medications other than those prescribed by a medical professional. (K)
- ...tell where to get services for a broken bone, toothache, medicine. (K)
- ...distinguish between emergency and nonemergency when shown a variety of pictures of each. (K)
- ...list three people that work at a hospital and tell what they do. (GR1)
- ...define PHARMACIST, DOCTOR, NURSE in terms of their jobs. (GR1)
- ...tell one service that is provided by each of the following: doctor, nurse, dentist, counselor. (GR1)
- ...name two specialized areas of a hospital, such as patient rooms, reception, X-Ray. (GR1)
- ...list three adults at school that they could ask for help if they are sick. (GR1)
- ...name ways they find out information about health. (GR1)
- ...locate and identify the WARNING LABEL on a toy package and tell the appropriate age level for use. (GR1)
- ...explain what happens when clothing comes into contact with an open flame, with a hot appliance (i.e., iron, stove, etc). (GR1)
- ...watch two TV ads and identify the product being sold. (GR1)
- ...explain the difference between needs and wants with products seen in TV ads. (GR1,2)
- ...describe and illustrate the poison label on UNSAFE substances. (GR1)
- ...list three care-givers who are approved to administer medication. (GR1)
- ...define IMMUNIZATION. (GR2)
- ...list two reasons why it is important to get immunized. (GR2)
- ...list two health professionals who are qualified to give immunizations. (GR2)
- ...name four different health professionals. (GR2)
- ...identify an ambulance from a variety of pictures of like vehicles and tell what it is used for. (GR1,2)
- ...tell two services an optometrist provides. (GR2)
- ...state that an ophthalmologist is different from an optometrist. (GR2)
- ...name the school nurse and give situations in which they should go to see the nurse. (GR1,2)
- ...name ways they learn about health and how this information influences them. (GR2)
- ...define HEALTH PRODUCTS as items beneficial to the body. (GR2)

...explain why HEALTH PRODUCTS can be beneficial to the body using various examples such as skin cream, vitamins, etc. (GR2)

...give three examples of different health products. (GR2)

...list three reasons why people should use various health products, such as shampoo, toothpaste, sunscreen, etc. (GR2)

Fundamental Knowledge & Skill – C Health Promotoion and Risk Reduction

Students will develop an understanding of how to ensure a healthy life by making healthy choices.

Indicator 1: Students will develop an ability to distinguish between safe and unsafe items at home and at school. (MLR – C1)

SWBAT...

...define SAFE and UNSAFE in terms of products (definition determined by team). (K)

...identify safe and unsafe toys from an array of toys and give one reason why each choice is safe or unsafe. (K,GR1,2)

Indicator 2: Students will develop an ability to practice personal hygiene. (MLR – C2)

SWBAT...

...describe healthy habits including proper diet, exercise, rest, attitude, and cleanliness. (K)

...recognize when they have to use the bathroom, blow their nose or cover a sneeze and demonstrate toilet hygiene (toilet paper, flush, hand washing), use of facial tissue and disposal, covering mouth or turning head. (K)

...identify the concepts for keeping your body safe as presented in the guidance body rights program. (K)

...give two examples of personal health. (GR1)

...discuss dental tools used, healthy hygiene employed, and use a model tooth and brush to properly brush the tooth. (GR1)

...discuss with peers and illustrate on paper examples of a proper diet, types of exercise, rest, attitudes which reflect moral outlooks as well as conflict resolutions, and the need for cleanliness for our personal well being. (GR1)

...recognize that proper exercise and rest nutrition work towards physical fitness. (GR1)

...identify concepts of personal health (healthy habits) as presented in the DUSO program. (GR2)

...explain that a healthy habit is one that is good for their body. (GR2)

...illustrate that healthy habits include: proper diet, exercise, rest, attitude, and cleanliness. (GR2)

Indicator 3: Students will develop an ability to make healthy food choices. (MLR – C3)

SWBAT...

...use a food pyramid picture to describe what each section includes. (K)

...create healthy snack options from a group of food pictures or actual samples. (K)

...sort pictures of fruit and vegetables and name each group. (K)

...identify the origins for milk, eggs, meat and a variety of common fruits and vegetables. (K)

...identify and illustrate the four food groups and what makes a healthy snack. (GR1)

...record a bean seeds growth from seed to mature plants. (GR1)

- ...choose and put in order how cow's milk is collected, canned, and sent to the store. (GR1)
- ...identify DAILY food in different forms like: milk, juice-popsicles, popcorn. (GR1)
- ...discuss and demonstrate their understanding of how to set a table. (GR1)
- ...identify safety strategies for dealing with violence, in school and in the home. (GR1,2)
- ...describe and define DIET and how it relates to overall health. (GR2)
- ...identify the food pyramid and list healthy foods under the four food groups. (GR2)
- ...distinguish between a healthy diet and a diet filled with junk food. (GR2)
- ...discuss the concepts that body health comes from a variety of foods. (GR2)

Indicator 4: Students will develop an ability to identify and apply when necessary safety practices. (MLR – C4)

SWBAT...

- ...recognize the symbol for poisons by identifying it on two different containers. (K)
- ...name two precautions they should take when trick-or-treating, out in a storm, or moving around in the dark either inside or outside. (K)
- ...demonstrate: what to do when their clothing is on fire or a fire alarm rings. (K)
- ...name two ways that fires can be prevented at home and describe a means of escaping from their home in case of fire. (K)
- ...identify when a situation requires the assistance of ambulance, fire station or other emergency services. (K)
- ...name two ways to be safe when riding a bike. (K)
- ...state a reason why children are required to wear a seat belt and sit in the back seat. (K)
- ...name two ways to be safe on a school bus. (K)
- ...name two ways to be safe when crossing the street. (K)
- ...identify the term "stranger danger" and describe the situations and plans in case of danger. (GR1)
- ...explain where and when to cross the street, recognizing and use the traffic lights, apply crossing the street rules with a traffic guard. (GR1)
- ...discuss bus and sidewalk safety rules and apply them in their daily routines. (GR1)
- ...locate safe places to play and walk. (GR1)
- ...demonstrate an awareness of dressing properly for the weather for all seasons.
- ...identify and describe a handicapping condition. (GR2)
- ...illustrate the danger of playing with matches & fire. (GR2)
- ...describe a safe home environment. (GR2)
- ...discuss why playing alone around water (lake, river, ocean, etc) is not safe. (GR2)
- ...discuss/practice dialing 911 and reporting an emergency. (GR2)

Indicator 5: Students will develop an ability to identify ways to promote sound emotional strategies. (MLR – C5)

SWBAT...

- ...practice recognizing signs of stress (loud voice, increased heart/breathing rate, anger, tight muscles) in themselves and others. (K)
- ...practice making personal choices and verbalize their process for making the decision (weighing choices). (K)
- ...identify handicap conditions of self, others, and formulate how to solve it or work with it and how to compensate for them. (GR1)

- ...explain or tell another person how they feel in any given situation. (GR2)
- ...understand that conflict resolution means solving problems (with other people) in a peaceful manner. (GR2)
- ...demonstrate how to solve a verbal conflict with another person. (GR2)
- ...identify more than one way in which children cope with family change. (GR2)

Fundamental Knowledge & Skill – D Influences on Health

Students will develop an understanding of the factors that affect individual, family and community health..

Indicator 1: Students will develop an ability to explain how media influences health. (MLR – D1)
SWBAT...

- ...identify ads they see/hear in the media that are related to health. (K)
- ...describe health-related media-produced materials. (GR1)
- ...explain what health issues various media-produced materials are targeting. (GR1,GR2)
- ...create a poster describing a health or safety issue. (GR2)

Indicator 2: Students will develop an ability to explain and demonstrate ways in which school and family influence individual health. (MLR – D2)

SWBAT...

- ...identify immediate family members and the roles they play in maintaining the family and healthy children. (K)
- ...list three things families do to make a healthy family. (K)
- ...recognize the new people in their lives (i.e., friends, classmates). (K)
- ...use trash cans to take out litter. (K)
- ...practice good housekeeping skills in school. (K)
- ...contribute to maintaining a healthy physical environment, (cleaning up personal space in the classroom). (K)
- ...demonstrate how to get out and put away materials and equipment necessary for a classroom activity. (K)
- ...demonstrate how to maintain their personal workspace in the classroom. (K)
- ...define the terms REDUCE, RECYCLE, and REUSE by giving examples. (K)
- ...identify immediate and extended family members and the roles they play in maintaining the family and healthy children. (GR1)
- ...list ways in which new people in their lives can affect their health. (GR1)
- ...define recycling, identify the symbol, and practice its use. (GR1)
- ...use the recycling bins in the classroom, lunchroom, playground, and bathroom. (GR1)
- ...identify the meaning of litter. (GR1)
- ...express two causes of pollution and identify at least two ways to prevent pollution. (GR1)
- ...discuss how litter is created and what harm it causes to people, animals, and the environment. (GR1)
- ...describe ways in which the immediate and extended family support a healthy family (i.e., values, beliefs, modeling behavior) (GR2)

...tell what makes a good friend. (GR2)

...explain what makes a classroom accessible to people with disabilities. (GR2)

Indicator 3: Students will develop an ability to highlight the benchmarks of human growth and development, generally and specifically to their personal growth and development. (not in MLR)
SWBAT...

...identify basic body parts by pointing to parts when asked (head and it's parts, neck, shoulders, arms, hands, fingers, wrist, trunk, waist, hips, legs, knees, ankles, feet, toes). (K)

...locate the heart, lungs, brain, and stomach by pointing to their own body location. (K)

...sequence three pictures of development for humans, animals, and plants. (K)

...recognize and describe (from a book) special needs and disabilities, how they can be different, and how they can affect their lives. (K)

...tell how they physically and mentally changed from birth to adulthood by comparing their appearances, behavior, and ability. (GR1)

...compare and contrast physical appears, abilities, and behaviors between peers and age groups. (GR1)

...identify and practice good health through proper rest, play, and diet. (GR1)

...explain that they and their peers develop at individual rates. (GR1)

...explain that children of the same age can be different sizes (heights). (GR2)

...tell who is an important person in their life - both young/old. (GR2)

...explain why these important people are important to them. (GR2)

...identify concepts of growth/development as presented in the Developing Understanding of Self and Others (DUSO) program. (GR2)

Fundamental Knowledge & Skill – E Communication Skills

Students will develop an understanding of the role of effective communication in ensuring healthy relationships.

Indicator 1: Students will develop an ability to express their needs, wants and feelings in appropriately healthy ways. (MLR – E1)

SWBAT...

...describe appropriate ways to tell someone what they need or want, or how they are feeling. (K,GR1,2)

...identify that there is a difference in the ways they ask for things, depending on whom they are with and where they are, i.e., at home with their parents vs. in school with their teacher. (GR1,2)

...tell why it is important to family members to express needs, wants, and feelings in a respectful and positive way. (GR1,2)

Indicator 2: Students will develop an ability to identify and differentiate among the ways to communicate. (MLR – E2)

SWBAT...

...identify verbal communication as a way to communicate. (K)

- ...recognize nonverbal communication as another way people communicate. (GR1,2)
- ...demonstrate needs, wants, and feelings through verbal and nonverbal language. (GR1,2)
- ...identify appropriate and inappropriate verbal and nonverbal language. (GR2)

Fundamental Knowledge & Skill – F Decision-Making and Goal-Setting

Students will develop an understanding of how personal goals can bring about sound health.

Indicator 1: Students will develop an ability to identify which decisions and goals require assistance from others in order to make. (MLR – F1)

SWBAT...

- ...identify times when it would be good to ask an adult for help with a decision. (K,GR1,2)
- ...differentiate between inappropriate and appropriate drug use. (GR1)
- ...discuss a plan and its use to “Say No” when offered drugs by peers/adults outside the home and not by health professionals. (GR1,2)
- ...identify beer, wine, and mixed drinks as ALCOHOL and name two negative effects these substances can have on adult health. (GR1,2)
- ...identify an ILLEGAL drug as marijuana, cocaine, heroin. (GR2)
- ...discuss how alcohol/drugs can change the way people think/act by causing them to make bad decisions or judgments. (GR2)
- ...explain that if drugs/medicines are used improperly, they can do damage to the body. (GR2)

Indicator 2: Students will develop an ability to establish a short-term health goal for themselves. (MLR – F2)

SWBAT...

- ...during Red Ribbon Week, identify one “healthy habit” they will work on adopting. (GR1,2)

MSAD #53 Curriculum: Health GR 3-4

Fundamental Knowledge & Skill – A Health Concepts

Students will develop an understanding of the prevention and control of diseases and disorders.

Indicator 1: Students will develop an ability to describe how healthy habits and their personal well-being are related. (MLR – A1)

SWBAT...

- ...verbalize what they can do to prevent diseases. (GR3)
- ...identify disease symptoms and tell the steps to take when symptoms first appear. (GR3)
- ...discuss dangers of horseplay, i.e., at school, on the playground, at home, on the bus, or in the bathroom. (GR3)
- ...recognize importance of safety personnel, i.e., police, fireman, EMT. (GR3)
- ...identify car, bike safety procedures. (GR3,4)
- ...identify snowmobile, off-road vehicle safety procedures. (GR3,4)
- ...identify the cause/effect of good health practices versus disease. (GR4)
- ...discuss how HIV/AIDS is not transmitted. (GR4)
- ...tell how diet and environment affect their health, i.e., cancer, diabetes, asthma, heart trouble, allergies. (GR4)
- ...describe characteristics between accidents and reckless, careless, risk-taking behaviors. (GR4)
- ...describe safety procedures for various forms of outdoor recreation. (GR4)
- ...list the contents of an effective first-aid kit. (GR4)
- ...describe safety procedures around firearms. (GR4)

Indicator 2: Students will develop an ability to identify a healthy physical, mental, emotional and social childhood. (MLR – A2)

SWBAT...

- ...define SELF-ESTEEM, PEER PRESSURE, HEALTHY HABITS. (GR3)
- ...discuss how self-esteem, peer pressure and healthy habits change as they move into preadolescence. (GR3,4)
- ...identify healthy habits. (GR3,4)
- ...explain why healthy habits are important. (GR3,4)
- ...list at least three types of handicapping conditions. (GR3)
- ...tell how food affects teeth (tartar/cavities). (GR3)
- ...list steps to proper skin care and demonstrate follow-through by coming to school clean. (GR3)
- ...identify at least three handicapping conditions and write a paragraph of how these handicapping conditions affect the persons life. (GR4)
- ...identify proper dental (brushing and flossing) techniques. (GR4)
- ...identify negative physical, mental, emotional and social behaviors. (GR4)
- ...describe some consequences of negative behaviors. (GR4)
- ...explain the school's student behavior policy. (GR4)
- ...identify actions that yield positive and negative consequences. (GR4)
- ...relate consequences for negative behavior to actions. (GR4)
- ...identify ways that family structures can change and how those changes affect multiple components of health. (GR4)

Indicator 3: Students will develop an ability to describe the basic operating system that is the human body. (MLR – A3)

SWBAT...

- ...state what is needed for proper cell growth. (GR3)
- ...graph normal growth and development of children. (GR3)
- ...ask appropriate questions regarding their own growth and development. (GR3,4)
- ...identify the components of cardiovascular and muscular strength. (GR3,4)
- ...differentiate between healthy and safe play activities and unhealthy, unsafe ones. (GR3,4)
- ...relate the importance of exercise to health. (GR3,4)
- ...describe changes that occur during puberty (i.e., voice changes, acne, emotional and social changes, etc). (GR4) [This is covered in detail in *Family & Consumer Life*, GR 5-8]
- ...explain that the rate of change in growth and development, while happening in stages, is individual. (GR4)
- ...begin to identify changes in their looks due to the onset of puberty. (GR4)
- ...identify the human reproductive system as the body system responsible for producing children. (GR4)

Indicator 4: Students will develop an ability to identify common childhood health problems, their early detection and treatment. (MLR – A4)

SWBAT...

- ...identify and describe childhood diseases and prevention strategies for them. (GR3,4)
- ...identify and describe common childhood health problems, such as head lice, impetigo, and other problems that early detection and treatment can resolve. (GR3,4)

Indicator 5: Students will develop an ability to explain how healthy school and community environments contribute to sound personal health. (MLR – A5)

SWBAT...

- ...evaluate their classroom's environment for sound, healthy characteristics. (GR3)
- ...tell two things that can happen to them if they live in a cigarette smoker's home. (GR3)
- ...using the recycle numbers sort them according to the way they are recycled. (GR3)
- ...using the day's lunch menu, make a diagram of what the recyclables are and how they should be separated. (GR3)
- ...write at least one form of water pollution. (GR4)
- ...tell how they personally can reduce water pollution and waste. (GR4)
- ...make a flow chart illustrating the consequences of water pollution to our planet. (GR4)
- ...explain how individuals, communities, and states work together to control environmental problems and ensure a healthy environment. (GR4)

Indicator 6: Students will develop an ability to differentiate between positive and negative stress. (MLR – A6)

SWBAT...

...list three positive and three negative sources of stress that children their age might experience.

(GR3,4)

...identify appropriate ways for children to manage positive stress. (GR3,4)

...identify appropriate ways for children to manage negative stress. (GR3,4)

...express concerns about changing buildings in preparation for going on to GR 5. (GR4)

...attend orientation sessions provided by GR 5 teachers. (GR4)

Indicator 7: Students will develop an ability to explain basic health concepts. (MLR – A7)

SWBAT...

...define SUBSTANCE ABUSE. (GR3)

...identify violent behavior in relationships and tell why it is harmful. (GR3,4)

...identify at least two situations that can cause a need for someone to be rushed to the hospital emergency room. (GR4)

Fundamental Knowledge & Skill – B Health Information, Services and Products

Students will develop an understanding of the availability and effective use of health services, products and information.

Indicator 1: Students will develop an ability to explain the characteristics of reliable health information, products, and services (MLR – B1)

SWBAT...

...read medicine labels and determine responsible product use. (GR3)

...describe health-related topics, programs, and products they see on TV. (GR3)

...tell how health-related things seen on TV affect their decisions. (GR3)

...define "responsible" friend and family member. (GR3)

...locate the nutritional information on food packages. (GR4)

...identify the terminology in the nutritional information labels: VITAMINS, PROTEIN, FAT, CARBOHYDRATES, SODIUM, CALORIES. (GR4)

...compare and contrast two or more products based on label information. (GR4)

...consider and defend various health products as "worth the expense." (GR4)

...define RECALL of a product. (GR4)

...write a sample recall of a product. (GR4)

Indicator 2: Students will develop an ability to locate home, school and community health resources. (MLR – B2)

SWBAT...

...name the health services provided by the school. (GR3)

- ...tell where and how we live influences our health (GR3)
- ...identify foods indigenous to Maine. (GR3)
- ...tell their teacher when they need to use the medical services provided by SAD #53. (GR3)
- ...identify community assistance for families in need of health services. (GR3,4)
- ...tell how to access the medical system at Vickery. (GR4)
- ...identify and be able to use the school nurse appropriately. (GR4)
- ...identify the school counselor and be able to initiate visits when necessary. (GR4)

Fundamental Knowledge & Skill – C Health Promotion and Risk Reduction

Students will develop an understanding of how to ensure a healthy life by making healthy choices.

Indicator 1: Students will develop an ability to identify and compare safe and risky behaviors. (MLR – C1)

SWBAT...

- ...define and list RISKY behaviors. (GR3,4)
- ...define and list SAFE alternatives to risky behaviors. (GR3,4)
- ...list healthy habits. (GR3,4)
- ...define SUBSTANCE ABUSE and explain why it is a risky behavior. (GR4)
- ...list the pros and cons of taking vitamin/mineral/herbal supplements. (GR4)

Indicator 2: Students will develop an ability to ensure personal health by developing strategies for preventing injury and promoting safety. (MLR – C2)

SWBAT...

- ...identify the energy needs of people involved in various sports and recreational activities. (GR3)
- ...compare and contrast the energy needs of active and inactive people. (GR4)

Indicator 3: Students will develop an ability to practice healthy care of their bodies. (MLR – C3)

SWBAT...

- ...graph the relationship of family food choices to weight maintenance. (GR3)
- ...demonstrate the importance of substance abuse prevention. (GR3,4)
- ...define ABUSIVE BEHAVIOR. (GR3,4)
- ...identify safety strategies for dealing with abusive behavior towards them by others. (GR3,4)

Indicator 4: Students will develop an ability to demonstrate appropriate ways to handle threatening or stressful situations. (MLR – C4)

SWBAT...

- ...recognize and describe threatening situations. (GR3)
- ...identify ways to get help quickly in threatening situations. (GR3)
- ...demonstrate how active people ensure good personal health by providing examples from real life. (GR3,4)
- ...use problem-solving skills to get along with peers. (GR4)

...discuss social and emotional issues that come up in GR4. (GR4)

Fundamental Knowledge & Skill – D Influences on Health

Students will develop an understanding of the factors that affect individual, family and community health.

Indicator 1: Students will develop an ability to determine how culture affects health. (MLR – D1)
SWBAT...

- ...describe ways that culture can influence gender roles within the family. (GR3,4)
- ...define "culture." (GR4)
- ...describe ways that cultures can influence health. (GR4)

Indicator 2: Students will develop an ability to describe how the media affects decisions about health. (MLR – D2)

SWBAT...

- ...identify MEDIA INFLUENCES advertisers use to enhance their product. (GR3)
- ...name at least one CONSUMER PROTECTION LAW and explain how it protects us. (GR3)
- ...explain the purpose of HEALTH INSURANCE. (GR4)
- ...using food labels, compare HEALTHY FOODS to UNHEALTHY FOODS. (GR4)

Indicator 3: Students will develop an ability to illustrate the ways that technology influences personal health. (MLR – D3)

SWBAT...

- ...define TECHNOLOGY. (GR3)
- ...list/brainstorm various types of technology. (GR3)
- ...list three ways that technology can affect personal health. (GR3)
- ...describe the impact of technology on life span, health maintenance, and health repair. (GR4)
- ...list the ways that technology has facilitated life for people with disabilities. (GR4)

Indicator 4: Students will develop an ability to describe what it means to be a responsible friend and family member. (MLR – D4)

SWBAT...

- ...describe what "responsible friends and family members" do for each other. (GR3,4)
- ...describe some roles and responsibilities of family members. (GR3,4)
- ...describe ways to support friends and family members in times of need. (GR3,4)
- ...demonstrate the ways in which health-related problems affect the family unit. (GR4)

Fundamental Knowledge & Skill – E Communication Skills

Students will develop an understanding of the role of effective communication in ensuring healthy relationships.

Indicator 1: Students will develop an ability to practice effective communication and listening skills to promote sound health. (MLR – E1)

SWBAT...

- ...describe behaviors that communicate concern, care, and respect for self and others. (GR3,4)
- ...demonstrate how one's behavior can affect the behavior of others. (GR3,4)
- ...identify good listening skills. (GR3,4)
- ...identify what makes a healthy relationship. (GR3,4)
- ...explain that family members and friends can disagree and still care about each other. (GR3,4)
- ...describe how good listening skills can build healthy relationships. (GR4)
- ...write a letter to the attorney General communicating a consumer rights problem. (GR4)
- ...demonstrate positive and effective verbal and nonverbal forms of communication that healthy families and friendships use. (GR4)

Indicator 2: Students will develop an ability to identify appropriate and inappropriate methods of handling conflict. (MLR – E2)

SWBAT...

- ...differentiate between positive and negative behaviors in conflict situations. (GR3)
- ...practice refusal skills in social situations. (GR3,4)
- ...describe some strategies for resisting negative peer pressure. (GR4)

Indicator 3: Students will develop an ability to practice nonviolent strategies to resolve conflicts. (MLR – E3)

SWBAT...

- ...describe several nonviolent strategies for conflict resolution. (GR3,4)
- ...practice nonviolent strategies in school to resolve any conflicts with other students. (GR3,4)
- ...recognize by giving examples that conflict resolution is effective with friends and family. (GR3,4)

Indicator 4: Students will develop an ability to make effective use of correct health information to inform others and express opinions about health issues. (MLR – E4)

SWBAT...

- ...read and discuss drug and alcohol abuse information. (GR4)
- ...attend the TAR WARS (anti-cigarette smoking) program. (GR4)

Fundamental Knowledge & Skill – F Decision-Making and Goal-Setting

Students will develop an understanding of how personal goals can bring about sound health.

Indicator 1: Students will develop an ability to use a decision-making process to resolve health issues and problems. (MLR – F1)

SWBAT...

- ...identify the nutritional values of various foods. (GR3)
- ...describe and demonstrate healthy eating practices. (GR3,4)
- ...explain proper food-handling and food-preparation. (GR3,4)
- ...give examples of how decision-making processes can be used successfully by families to resolve conflicts. (GR4)
- ...illustrate factors that influence food choices. (GR4)
- ...describe how improper food-handling and food-preparation affects safety of food and health of eaters. (GR4)

Indicator 2: Students will develop an ability to make predictions about the consequences of positive health decisions. (MLR – F2)

SWBAT...

- ...determine how certain personal, peer, and family goals will affect health decisions. (GR3)
- ...identify the effects of drugs and alcohol on one's social, emotional and physical well-being. (GR4)

MSAD #53 Curriculum: Health GR 5-8¹

Fundamental Knowledge & Skill – A Health Concepts

Students will develop an understanding of the prevention and control of diseases and disorders.

Indicator 1: Students will develop an ability to relate healthy behaviors to injury, illness and disease prevention. (MLR – A1)

SWBAT...

- ...develop a personal plan for enhancing positive health practices. (GR5)
- ...explain the process of communicable disease transmission, including antibody formation. (GR5)
- ...identify chronic conditions for which students have to take medication as part of their daily activities: asthma, ADHD, depression, diabetes. (GR5)
- ...state how to correctly take medication: every 4-6 hours, PRN, three times a day, four times a day with food and/or water. (GR5)
- ...state what is a side effect of a medication: state 3 different types. (GR5)
- ...state when they must notify their doctor about medication side effects: rash, neurological signs, etc. (GR5)
- ...identify ways that the HIV/AIDS virus can/cannot be transmitted. (GR5)
- ...identify ways to control and prevent other chronic disorders, and will be able to give an example of one disease and how it could be prevented. (GR5)
- ...explain the relationship between the human immune system and the disease process caused by viruses and bacterium. (GR6)
- ...label common infectious diseases, as flu and chicken pox, as infectious and tell possible ways to prevent them and ways they are transmitted. (GR6)
- ...disorders other than infectious, i.e., some congenital diseases, some cancers, and asthma. (GR6)
- ...be aware that HIV/AIDS is a serious disease affecting some people. (GR6)
- ...understand how HIV/AIDS is transmitted, emphasizing how it is not transmitted. (GR6)
- ...give explanation as to what an autoimmune disease is and state one example. (GR6)
- ...state how the body defends against disease caused by viruses and bacterium: tears, saliva, skin, cells, stomach, mucus, immunizations and vaccines. (GR7)
- ...state the factors that increase the risk of heart disease and cancer: smoking, diet, stress, drugs/alcohol. (GR7)
- ...name a disease caused by genetics and explain what has happened at the cell level to cause the disease to appear. (GR7)
- ...define ANOREXIA, BULIMIA, and COMPULSIVE EATING DISORDER. (FCS²) (GR7)
- ...locate resources which can be utilized to assist students with the treatment of eating disorders. (FCS) (GR7)
- ...construct a chart of the common STDs, symptoms and treatments. (FCS) (GR7)
- ...explain what an ALLERGIC REACTION is; how to treat it; and the types that are most common: ingestion - food, contact - soap/chemicals, insect, medication. (GR8)
- ...identify agencies and other resources that can assist in the diagnosis and treatments of STDs. (GR8)
- ...tell the importance of reporting infectious diseases. (GR8)

¹ Many of the MLR GR 5-8 Health standards are covered through the *Family & Consumer Science* curriculum previously adopted by the MSAD #53 School Board.

² Refers to *Family and Consumer Science* course taken by all MSAD #53 GR 5-8 students.

...explain the procedure for reporting infectious diseases. (GR8)

Indicator 2: Students will develop an ability to explain how physical, mental, emotional and social health are related. (MLR – A2)

SWBAT...

...describe how relationships with peers can affect health. (GR5,6,7,8)

...list conditions associated with positive and with negative self-esteem. (GR5,6,7,8)

...describe specific ways that physical health conditions can affect mental, emotional and social health conditions. (GR7,8)

Indicator 3: Students will develop an ability to distinguish the ways in which risky behaviors affect personal health. (MLR – A3)

SWBAT...

...state the dangers of chewing tobacco. (GR6)

...state what a habit is; what an addiction is; what the term dependency means. (GR6)

...give three examples of how addictions can have a negative impact on individuals and families. (FCS) (GR7)

...define RISKY BEHAVIOR and list risky behaviors to avoid. (GR5,6,7,8)

...identify techniques for getting help and support with risky behaviors. (GR5,6,7,8)

...differentiate between risky and safe behaviors in relationships. (GR5,6,7,8)

Indicator 4: Students will develop an ability to assess the impact of the interaction of body systems on health. (MLR – A4)

SWBAT...

...list health problems related to poor nutrition. (FCS) (GR5)

...describe how poor nutrition can be related to chronic health conditions, (heart disease, stroke, diabetes, etc.) (FCS) (GR6)

Indicator 5: Students will develop an ability to assess the ways in which the environment affects personal health. (MLR – A5)

SWBAT...

...define what noise pollution is. (GR5)

...state at what decibel level of noise there can be hearing loss. (GR5)

...define tinnitus and state its cause. (GR5)

...give three examples when hearing protection should be worn. (GR5)

...define what the EPA is, what its function is, and what it has to do with our community. (GR6,7)

...find current examples of EPA's actions in Maine in land use and water use. (GR6)

...give examples of conflicts between EPA and industry in Maine. (Social Studies) (GR7)

...give examples of collaborative efforts between EPA and industry or an environmental group and industry. (Social Studies) (GR7)

...describe what the World Health Organization (WHO) is, and its function. (GR8)

...give one example of a current issue with which the WHO is involved, and what impact that issue could have on them. (GR8)

- ...identify at least one environmental law that has improve health in Maine. (GR7,8)
- ...identify socioeconomic considerations within their community that affect health (values, socioeconomic status, experiences). (GR7,8)

Indicator 6: Students will develop an ability to determine how effective health care can prevent health problems and even early death. (MLR – A6)

SWBAT...

- ...demonstrate the ways that effective dental care can prevent tooth loss. (GR5,6)
- ...illustrate the relationship between health care and infection. (GR7,8)

Indicator 7: Students will develop an ability to classify human growth and development into various stages by characteristics. (MLR – A7)

SWBAT...

- ...list the child developmental stages. (GR5)
- ...state how a 5-9 year old child and an adult developmentally understands the concept of death. (GR5)
- ...compare how people in different stages understand different difficult concepts. (GR5)
- ...assess children at various developmental stages in terms of their understanding of various cultural customs/rites. (GR5)
- ...explain that roles and responsibilities of family members change as they age. (GR5,6)
- ...describe the effects of aging on the body and mind. (GR6)
- ...identify the stereotypes, reality, and myths of aging and give three examples. (GR6)
- ...describe various changes to the body as it ages: skin, skeletal, muscle, brain. (GR6)
- ...describe the main factors in "aging well" (diet, exercise, mental health issues, etc.). (GR6)
- ...examine the economics of aging in terms of its affect on health: saving for old age (retirement), housing, family compositions, planning for meals, etc. (GR6)
- ...distinguish among the characteristics of infants, toddlers, pre-schoolers. (GR7)
- ...formulate at least three activities appropriate for stage of development. (GR7)
- ...identify and describe REPRODUCTION - anatomy and physiology/body image. (Science & FCS) (GR7,8)
- ...identify and describe PUBERTY - Physical and Emotional changes and individual rates of change mid to late teens. (Science & FCS) (GR7,8)
- ...describe how an egg is fertilized - genetic information/cell differentiation at time of concept. (GR7,8)
- ...identify and describe HORMONES and GLANDS involved in growth and development, i.e., (Science) (GR7,8)
- ...identify abstinence from sexual activity as the safest and most effective way to avoid pregnancy and reduce the risk of Sexually Transmitted Diseases (STDs). (GR8)

Indicator 8: Students will develop an ability to illustrate key health concepts. (MLR – A8)

SWBAT...

- ...plan a day's menu based on the Food Guide Pyramid. (FCS) (GR5)
- ...name two conditions caused by the misuse of food and their signs and/or symptoms. (GR5)
- ...analyze the information on a nutrition label and list the six nutrients and their factors. (FCS) (GR6)
- ...name two conditions caused by the misuse of food and their signs and/or symptoms. (GR6)

- ...prepare healthy quick breads. (FCS) (**GR6**)
- ...plan and prepare a healthy lunch with a budget. (**GR7**)
- ...differentiate between the different types of vegetarians. (FCS) (**GR7**)
- ...analyze recipes for fat, sugar, and salt contents. (FCS) (**GR7**)
- ...identify and describe DISEASE, DISORDER, SUBSTANCE ABUSE, HEALTH CARE PROVIDER, PRESCRIPTION/NONPRESCRIPTION DRUGS, INFECTIOUS/CONTAGIOUS, NICOTINE/TOBACCO HABITS, PREVENTIVE CARE, EMERGENCY CARE, NUTRITION, and other terms specified with the text of this curriculum and indicated by capital letters. (**GR5,6,7,8**)

Fundamental Knowledge & Skill – B Health Information, Services and Products

Students will develop an understanding of the availability and effective use of health services, products and information.

Indicator 1: Students will develop an ability to determine the soundness of information related to health, health products, and health services, identifying situations in which they might be helpful or effectively used. (**MLR – B1**)

SWBAT...

- ...differentiate among prescription drugs, over-the-counter drugs, and illegal drugs. (**GR5**)
- ...state what information is legally required to be on over-the-counter drugs. (**GR5**)
- ...use product labels to make informed product choices. (**GR5**)
- ...compare similar products in order to make the best choice. (**GR5**)
- ...identify where NUTRITIONAL source information comes from. (**GR5**)
- ...evaluate sources of nutritional information. (**GR5**)
- ...show evidence of comparison-shopping to make wise personal choices. (**GR5**)
- ...explain various purposes of health product advertising. (**GR6**)
- ...name four different types of ADVERTISING APPEALS. (**GR6**)
- ...distinguish among at least four different types of advertising appeals. (**GR6**)
- ...evaluate the effectiveness of advertising messages. (**GR6**)
- ...compare and contrast weight loss programs. (**GR7**)
- ...list three types of common, health-related consumer problems. (**GR7**)
- ...write a letter to a company regarding their product and/or health practices. (**GR7**)
- ...identify at least three consumer rights and three consumer responsibilities. (**GR7**)
- ...evaluate health products based on good health practices (i.e., weight loss products). (**GR7**)
- ...analyze health information published for consumers. (**GR7**)
- ...differentiate between scientific information and advertising information. (**GR7**)
- ...identify pros and cons of products and practices based on information provided. (**GR7**)
- ...describe the information that is in WARRANTIES, GUARANTEES, and SERVICE AGREEMENTS. (**GR8**)
- ...define FRAUD. (**GR8**)
- ...define DECEPTION. (**GR8**)
- ...explain the state policy for alcohol, drugs, and tobacco in school. (**GR8**)

Indicator 2: Students will develop an ability to describe and locate resources that provide important and appropriate health information and services. (MLR – B2)

SWBAT...

- ...analyze the information on a nutrition label. (FCS) (GR5)
- ...locate the expiration date on packaged food products. (GR5)
- ...evaluate a products' freshness by examining the expiration date on a package. (FCS) (GR5)
- ...identify one community health service available to help with information about good nutrition. (GR5,6)
- ...identify one appropriate health care service a) within their school and b) outside of their school. (GR5,6)
- ...identify two health agencies that help support families and describe how to contact them. (GR6)
- ...identify and state what the community resources for addictions and tell how to access them. (GR7)
- ...list community resources that handle mental health problems, concerns over sexuality, concerns over sexual health, etc., and how to access them. (Guidance) (GR7)
- ...identify two community health agencies available to help support reproductive health for both males and females. (GR7)
- ...identify agencies within the community for help with eating disorders. (GR7)
- ...explain the laws for accessing reproductive health services. (GR7,8)
- ...identify and locate school and community resources available to help and support adolescents and the various traumas they might experience. (GR8)
- ...identify two community health agencies available to help support reproductive health for both males and females. (GR8)
- ...explain the confidentiality laws. (GR8)
- ...identify agencies available for consumer protection. (GR8)
- ...identify three community agencies available for crisis management, such as suicide. (GR8)
- ...tell how to access the Crisis Hot Line. (GR8)
- ...identify two agencies available to help prevent child abuse. (GR8)

Fundamental Knowledge & Skill – C Health Promotoion and Risk Reduction

Students will develop an understanding of how to ensure a healthy life by making healthy choices.

Indicator 1: Students will develop an ability to express the reasons why it is important to assume responsibility for one's own health and well-being. (MLR – C1)

SWBAT...

- ...state at least three reasons for daily skin care, hair care, odor control - body and foot, dental care, personal care needs (male and femaile hygiene needs) and how to effectively care for their body in all seasons. (GR5)
- ...give examples of at least three of the benefits of physical activity on physical health and mental health. (GR6)
- ...list the legal consequences of alcohol, drugs, and tobacco use or distribution on and off school grounds. (GR8)
- ...state what the legal consequences are for being part of a drug crime where a person is hurt, even if they themselves are not hurt. (GR8)

Indicator 2: Students will develop an ability to conduct a personal health assessment to establish strengths and risks. (MLR – C2)

SWBAT...

...develop a checklist of personal health care considerations. (GR5,6,7,8)

Indicator 3: Students will develop an ability to create plans for improving or maintaining sound personal and family health. (MLR – C3)

SWBAT...

...state how to safely store food after it is prepared; how long foods can be used after refrigeration; freezing; and what are the signs of spoilage for home and commercially prepared foods. (FCS) (GR5)

...demonstrate good manners. (FCS) (GR5)

...demonstrate the correct handwashing technique. (GR5,6,7,8)

...develop and explain strategies that demonstrate care and respect toward family members. (GR7,8)

...prepare a healthy dinner and keep within a budget. (FCS) (GR8)

Indicator 4: Students will develop an ability to develop ways to prevent injuries and respond to emergencies, i.e., first aid, in order to ensure personal safety.(MLR – C4)

SWBAT...

...state the dangers of working in the kitchen and the interventions needed if there is an accident or fire. (FCS) (GR5,6,7,8)

...review common poisons and hazardous chemicals found in the home, and interventions needed if there is ingestion, inhalation, or contact with the skin. (FCS) (GR5,6,7,8)

...explain injury prevention strategies for family health. (GR5,6,7,8)

...identify potential signs of violence. (GR5,6,7,8)

...state how to take care of a basic cut, a puncture wound, and a burn. (GR7,8)

Indicator 5: Students will develop an ability to develop strategies for avoiding or changing circumstances that are personally threatening. (MLR – C5)

SWBAT...

...identify ways to ensure personal safety in violent situations (GR5,6,7,8).

Indicator 6: Students will develop an ability to differentiate between healthy and unhealthy ways to manage stress. (MLR – C6)

SWBAT...

...define what a personal crisis is, signs and symptoms of a crisis, and where to go for help and support. (GR6)

...assess examples of daily stresses, and select interventions that they can do to handle them. (GR6)

...state the signs of depression, the signs of suicidal behavior, and the appropriate resources are in this environment. (Guidance) (GR7)

...review what the signs of depression, what the signs of suicidal behavior, and what the appropriate resources are in this environment. (Guidance) (GR8)

...list four specific stressors in their lives and write an action plan to handle them. (Guidance) (GR8)

...recognize the factors that could lead to child abuse. (FCS) (GR8)

Fundamental Knowledge & Skill – D Influences on Health

Students will develop an understanding of the factors that affect individual, family and community health.

Indicator 1: Students will develop an ability to explain how culture influences health. (MLR – D1)
SWBAT...

- ...compare gender attitudes among individuals, family members and cultures. (GR5,6)
- ...identify health practices in other cultures that are different from theirs in the U.S. (Social Studies) (GR5,6,7,8)
- ...define ADOLESCENCE. (GR7,8)
- ...explain what things characterize adolescent in the U.S., i.e., independence. (GR7,8)
- ...compare adolescence in the U.S. with the same period in other cultures. (Social Studies) (GR7,8)
- ...identify cultural beliefs and practices that have a direct impact on family expectations, traditions, and health in the U.S. (GR7,8)

Indicator 2: Students will develop an ability to determine media influence on health information and behavior. (MLR – D2)

SWBAT...

- ...relate media messages to health practices (i.e., beauty to dieting and eating disorders; muscles to manliness, etc). (Guidance) (GR7,8)
- ...give three examples of how the advertising media shows smoking and drinking in a positive light. (FCS) (GR7)
- ...give three examples of how the media influences the way people perceive family life. (GR7,8)

Indicator 3: Students will develop an ability to explain how technology affects personal, family and community health. (MLR – D3)

SWBAT...

- ...name and describe the impact of technological developments on health prevention, health maintenance, health cures, beauty and appearance. (GR5,6,7,8)

Indicator 4: Students will develop an ability to discuss the influences of school, family, and peers on adolescent health. (MLR – D4)

SWBAT...

- ...describe how problems related to health can affect the entire family. (GR5,6)
- ...identify things that can be done to improve and maintain good family health. (GR5,6)
- ...state the correct TV and radio channels they should listen to for instructions in case of a natural disaster (including winter storm warnings). (GR5,6,7,8)
- ...identify ways in which schools facilitate good health. (GR5,6,7,8)

...give one example of how public health laws improve community health, i.e., reporting of disease. (GR6)

...describe/demonstrate three acceptable public health practices (not sharing combs -lice; washing hands before meals; cleanliness; covering mouths when coughing and sneezing). (GR6)

...state how to access emergency services in their community, including fire, medical, and mental health. (GR6)

...state the correct TV and radio channels to which to listen for instructions in case of a natural disaster (including winter storm warnings). (GR6)

...name two health careers and tell what education and training are necessary for these careers. (GR7)

...describe strategies that positively impact family health. (GR7,8)

Fundamental Knowledge & Skill – E Communication Skills

Students will develop an understanding of the role of effective communication in ensuring healthy relationships.

Indicator 1: Students will develop an ability to apply communication skills, verbal and nonverbal, in ways that will positively alter and build relationships. (MLR – E1)

SWBAT...

...identify positive communication techniques that can improve family life. (GR5,6,7,8)

...explain the different appropriate ways love can be expressed within a family. (GR5,6,7,8)

Indicator 2: Students will develop an ability to deal effectively with negative peer pressure by applying effective refusal and negotiation skills. (MLR – E2)

SWBAT...

...review refusal skills for any situation in which they are uncomfortable with drugs, sec, etc. (FCS) (GR5,6,7,8)

...discuss the way peer pressure changes as they grow up and the way refusal skills need to develop. (GR7,8)

Indicator 3: Students will develop an ability to effectively use conflict resolution strategies. (MLR – E3)

SWBAT...

...describe several possible peer conflict situations in school and in the community. (GR5,6,7,8)

...develop a list of appropriate conflict resolution strategies. (GR5,6,7,8)

...recognize and explain that conflicts in all relationships are normal and need to be resolved in a positive manner. (GR7,8)

Indicator 4: Students will develop an ability to compare and contrast communication methods for providing information, ideas and opinions about health issues. (MLR – E4)

SWBAT...

...identify at least three different methods of communication information about health issues.

(GR5,6,7,8)

...develop of list of the pros/cons of at least three different methods of communicating information about health issues. (GR5,6,7,8)

...describe how understanding another's viewpoint promotes healthy communication in relationships.

(GR7,8)

Fundamental Knowledge & Skill – F Decision-Making and Goal-Setting

Students will develop an understanding of how personal goals can bring about sound health.

Indicator 1: Students will develop an ability to attend to health problems by using both independent and cooperative decision-making strategies. (MLR – F1)

SWBAT...

...determine healthy eating practices for themselves. (GR6,7,8)

...identify at least six ways to make good personal and family decisions or solve problems. (FCS)

(GR7)

...differentiate the appropriate decision making skills according to the need. (FCS) (GR7)

...identify safe methods for maintaining, losing, or gaining weight. (GR6,7,8)

...explain why eating disorders negatively impact health. (GR7,8)

...identify important health decisions they have to make at this point in their lives and in the future.

(GR7,8)

...explain why it's important to discuss health decisions with family members. (GR7,8)

Indicator 2: Students will develop an ability to explain how values affect health-related decisions. (MLR – F2)

SWBAT...

...define VALUE. (GR5,6)

...explain where values come from. (GR5,6)

...demonstrate how values and health are related, giving examples from their experiences. (GR7,8)

...describe how family values play an important role in influencing adolescent-related issues. (GR7,8)

Indicator 3: Students will develop an ability to describe the possible consequences of their health-related decisions. (MLR – F3)

SWBAT...

...describe how the amount of rest, food, exercise, sleep, and recreation they get affects their general health. (GR5,6,7,8)

...explain that early teen pregnancy poses many health risks and has other negative impacts to all those involved. (GR7,8)

Indicator 4: Students will develop an ability to explain the ways that changing information, abilities, priorities and responsibilities help determine personal health goals. **(MLR – F4)**

SWBAT...

...give examples from real life of how changing information has affected personal health goals.

(GR6,7,8)

...define RESPONSIBILITY in terms of maintaining good health. **(GR7,8)**

Indicator 5: Students will develop an ability to use their personal assessment of needs, health risks, and strengths to set personal health goals. **(MLR – F5)**

SWBAT...

...prepare a list of five healthy snacks. (FCS) **(GR5)**

...identify the things they currently do that promote sound health. **(GR5,6)**

...identify some things they currently do that detract from sound health, and list ways they can change them. **(GR5,6,7,8)**

...list ways to go about making positive health changes in their lives. **(GR6,7,8)**

...identify conditions that increase a person's risk of substance abuse. **(GR5,6,7,8)**