National Standards
The following standards are incorporated into each instructional unit where appropriate:

Students will:
- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

UNIT I: Social and Emotional Health

MSC Standard: Students will demonstrate the ability to use mental health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others.

Objectives - The student will be able to:
  a. Identify sources and symptoms of stress and the effect of stress on one’s health
     - School and community stressors
  b. Examine constructive and age-appropriate strategies for managing stress
     - Time management
  c. Describe appropriate responses to emotions
     - Helpful and harmful emotional responses
     - How to modify emotional responses
  d. Identify components of personal well-being and explain why they are important
     - Physical, Intellectual, Spiritual, Emotional/Mental, Social, Environmental
     - Describe how conditions of the environment affect personal health
  e. Investigate one component of personal wellness, other than physical, and develop a plan for positive self-change
  f. Apply a decision-making model to personal issues and problems
     - Variations in the decision-making process
     - Influences on decision making
     - Individual/Family/Community
     - Model decision-making process
  g. Explain the importance of assuming responsibility for personal health behaviors
     - Personal health needs
     - Skills and strategies to improve and maintain personal health
  h. Identify current health care issues and health services available in the school and community
  i. Define “depression,” recognize symptoms, and identify resources for help

Enrichment
j. Develop and practice strategies to resolve conflicts nonviolently.

UNIT II: Safety, First Aid, and Injury Prevention

MSC Standard: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

Objectives- The student will be able to:
   a. Identify safe practices for potentially dangerous household products
   b. Describe how conditions of the environment affect personal health
   c. Recognize characteristics of sexual child abuse
   d. Identify strategies for the prevention of sexual child abuse
   e. Identify intervention resources for sexual child abuse

Enrichment/Optional
   f. Identify ways to prevent sports related injuries
      – Warming-up and cooling-down
      – Using proper sports equipment
      – Drinking plenty of fluids
      – Using sunscreen
   g. Practice first aid procedures used for injuries involving blood
      – Never touch someone else’s blood
      – Get adult help
   h. Identify ways to prevent injuries involving weapons including bb guns
      – Don’t touch, leave the area, tell an adult.
      – Use a bb gun only with adult supervision.

UNIT III: Tobacco, Alcohol, and Other Drugs

MSC Standard: Students will demonstrate the ability to use drug knowledge, decision-making skills, and health-enhancing strategies to address the nonuse, use, and abuse of medications, alcohol, tobacco, and other drugs.

Objectives- The student will be able to:
   a. Identify the effects of tobacco, alcohol, and marijuana use and nonuse on the body
      – Define physical and psychological addiction
      – How abuse of alcohol may affect others, i.e. drunk driving
      – Identify tobacco and alcohol as drugs that can lead to additional drug use
      – Identify marijuana as a psychoactive and illegal drug
   b. Distinguish between internal and external influences on use of tobacco, alcohol, and marijuana
      – Family
      – Culture
      – Laws
      – Peers
      – Ways to encourage others not to use
   c. Recognize and analyze media influences on the use of tobacco and alcohol products
      – Types of media – music, TV, movies, art, billboards, radio, clothing, and magazines
      – Purpose of ads
      – Implied messages in ads
– Effects of advertising and business practices, including sales techniques (Financial Literacy)

d. Describe and practice effective refusal skills
   – Types of behavior – passive, assertive, aggressive
   – Ways to say no

NOTE: Students should not be placed in the role of perpetrator in roleplay situations

e. Identify strategies for prevention of medicine misuse and opioid addiction
f. Identify strategies to promote a drug-free lifestyle
g. Identify and practice ways of dealing with peer pressure

Enrichment

h. Practice effective decision-making skills with regard to risky behavior
   – Apply decision making models
   i. Identify community resources that can help with problems involving tobacco, alcohol, and other drugs.

UNIT IV: Puberty Education

MSC Standard: Students will demonstrate the ability to use human development knowledge, social skills, and health-enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

NOTE: Sexual intercourse is NOT to be addressed at this grade level.

Objectives- The student will be able to:

a. Identify expectations for a positive classroom environment for puberty education
b. Identify ways to communicate issues related to puberty
c. Describe the role society plays in the perception of normal body image
   – How body image affects eating habits
d. Define “puberty” and describe how it affects the male and female body
   – Describe the parts of the human reproductive systems
   – Describe the function of human reproductive organs
   – Describe the menstrual cycle and nocturnal emissions
   – Discuss the appropriate use of personal hygiene products
e. Examine the effects of puberty on emotional and social growth
   – Changes in family relationships
   – Positive and negative social groups
f. Examine the transition from behavior and attitudes of childhood to the behavior, attitudes, and responsibilities of the adolescent
   – Male and female stereotypes and their impact on the individual and society.