

A Curriculum Guide for  
Fillmore Central Public Schools  
Grades K-12

# Health

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## **GUIDELINES FOR SEXUAL HEALTH INFORMATION AND DISEASE PREVENTION**

1. Use information and materials that are medically and scientifically accurate and objective.
2. Encourage communication, especially regarding growth and development, with parents/guardians, teachers, and other trusted adults.
3. Identify resources to address individual health needs, for present and future concerns and questions.
4. Enlighten young people to develop and apply health-promoting behaviors, including disease prevention and detection and accessing accurate health information that is age appropriate.
5. Provide information about sexual anatomy and physiology and the stages, patterns, and responsibilities associated with growth and development.
6. Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of STIs, including HIV.
7. Provide accurate information about STIs including how STIs are and are not transmitted and the effectiveness of the FDA approved method of using condoms to reduce the risk of contracting STIs.
8. Provide accurate information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy.
9. Provide information on local resources for testing and medical care for STIs and pregnancy.
10. Promote the development of intrapersonal and interpersonal skills including a sense of dignity and self-worth and the communication, decision-making, assertiveness and refusal skills necessary to reduce health risks and choose healthy behaviors.
11. Recognize and respect people with differing personal and family values.
12. Encourage young people to develop and maintain healthy, respectful and meaningful relationships and avoid exploitative or manipulative relationships.
13. Address the impact of media and peer messages on thoughts, feelings, cultural norms and behaviors related to sexuality as well as address social pressures related to sexual behaviors.
14. Promote healthy self-esteem, positive body image, good self-care, respect for others, caring for family and friends and a responsibility to community.
15. Teach youth that learning about their sexuality will be a lifelong process as their needs and circumstances change.
16. Encourage community support and reinforcement of key messages by other adults and information sources.
17. Provide information that is age and culturally appropriate.

Grade	Community	Consumer	Disease Prevention	Environmental	Family Life	Mental/Emotional Health	Nutrition	Personal Health	Safety/Injury Prevention	Substance Use/Abuse
K	X		X		X	X	X	X	X	X
1	X		X		X	X	X	X	X	X
2		X	X		X	X	X	X	X	X
3	X		X	X	X	X		X	X	X
4			X		X	X	X	X	X	X
5						X	X	X	X	X
6	X		X		X	X		X		X
7		X	X			X		X		X
8					X		X		X	X
9		X	X	X	X	X	X	X	X	X
10										
11										
12										

\*Biology, P.E., Food & Nutrition, guidance, assemblies, and other electives will reinforce health objectives in grades 10, 11, &12.

### **Codes:**

“G”	Guidance
“T”	Technology
“CT”	Classroom Teacher
“FN”	Food & Nutrition
“LS”	Life Science
“FCS7”	Family Consumer Science 7 <sup>th</sup> Grade
“FCS9”	Family Consumer Science 9 <sup>th</sup> Grade
“PE”	Physical Education
“HE”	Health Exploratory

Example: 6-H-4-G

This curriculum objective is taught in 6<sup>th</sup> grade as part of the guidance curriculum.

Health Curriculum  
**Kindergarten**

**COMMUNITY HEALTH**

K-H-1-CT TLW demonstrate the ability to identify school and community health professionals (e.g. visit with school health helpers: nurse, teacher, counselor, principal, and role-play the jobs of health helpers in the community).

**DISEASE PREVENTION**

K-H-2-CT TLW identify ways to live a healthy lifestyle (personal hygiene, wash hands, cough, sneeze, etc.).

**FAMILY LIFE**

K-H-3-G TLW describe characteristics needed to be a responsible friend and family member.

**MENTAL/EMOTIONAL HEALTH**

K-H-4-G TLW identify and describe normal emotions and feelings (e.g. happy, sad, angry).

K-H-5-G TLW distinguish between verbal and non-verbal communication.

K-H-6-G TLW demonstrate healthy ways to express needs, wants, and feelings.

K-H-7-G TLW demonstrate ways to communicate care, consideration, and respect of self and others.

K-H-8-G TLW demonstrate attentive listening skills to build and maintain healthy relationships.

K-H-9-G TLW demonstrate refusal skills and the ability to influence and support others in positive health choices.

K-H-10-G TLW differentiate between negative and positive behaviors used in conflict situations.

**NUTRITION**

K-H-11-CT TLW identify healthy food choices.

**PERSONAL HEALTH**

K-H-12-G TLW use the “think and choose” steps to make healthy decisions.

**SAFETY/INJURY PREVENTION**

K-H-13-CT TLW identify safety equipment and its proper usage (e.g. seat belts, safety helmets).

K-H-14-CT TLW identify safety issues in home, at school, on the bus, in cars, on the playground, with fire and with animals.

K-H-15-CT TLW know good safety habits including: 911, parent phone number, etc.

**SUBSTANCE USE/ABUSE**

K-H-16-G TLW recognize that you only take medicine from a trusted adult.

Health Curriculum  
**Grade 1**

**COMMUNITY HEALTH**

1-H-1-CT TLW identify school personnel available to help students.

**DISEASE PREVENTION**

1-H-2-CT TLW identify ways to care for cuts, scrapes, and bruises (e.g. bandaids, wraps, ointment).

1-H-3-CT TLW recognize practices to prevent sunburn.

**FAMILY LIFE**

1-H-4-CT TLW describe ways family activities benefit an individual's health.

1-H-5-G TLW describe characteristics needed to be a responsible friend and family member.

**MENTAL/EMOTIONAL HEALTH**

1-H-6-G TLW identify and describe normal emotions and feelings (e.g. happy, sad, angry, etc.).

1-H-7-G TLW demonstrate healthy ways to express needs, wants, and feelings.

1-H-8-G TLW demonstrate ways to communicate care, consideration, and respect of self and others.

1-H-9-G TLW demonstrate refusal skills and the ability to influence and support others in positive health choices.

1-H-10-G TLW differentiate between negative and positive behaviors used in conflict situations.

**NUTRITION**

1-H-11-CT TLW differentiate between nutritious and non-nutritious products.

1-H-12-CT TLW set a personal health goal and track progress towards its achievement (e.g track healthy breakfasts, lunch, snacks, etc.).

1-H-13-CT TLW identify the functions and care of skeletal and digestive systems by creating models. (1.1.1, 1.1.2, 1.2.1, 1.4.1, 1.7.1) (Science)

**PERSONAL HEALTH**

1-H-14-CT TLW identify and model good health habits.

1-H-15-G TLW use the "think and choose" steps to make healthy decisions.

**SAFETY/ INJURY PREVENTION**

1-H-16-CT TLW identify safety issues in home, at school, on the bus, in cars, on a bike, on the playground, with fire and with animals.

1-H-17-CT TLW identify water safety practices.

**SUBSTANCE USE/ABUSE**

1-H-18-G TLW differentiate between helpful drugs (medicine) and harmful drugs.

Health Curriculum  
**Grade 2**

**CONSUMER HEALTH**

2-H-1-CT TLW identify advertised products as healthy or non-healthy.

**DISEASE PREVENTION**

2-H-2-CT TLW model and describe ways to prevent the spread of germs. (e.g. handwashing frequency and duration, covering sneezes and coughs).

**FAMILY LIFE**

2-H-3-G TLW describe characteristics needed to be a responsible friend and family member.

**MENTAL/EMOTIONAL**

2-H-4-G TLW demonstrate ways to communicate care, consideration, and respect of self and others.

2-H-5-G TLW differentiate between negative and positive behaviors used in conflict situations.

2-H-6-G TLW distinguish between verbal and non-verbal communication.

2-H-7-G TLW demonstrate healthy ways to express needs, wants, and feelings.

2-H-8-G TLW demonstrate attentive listening skills to build and maintain healthy relationships.

**NUTRITION**

2-H-9-CT TLW identify and model healthy habits such as diet, eating regularly, and limiting sweets.

**PERSONAL HEALTH**

2-H-10-CT TLW compare personal health behaviors that are safe to those that are risky or harmful.

2-H-11-CT TLW describe the harmful effects of UV rays.

2-H-12-CT TLW describe practices to prevent skin cancer (e.g. overexposure, quality of sunscreen).

2-H-13-CT TLW identify and describe the care of the five sensory organs and their function within the nervous system. (4.1.1, 4.4.1, 4.7.1) (Science)

**SAFETY/INJURY PREVENTION**

2-H-14-CT TLW demonstrate ways to avoid and reduce threatening situations (strangers, fire safety, etc.).

2-H-15-CT TLW identify electrical safety habits.

2-H-16-PE TLW develop injury prevention strategies (e.g. stretching).

**SUBSTANCE USE/ABUSE**

2-H-17-G TLW describe safe drug use, abuse, and positive decision making.

2-H-18-G TLW demonstrate the ability to influence and support others in making positive health choices (e.g. Red Ribbon Week).

Health Curriculum  
**Grade 3**

**COMMUNITY HEALTH**

- 3-H-1-CT TLW develop a family fire safety exit plan and route for exiting their house.
- 3-H-2-CT TLW demonstrate the ability to identify school and community health professionals.

**DISEASE PREVENTION**

- 3-H-3-CT TLW identify health problems that should be detected and treated early (e.g. fevers, asthma, skin rashes, head lice, dehydration, frostbite, etc.).

**ENVIRONMENTAL HEALTH**

- 3-H-4-CT TLW identify chemical and poisoning risks (e.g. antifreeze, bug spray, acids, items found under sink, and garages).
- 3-H-5-CT TLW identify ways to keep our community, state, country, and world environmentally safe (e.g. global warming, trees, water, pollution, recycling ).

**FAMILY LIFE**

- 3-H-6-G TLW describe characteristics needed to be a responsible friend and family member.

**MENTAL/EMOTIONAL**

- 3-H-7-G TLW describe how individuals are unique.
- 3-H-8-G TLW describe how thoughts trigger feelings and influence actions.

**PERSONAL HEALTH**

- 3-H-9-CT TLW identify strategies to improve or maintain personal health.
- 3-H-10-CT TLW describe relationships between personal health behaviors and individual well being.
- 3-H-11-CT TLW be able to identify personal health needs.

**SAFETY/INJURY PREVENTION**

- 3-H-12-CT TLW identify good safety habits for using the computer, audio (headphone) and visual equipment, and the internet.

**SUBSTANCE USE/ABUSE**

- 3-H-13-G TLW explain how tobacco and alcohol can affect the body's major organs.
- 3-H-14-G TLW identify reasons not to use tobacco products and why young people should not use alcohol.

Health Curriculum  
**Grade 4**

**DISEASE PREVENTION**

4-H-1-CT TLW describe the relationship between healthy behaviors and personal health.

4-H-2-CT TLW describe ways to prevent health problems.

**FAMILY LIFE**

4-H-3-G TLW describe characteristics needed to be a responsible friend and family member.

**MENTAL/EMOTIONAL**

4-H-4-G TLW demonstrate ways to communicate care, consideration, and respect for self and others.

4-H-5-G TLW demonstrate healthy ways to express needs, wants, and feelings.

4-H-6-G TLW demonstrate attentive listening skills to build and maintain healthy relationships.

4-H-7-G TLW differentiate between negative and positive behaviors used in conflict situations.

4-H-8-G TLW demonstrate nonviolent strategies to resolve conflicts.

4-H-9-G TLW apply skills to manage stress.

4-H-10-G TLW demonstrate the ability to apply a decision making process to health issues and problems.

4-H-11-G TLW distinguish between verbal and nonverbal communication.

**NUTRITION**

4-H-12-CT TLW identify factors that contribute to obesity.

**PERSONAL HEALTH**

4-H-13-CT TLW describe relationships between personal health behaviors and individual well being (i.e. muscular system and skeletal system; exercise = health; drink milk = calcium; etc.).

4-H-14-CT TLW identify and describe the care of the five sensory organs and their function within the nervous system. (4.1.1, 4.4.1, 4.7.1) (Science)

4-H-15-G TLW demonstrate the ability to use goal setting and decision-making skills to enhance health.

4-H-16-CT TLW describe practices to prevent skin cancer (e.g. quality of sunscreen, overexposure).

4-H-17-CT The girls will recognize female body parts, the onset of puberty, and the changes happening during adolescence.

4-H-18-CT The boys will recognize male body parts, the onset of puberty, and the changes happening during adolescence.

**SAFETY/INJURY PREVENTION**

4-H-19-CT TLW identify outdoor safety guidelines (e.g. bikes, wild and domestic animals).



4-H-20-T TLW identify good safety habits for using the computer, audio (headphone) and visual equipment, and the internet.

**SUBSTANCE USE/ABUSE**

4-H-21-G TLW describe the effects of ATODs on the body and behavior.

4-H-22-G TLW state reasons for not using ATODs.

4-H-23-G TLW demonstrate refusal skills relating to ATODs.

Health Curriculum  
**Grade 5**

**MENTAL/EMOTIONAL**

- 5-H-1-G TLW identify school personnel available to help students (e.g. school counselors, teachers, principals, nurse).
- 5-H-2-G TLW apply skills to manage stress.
- 5-H-3-G TLW describe characteristics needed to be a responsible friend and family member.
- 5-H-4-G TLW demonstrate ways to communicate care, consideration, and respect of self and others.
- 5-H-5-G TLW demonstrate attentive listening skills to build and maintain healthy relationships.
- 5-H-6-G TLW demonstrate refusal skills to enhance health.
- 5-H-7-G TLW differentiate between negative and positive behaviors used in conflict situations.
- 5-H-8-G TLW demonstrate non-violent strategies to resolve conflicts.

**NUTRITION**

- 5-H-9-CT TLW explain the food pyramid and its value in enhancing health.
- 5-H-10-CT TLW discuss how to choose foods that are included in a healthy diet.
- 5-H-11-CT TLW identify factors that contribute to obesity.
- 5-H-12-CT TLW list health problems caused by obesity.

**PERSONAL HEALTH**

- 5-H-13-CT TLW describe the basic structure, functions, and care of the major body systems (i.e. respiratory, circulatory, reproductive).
- 5-H-14-CT TLW identify responsible health enhancing behaviors (e.g. physical activity).

**SAFETY/INJURY PREVENTION**

- 5-H-15-CT TLW identify responsible use of cell phone, internet and other technology.

**SUBSTANCE USE/ABUSE**

- 5-H-16-G TLW describe the effects of ATODs on the body and behavior.
- 5-H-17-G TLW state reasons for not using ATODs.
- 5-H-18-G TLW demonstrate refusal skills relating to ATODs.
- 5-H-19-G TLW list information and guidelines for safe use of prescription and over-the-counter drugs.

Health Curriculum  
**Grade 6**

**COMMUNITY HEALTH**

6-H-1-G TLW recognize that society depends on its citizens to do the right thing on a voluntary basis.

6-H-2-G TLW demonstrate the ability to influence and support others in making positive health choices.

**DISEASE PREVENTION**

6-H-3-CT TLW explain the importance of assuming responsibility of personal health behaviors (i.e. communicable diseases; sharing utensils, preventing colds, spread of germs, washing hands, etc.).

**FAMILY LIFE**

6-H-4-G TLW involve parents/guardians in making positive health choices.

**MENTAL/EMOTIONAL**

6-H-5-G TLW identify and prioritize personal ideals that will reflect high aspirations and a positive view of the future.

6-H-6-G TLW recognize that their peers have similar positive ideals.

6-H-7-G TLW consciously begin to develop personal reputations that protect them from engaging in high risk behaviors.

**PERSONAL HEALTH**

6-H-8-G TLW describe ways to reduce risks related to adolescent health problems.

6-H-9-G TLW demonstrate strategies to improve or maintain personal health.

6-H-10-G TLW identify how information from peers influences health.

6-H-11-G TLW demonstrate refusal skills to enhance health.

6-H-12-G TLW develop personal commitments that they would like to keep to avoid high risk behaviors.

6-H-13-G TLW develop skills for defending personal commitments.

6-H-14-CT TLW describe harmful effects of UV rays.

6-H-15-CT TLW describe practices to prevent skin cancer (e.g. quality of sunscreen, overexposure).

**SUBSTANCE USE/ABUSE**

6-H-16-G TLW recognize opinions of peers regarding substance use.

6-H-17-G TLW identify how the use and abuse of substances hinders the achievement of positive life goals.

**Health Curriculum**  
**Grade 7 HEALTH**

**CONSUMER HEALTH**

7-H-1-HE TLW use critical thinking skills to evaluate health information, products, and services (e.g. media, technology, music, advertising, fitness products).

**DISEASE PREVENTION**

7-H-2-HE TLW identify types of skin cancer and visual signs.

7-H-3-HE TLW will recall practices to prevent skin cancer (e.g. overexposure, quality of sunscreen, dangers of tanning beds).

7-H-4-HE TLW identify health risks of professional and self body piercings and tattooing.

**MENTAL/EMOTIONAL HEALTH**

7-H-5-HE TLW define a positive self-concept, self-esteem, and self-confidence and identify ways to develop each.

7-H-6-HE TLW demonstrate the ability to set realistic goals.

7-H-7-HE TLW recognize the most common mental health problems of their age group (i.e. depression, isolation, stress, anxiety, loneliness, low self-esteem).

7-H-8-HE TLW identify why people self-injure and the risk involved in self-injury.

7-H-9-HE TLW describe the positive and negative effects of stress on the body and identify specific ways to prevent and cope with stress (e.g. exercise, rest, positive recreational activities).

7-H-10-HE TLW demonstrate effective conflict resolution strategies.

7-H-11-HE TLW describe how peers influence healthy and unhealthy behaviors.

7-H-12-HE TLW identify adults to whom they could go to for guidance in personal matters.

**NUTRITION**

7-H-13-FCS7 TLW name the Dietary Guidelines and explain why you should follow them.

7-H-14-FCS7 TLW discuss how to choose foods that are included in a healthy diet and lead to disease prevention.

7-H-15-FCS7 TLW identify guidelines to prevent food borne illnesses.

7-H-16-FCS7 TLW describe the causes and symptoms of eating disorders (i.e. anorexia, bulimia, binge eating).

7-H-17-FCS7 TLW identify supportive resources for eating disorders.

7-H-18-FCS7 TLW identify factors that contribute to obesity.

7-H-19-FCS7 TLW list health problems caused by obesity.

7-H-20-FCS7 TLW formulate an individual plan to maintain a healthy weight.

### **PERSONAL HEALTH**

7-H-21-HE TLW identify components of total fitness and well-being: physical fitness, social fitness, and mental fitness.

7-H-22-HE TLW explain the importance of exercise, proper rest, and relaxation as it relates to lifelong wellness.

7-H-23-PE TLW describe different methods of fitness training (e.g. aerobic, strength, flexibility) that may be included in a planned wellness program.

7-H-24-PE TLW demonstrate the relationship of aerobic exercise and a healthy cardio-respiratory system.

7-H-25-PE TLW identify various types of exercises and the benefits of each (i.e. anaerobic, aerobic).

7-H-26-HE TLW describe the functions of the endocrine and reproductive systems and the male and female role in reproduction (this is not an in-depth study of these systems, but a brief introduction)

7-H-27-HE TLW define abstinence as the refraining from all sexual activity.

7-H-28-HE TLW identify the risks of teenage pregnancy.

7-H-29-HE TLW identify physical signs of pregnancy.

7-H-30-HE TLW analyze the effectiveness and safety of contraceptive methods. 12.7.1

7-H-31-HE TLW identify and differentiate between various STIs and HIV-AIDS.

7-H-32-HE TLW analyze information about STIs/AIDS including how STIs/AIDS are and are not transmitted and methods of reducing the risk of contracting STIs/AIDS. (**Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of STIs, including HIV.**) 12.7.1

### **SUBSTANCE USE/ABUSE**

7-H-33-HE TLW identify the unhealthy and dangerous effects of tobacco, alcohol, other illegal drugs, and misuse of over-the-counter and prescription medicine.

7-H-34-HE TLW predict the consequences of drug and alcohol use on the body and on a person's future.

**Health Curriculum**  
**Grade 8 HEALTH**

**FAMILY LIFE**

- 8-H-1-HE TLW explain how practicing healthful habits will help you age in a healthful way.
- 8-H-2-HE TLW discuss physical changes, mental conditions, and social needs of people as they age.
- 8-H-3-HE TLW identify ways you can comfort someone who is grieving.

**PERSONAL HEALTH**

- 8-H-4-LS TLW describe the care and functions of the endocrine and reproductive systems.
- 8-H-5-LS TLW describe the male and female role in reproduction.
- 8-H-6-HE TLW identify risks associated with contraception.
- 8-H-7-HE TLW analyze the emotional and social risks of being sexually active.

**SAFETY/INJURY PREVENTION**

- 8-H-8-HE TLW demonstrate basic CPR and First Aid (e.g. Heimlich maneuver, control bleeding, shock, signs of stroke, diabetic attacks).
- 8-H-9-HE TLW analyze human factors that contribute to accidents (e.g. stress, fatigue, risk taking, carelessness, distractibility, drugs, and anger).
- 8-H-10-HE TLW identify and describe methods that can be effective in reducing the risks of rape, date rape, assaults, homicide, theft and other personal safety risk factors.
- 8-H-11-CT TLW identify responsible use of cell phone, internet and other technology.

**SUBSTANCE USE/ABUSE**

- 8-H-12-HE TLW identify personal factors (age, weight, brain development, gender, family history, and prescription medications) that determine the effects of drugs on the body.
- 8-H-13-HE TLW explain how drug misuse and abuse progresses to dependency.
- 8-H-14-HE TLW identify trusted adults who can help with ATOD dependency.
- 8-H-15-HE TLW demonstrate skills to resist harmful ATOD use.
- 8-H-16-HE TLW describe the personal, social, and economic risks of using ATODs.

## **Health Curriculum**

### **Grade 9 HEALTH**

#### **CONSUMER HEALTH**

- 9-H-1-HE TLW demonstrate the ability to access health services for self and others.
- 9-H-2-HE TLW evaluate the impact of technology on health issues (e.g. information access, medical advances, etc.).

#### **DISEASE PREVENTION**

- 9-H-3-PE TLW analyze concepts related to lifestyle, genetic, and environmental factors and the onset of disease (e.g. diabetes, obesity, heart disease, cancer, hypertension, etc.).
- 9-H-4-PE TLW analyze concepts related to communicable disease prevention.

#### **ENVIRONMENTAL HEALTH**

- 9-H-5-HE TLW analyze how public health policies and government regulations influence health promotion and disease prevention (e.g. smoking bans.).

#### **MENTAL/EMOTIONAL HEALTH**

- 9-H-6-HE TLW distinguish between and recognize the types of and warning signs of depression.
- 9-H-7-HE TLW explain and research mental disorders.
- 9-H-8-HE TLW recognize warning signs for suicide.
- 9-H-9-HE TLW outline appropriate strategies for dealing with a suicidal person.
- 9-H-10-HE TLW apply strategies for solving interpersonal conflicts without harming self or others.
- 9-H-11-HE TLW explain and apply the Responsible Decision Making Model. (See appendix, page 18, for the model.)

#### **NUTRITION**

- 9-H-12-FCS9 TLW identify nutrients necessary for good health.
- 9-H-13-FCS9 TLW apply the Food Pyramid recommendations to evaluate personal eating habits.
- 9-H-14-FCS9 TLW analyze food data to include breakdown of nutrients, calories, etc. (i.e. food labeling).
- 9-H-15-FCS9 TLW identify weight control methods.
- 9-H-16-FCS9 TLW identify the relationship between diet and disease.
- 9-H-17-FCS9 TLW analyze the nutritional content of fast food and vending machine products.
- 9-H-18-FCS9 TLW distinguish between characteristics and physical effects of eating disorders.
- 9-H-19-FCS9 TLW identify contributing factors that may lead to the development of eating disorders.
- 9-H-20-FCS9 TLW assess the current health status of adolescents and adults in America as related to their nutrition.

## **PERSONAL HEALTH**

- 9-H-21-PE TLW evaluate how body piercings and tatoos may impact their future (personal, social, emotional).
- 9-H-22-PE TLW analyze the importance of personal fitness to health.
- 9-H-23-PE TLW develop a personal health plan addressing healthy habits (e.g. self-exam of breasts, testicles, and skin, hygiene). (Videos available from H.S. media center.)
- 9-H-24-PE TLW outline how personal health behaviors affect the functioning of body systems.
- 9-H-25-PE TLW identify prevention, symptoms, and treatment of physical health concerns including: dehydration, cramping, heat exhaustion, heat stroke, cold weather injury.
- 9-H-26-FCS9 TLW identify the components of sexual harassment and outline appropriate methods to reduce or eliminate the harassment.
- 9-H-27-FCS9 TLW use interpersonal communication skills to enhance health (e.g. refusal skills, assertiveness, questioning).
- 9-H-28-FCS9 TLW identify different societal attitudes and views of sexuality. 12.7.1
- 9-H-29- FCS9 TLW define abstinence as the refraining from practicing sexual activities that involve oral, vaginal, and anal intercourse. (Stress that abstinence from sexual activity is the only certain way to avoid pregnancy and to reduce the risk of STIs, including HIV.)
- 9-H-30-PE TLW apply the Responsible Decision Making Model to the concept of abstinence. 12.7.1  
(See appendix, page 18, for the model.)
- 9-H-31-FCS9 TLW compare and contrast the components of healthy, unhealthy, and abusive relationships including friendships, dating, and marriage (e.g. sexual assault, domestic abuse, date rape). 12.7.1
- 9-H-32-PE TLW describe the physical, social, emotional, and moral components of a sexually mature person (e.g. morals; does this fit within your personal/family value system). 12.7.1
- 9-H-33-PE TLW identify ways to communicate care, consideration and respect of self and other. 12.7.1
- 9-H-34-PE TLW identify healthy methods of coping with broken relationships. 12.7.1
- 9-H-35-PE TLW identify the physical effects of stress and evaluate appropriate methods of stress reduction.

## **SAFETY/INJURY PREVENTION**

- 9-H-36-HE TLW evaluate the significance of the youth risk behaviors (e.g. unintentional injury, substance use, poor nutrition, sexual activity, etc.).
- 9-H-37-CT TLW identify responsible use of cell phone, internet and other technology.

## **SUBSTANCE USE/ABUSE**

- 9-H-38-HE TLW examine the impact of various societal views on the use of drugs.
- 9-H-39-HE TLW examine the legal and societal effects of substance use and abuse.



- 9-H-40-HE TLW list information and guidelines for safe use of prescription and over-the-counter drugs.
- 9-H-41-HE TLW assess the effects of substance abuse on family members.
- 9-H-42-HE TLW identify examples of ATOD related situations that require responsible decision making skills.
- 9-H-43-HE TLW analyze the psychological and emotional effects of substance use and abuse.

## APPENDIX

### **The Responsible Decision-Making Model**

- 1. Describe the situation that requires a decision.**
- 2. List possible decisions you might make.**
- 3. Share the list of possible decisions with a trusted adult.**
- 4. Evaluate the consequences of each decision. Ask yourself the following questions:**
  - a. Will this decision result in actions that:
    - i. are healthful?
    - ii. are safe?
    - iii. are legal?
    - iv. show respect for myself and others?
    - v. follow the guidelines of responsible adults, such as my parents or guardian?
    - vi. demonstrate good character?
    - vii. NOTE: All six questions might not apply to each situation. Write “does not apply” if a question does not apply to a situation. If you answer NO to any of the six questions, the decision is a wrong one.
- 5. Decide which decision is responsible and most appropriate.**
- 6. Act on your decision and evaluate the results.**