

## CONTENT STANDARDS 1: Healthy and Active Life

***Students will establish and maintain healthy eating patterns and a physically active life.***

<b>Grades K-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
<p>1.K-2.1 Identify sources of food. Identify the food groups of the Food Guide Pyramid (FGP) and classify foods into appropriate food groups. Identify the serving size and number of daily servings needed from each food group of the FGP. Distinguish between “nutrient-dense” (nutritious) and “nutrient-poor” snacks (foods of minimal nutritional value.</p> <p>1.K-2.2 Recognize that foods provide nutrients to keep bodies healthy: energy (calories) for growth, maintenance and activity provided by carbohydrate, fat and protein; and vitamins, minerals and water for healthy body functioning.</p> <p>1.K-2.3 Recognize and eat a variety of foods for good health, including unfamiliar and culturally diverse foods. Identify the components of and be able to plan healthy meals and snacks.</p>	<p>1.3-4.1 Identify the major nutrients supplied by each food group of the FGP. Determine the appropriate daily number of servings and serving size needed. Differentiate between “nutrient-dense” and “nutrient-poor” food choices. Identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber. Identify age-appropriate Dietary Guidelines.</p> <p>1.3-4.2 Describe the major nutrient categories (protein, carbohydrates, fat, protein, vitamins, minerals and water) and functions of each in keeping our bodies healthy.</p> <p>1.3-4.3 Plan healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the <i>Dietary Guidelines for Americans</i>. Experience unfamiliar and culturally diverse foods.</p> <p>1.3-4-4 Describe the relationship between food, physical activity and health.</p>	<p>1.5-6.1 Explain the different nutritional needs of individuals depending on age, sex, activity and state of health. Use the FGP to assess personal diet for variety, moderation and proportionality. Determine changes needed for a healthier diet. Discuss how nutrition labels are used to identify foods that are high and low in fat, saturated fat, cholesterol, sodium and fiber.</p> <p>1.5-6.2 Describe the role of key nutrients (e.g., calcium, iron, vitamins A and C, etc.) in maintaining healthy bodies. Describe the role of adequate water consumption in healthy eating and exercise.</p> <p>1.5-6.3 Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the <i>Dietary Guidelines for Americans</i>. Experience unfamiliar and culturally diverse foods.</p>	<p>1.7-8.1 Identify and discuss national nutrition goals (Dietary Guidelines for Americans, FGP, Five a Day) important to personal health strategies. Use nutrition labels to help make healthy food choices by comparing and evaluating foods for nutrient content.</p> <p>1.7-8.2 Describe nutrient interactions which impact the availability of nutrients from a meal (e.g., vitamin C increases iron absorption, oxalates bind calcium, etc.) Describe preparation and cooking techniques to minimize nutrient losses in food.</p> <p>1.7-8.2 Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the <i>Dietary Guidelines for Americans</i>. Describe ways to modify recipes and preparation techniques to reduce fat and sodium content and to increase fiber content. Compare the cost and nutritional value of foods.</p>	<p>1.9-10.1 Relate national nutrition goals (Dietary Guidelines for Americans, FGP, Five a Day) to personal health strategies. Calculate daily grams of fat based on calorie needs. Use nutrition labels to help make healthy food choices by comparing and evaluating foods for nutrient content.</p> <p>1.9-10.2 Differentiate among simple and complex carbohydrates, saturated and unsaturated fats, and cholesterol. Describe other food components (e.g., phytochemicals, antioxidants and fiber) and their contribution to good health.</p> <p>1.9-10.3 Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the <i>Dietary Guidelines for Americans</i>. Evaluate weekly meals to reduce fat and sodium content and to increase fiber content.</p>	<p>1.11-12.1 Explain and discuss national concerns regarding diet-related health issues and implications for individual, family and community health. Apply national nutrition goals (Dietary Guidelines for Americans, FGP, Five a Day) to the development of a personal wellness plan which balances food intake and physical activity and emphasizes consumption of nutrient rich foods, such as vegetables, fruits and grains. Analyze weight management plans for sound nutritional practices and their lifelong effects on health.</p> <p>1.11-12.2 Demonstrate an understanding that only a variety of foods can provide the many nutrients and other dietary components which work together to provide health benefits.</p>

## CONTENT STANDARDS 1: Healthy and Active Life (continued)

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Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
<p>1.K-2.4 Identify foods that are needed to help our bodies grow and stay healthy. Identify why regular physical activity is important.</p> <p>1.K-2.5 Identify the importance of balancing food intake and physical activity. Demonstrate and participate in appropriate daily physical activity.</p> <p>1.K-2.6 Discuss and explain the various foods we eat and why.</p> <p>1.K-2.7 Identify that resources exist for obtaining reliable nutrition and fitness information.</p> <p>1.K-2.8 Recognize the role of proper food storage and handling in the prevention of illness.</p>	<p>1.3-4.5 Describe and demonstrate ways of balancing food intake and daily physical activity.</p> <p>1.3-4.4 Identify and understand food preferences and influence on food choices.</p> <p>1.3-4.5 Demonstrate the ability to locate reliable nutrition and fitness resources from home, school and the community.</p> <p>1.3-4.6 Describe the consequences of improper food storage and handling. Identify appropriate procedures for food safety.</p>	<p>1.5-6.4 Explain the effects of diet and physical activity on immediate and future health (e.g., current health, physical appearance, obesity, eating disorders, sense of well-being and capacity for physical activity, etc.).</p> <p>1.5-6.5 Calculate the relationship between caloric intake and energy expenditure. Demonstrate understanding of individual variations in body size (height/weight) and energy needs.</p> <p>1.5-6-6 Describe what motivates people to adopt particular eating habits (e.g. family, culture, traditions, nutrition value, health, etc.) and identify cues for personal eating behavior (e.g., taste, hunger, stress, mood, self-esteem, etc.) Describe the role/impact of the media and current culture on eating behaviors.</p>	<p>1.7-8.3 Explain the role of diet in disease prevention (e.g., osteoporosis, heart disease, cancer, stroke, etc.). Analyze healthy and unhealthy dietary practices (e.g., vegetarianism, nutrition supplements, dieting, eating disorders, skipping meals, dietary supplements, etc.) and their temporary and long-term impact on overall health.</p> <p>1.7-8.4 Analyze barriers to healthy eating and physical activity and explore strategies for overcoming these barriers.</p> <p>1.7-8.5 Identify and discuss the influence of economic, social, cultural and emotional factors on personal eating habits. Recognize emotional and stressful eating patterns and disorders. Analyze the role/impact of the media and current culture on eating behaviors.</p>	<p>Describe how food choices outside the home can be incorporated into a healthy eating plan (e.g., fast food, school meals, parties, vending machines, etc.).</p> <p>1.9-10.4 Describe the important of a personal dietary and exercise plan in relation to disease prevention and health promotion. Analyze personal dietary habits and evaluate in terms of nutritional requirements for adolescents. Develop plans to improve or maintain health.</p> <p>1.9-10.5 Examine the relationship between food intake, physical activity and the body.</p> <p>1.9-10.6 Compare and contrast the influence of economic, social, cultural and emotional factors on personal eating habits. Recognize emotional and stressful eating patterns and disorders.</p>	<p>1.11-12.3 Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the <i>Dietary Guidelines for Americans</i>. Develop dietary plans to meet changing nutritional requirements (e.g., special dietary needs, pregnancy, food allergies, etc.).</p> <p>1.11-12.4 Examine the relationship between nutrition and fitness, quality of life and disease. Identify and discuss the role of other factors (e.g., heredity, lifestyle and environmental) in the development of diseases.</p> <p>1.11-12.5 Analyze the relationship between body composition, diet and fitness.</p>

**CONTENT STANDARDS 1: Healthy and Active Life (continued)**

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Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
		<p>1.5-6-7 Identify and use reliable nutrition and fitness resources (local, state and national). Demonstrate the ability to access information from one or more of these resources. Distinguish between fact, fiction and opinion about nutrition and fitness.</p> <p>1.5-6-8 Describe and practice safe and sanitary food preparation and storage techniques.</p>	<p>1.7-8.6 Practice the skills needed to access nutrition and fitness information from a variety of resources. Discuss techniques to evaluate the validity of nutrition and fitness information.</p> <p>1.7-8.7 Explain basic food safety rules for selecting, storing, preparing, cooking, cooling, and reheating food.</p>	<p>Analyze the role/impact of the media and current culture on eating behaviors.</p> <p>1.9-10.7 Use appropriate resources to evaluate nutrition and fitness claims and determine fact from fiction. Analyze the effectiveness of nutrition and fitness information from home, school and the community.</p> <p>1.9-10.7 Demonstrate basic food safety rules for selecting storing, preparing, cooking, cooling, and reheating food.</p>	<p>1.11-12.6 Evaluate the influence of economic, social, cultural and emotional factors on personal eating habits. Recognize emotional and stressful eating patterns and disorders. Analyze nutrition trends and the role/impact of the media and current culture on eating behaviors.</p> <p>1.11-12.7 Analyze and evaluate current nutrition and fitness information on topics of concern (e.g., diet aids and fad diets, sports nutrition, vegetarianism, vitamin, mineral, herbal supplementation, etc.).</p> <p>1.11-12.8 Analyze basic food safety rules for selecting storing, preparing, cooking, cooling, and reheating food.</p>

## CONTENT STANDARDS 2: Injury and Disease Prevention

***Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.***

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
<p>2.K-2.1 Describe ways to be safe in different situations with strangers and others at home, school, community (eg: when alone, lost, in groups). Identify and practice positive strategies for interacting with others to resolve conflicts. Recognize and respect similarities and differences with the ways people think, act, look, and live.</p> <p>2.K-2.2 Recognize and list places/situations in the community, at home, or school where accidents could occur and describe ways to stay safe.</p> <p>2.K-2.3 Identify people in the home, school, or community who can assist in case of accident or injury, real or potential.</p> <p>2.K-2.4 Recognize emergencies and identify appropriate action steps. Know when, where, and how to access help and what to say to and</p>	<p>2.3-4.1 Discuss/describe measures to be taken to prevent accidents and other dangers in the home, school, and community.</p> <p>2.3-4.1 Identify behaviors and corresponding consequences that relate to safety.</p> <p>2.3-4.2 Describe steps for an Emergency Action Plan (check, call, care). Know how to safely give basic first aid (eg: bleeding, bites, and stings).</p> <p>2.3-4.3 Identify unsafe situations and describe the measures to be taken to prevent accidents in other dangerous situations (eg: home, school, community).</p> <p>2.3-4.4 Recognize that illnesses have different causes, symptoms, treatments, and outcomes.</p>	<p>2.5-6.1 Develop an action plan that will minimize personal risk and injuries at school, home, in a vehicle, and in the greater community.</p> <p>2.5-6.2 Practice skills necessary to avoid dangerous situations (eg: decision making, refusal skills, decision making).</p> <p>2.5-6.3 Review steps of an Emergency Action Plan and safely apply basic first aid skills to urgent situations.</p> <p>2.5-6.4 Describe modes of transmission and identify prevention strategies for a variety of communicable diseases (eg: HIV, Influenza, Strep). Identify causes, symptoms, and prevention strategies for a variety of non communicable diseases (eg: lung disease, heart disease, cancer).</p>	<p>2.7-8.1 Analyze the influence of personal decisions and social pressures on participation in risk-taking behavior and develop an action plan incorporating strategies to address these pressures.</p> <p>2.7-8.2 Analyze the impact of influences, personal desires and social pressures on skills necessary to avoid dangerous situation and modify/adapt these skills to avoid dangerous situations.</p> <p>2.7-8.3 Recognize basic first aid and rescue breathing techniques and be able to apply them appropriately.</p> <p>2.7-8.4 Identify personal behaviors that increase the risk of developing communicable diseases and develop strategies to minimize risk.</p> <p>2.7-8.5 Utilize resources and skills to resolve conflicts peacefully (e.g., peer mediation, support services).</p>	<p>2.9-10.1 Demonstrate skills required for taking responsibility associated with personal decisions and behaviors at home, school, work and community (e.g., interpersonal relationships, vehicles and recreational activities).</p> <p>2.9-10.2 Identify, locate and access resources for social, emotional and physical well being.</p> <p>2.9-10.3 Recognize and demonstrate first aid and rescue breathing techniques and be able to apply them appropriately.</p> <p>2.9-10.4 Examine and discuss the correlation between risky behaviors and communicable and non communicable diseases.</p> <p>2.9-10.5 Examine and discuss the value of negotiation and conflict resolution skills. Evaluate and explore effective techniques for conflict resolution in a variety of situations.</p>	<p>2.11-12.1 Analyze and evaluate the consequences associated with decision making involving risky behaviors and unsafe situations.</p> <p>2.11-12.2 Evaluate the different strategies available to make safety-related decisions.</p> <p>2.11-12.3 Locate school, work, community organizations that provide certification in First Aid, CPR and life saving.</p> <p>2.11-12.4 Recognize and investigate school, work and community resources available for information and treatment of communicable and non- communicable diseases.</p> <p>2.11-12.5 Analyze the value of negotiation and conflict resolution skills. Compare and contrast effective techniques for conflict resolution in a variety of situations.</p>

## CONTENT STANDARDS 2: Injury and Disease Prevention (continued)

*Students will avoid risk-taking activities that cause intentional and unintentional injuries or diseases. Students will demonstrate basic first aid and safety techniques.*

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
<p>do when needing help in home, school, and community (e.g., giving first aid, seeking help, assessing 911).</p> <p>2.K-2.5 Explain the difference between an accident and an injury.</p> <p>2.K-2.6 Identify and practice behaviors that promote good personal hygiene.</p> <p>2.K-2.7 Identify and practice positive strategies for interacting with others to resolve conflicts.</p> <p>2.K-2.8 Identify and practice ways to assertively say NO in personal safety situations.</p> <p>2.K-2.9 Identify and explain the difference between appropriate and inappropriate touch and behavior. List trusted adults with whom one could discuss concerns or questions regarding inappropriate touch or uncomfortable behavior.</p> <p>2.K-2.10 Identify when its appropriate to tell a trusted adult when peers behave in ways that may be harmful to themselves or others.</p>	<p>2.3-4.5 Identify and explain the difference between appropriate and inappropriate touch and behavior. List trusted adults with whom one could discuss concerns or questions regarding inappropriate touch or uncomfortable behavior (including teasing, bullying, harassment).</p> <p>2.3-4.6 Identify and practice ways to assertively say NO in personal safety situations.</p> <p>2.3-4.7 Recognize and respect differences and similarities with the ways people think, act, learn, look and live.</p>	<p>2.5-6.5 Peacefully and constructively express and resolve conflicts with or without adult supervision. Express anger in constructive ways, reducing hostility, violence, and vandalism.</p> <p>2.5-6.6 Define sexual harassment, abuse and assault. Describe and implement strategies to reduce, avoid and report threatening situations.</p> <p>2.5-6.7 Express and practice conflict resolution skills that can prevent escalation.</p> <p>2.5-6.8 Demonstrate effective interpersonal skills (e.g., refusal skills, negotiation, assertiveness, self-talk, anger management, etc.).</p> <p>2.5-6.9 Identify the warning signs for suicide and how to get help when needed.</p> <p>2.5-6.10 Identify and demonstrate actions that show sensitivity and respect toward others.</p>	<p>2.7-8.6. Identify strategies to protect against sexual assault, harassment and abuse.</p> <p>2.7-8.7 Assess situations that have the potential for sexual assault, harassment, or abuse and develop strategies for prevention. Identify professional and other resources in the home, school and community which assist individuals who have experienced these crimes.</p> <p>2.7-8.8 Identify suicide risk factors, demonstrate intervention skills for accessing help to prevent suicide.</p> <p>2.7-8.9 Apply assertive and refusal skills to situations involving pressure to abuse, discriminate or harass based on, but not limited to, race, color, sex, religion, national origin and sexual orientation.</p>	<p>2.9-10.6 Identify and describe strategies to reduce and or avoid threatening situations including harassment abuse and assault.</p> <p>2.9-10.7 Illustrate factors that contribute to feelings of isolation and depression. Develop coping strategies and explain how to access resources to prevent suicide.</p> <p>*List the warning signs for self harm and suicide. Discuss and describe prevention strategies including how to access help.</p> <p>2.9-10.8 Discuss the origins of bias and discrimination and analyze its effect. Examine the relationship between lack of respect and negative consequences.</p> <p>2.9-10.9 Demonstrate strategies which promote respect for and responsibility to others.</p> <p>2.9-10.10 Identify, locate and access resources available to assist in situations of bias, abuse discrimination or harassment.</p>	<p>2.11-12.6 Examine the legal and ethical ramification of unacceptable behavior such as harassment, abuse and assault.</p> <p>2.11-12.7 Analyze factors that contribute to feelings of isolation and depression. Develop coping strategies and explain how to access resources to prevent suicide.</p> <p>* List the warning signs for self harm and suicide. Discuss and describe prevention strategies including how to access help.</p> <p>2.11-12.8 Compare and contrast strategies which promote respect for and responsibility to others.</p> <p>2.11-12.9 Identify, locate and access resources available to assist in situations of bias, abuse discrimination or harassment.</p>

## CONTENT STANDARDS 3: Human Growth and Development

***Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.***

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
<p>3.K-2.1 Identify and demonstrate positive ways to show care, consideration and concern for self and others.</p> <p>3.K-2.2 Identify the people who could provide appropriate information on human growth and development and discuss reasons for accessing these people. (e.g., school nurse, parents, MD, teachers...).</p> <p>3.K-2.3 Demonstrate communication skills used to obtain information on human growth and development such as maintenance of body systems, hygiene, illness...</p> <p>3.K-2.4 Name major body systems, how they work and describe how to keep them healthy. (e.g., respiratory, circulatory, immune...)</p> <p>3.K-2.5 Describe the similarities and differences between males and females.</p> <p>3.K-2.6 Identify choices and practice behaviors that promote wellness. (e.g., hygiene, washing hands...)</p>	<p>3.3-4.1 Analyze a variety of situations and identify and apply appropriate communication skills that show care and consideration for self and others.</p> <p>3.3-4.2 Demonstrate an appropriate way to access a variety of health resources. e.g., computer, phone book, community resources.</p> <p>3.3-4.3 Describe the functions of the body systems and their interrelatedness.</p> <p>3.3-4.4 Analyze health choices and the impact they have on our body systems and disease prevention.</p> <p>3.3-4.5 Discuss/describe the physical and emotional growth that occurs in males and females.</p> <p>3.3-4.6 Describe in grade 4 or 5 physical and emotional changes that occur during puberty.</p> <p>3.3-4.7 Describe goal setting and decision making choices for healthy lifestyles.</p>	<p>3.5-6.1 Describe/define what behaviors communicate care, self-respect, respect of others, and apply those skills to appropriate situations related to human growth and development.</p> <p>3.5-6.2 Generate a topic list and correlating/corresponding list of resources related to information on puberty, and demonstrate the ability to access information from one or more of these resources.</p> <p>3.5-6.3 Identify the structure and function of the male and female anatomy as related to puberty and human reproduction.</p> <p>3.5-6.4 Define/describe abstinence and its relationship to a healthy lifestyle.</p> <p>3.5-6.5 Identify and practice decision making and refusal skills as they relate to prevention of pregnancy, HIV &amp; STD'S.</p>	<p>3.7-8.1 Examine situations that manifest different communication styles and their resulting outcomes in terms of treating oneself and others with care, concern, and consideration.</p> <p>3.7-8.2 Generate a topic list and a correlating/corresponding list of resources related to information on adolescence and practice the skills needed to access information from a variety of resources.</p> <p>3.7-8.3 Explain/describe how the structure and function of male and female anatomy relates to the process of conception and reproduction and birth.</p> <p>3.7-8.4 Describe the growth and development of the fetus from conception to birth, (e.g., prenatal health, normal development, birth defects.)</p> <p>3.7-8.5 Compare and contrast abstinence with other methods of safer sex.</p>	<p>3.9-10.1 Identify the physical, sexual, mental, emotional and social changes that occur at different life stages and transitions during a lifetime. Discuss how they interrelate and impact one's life. (To include: birth – 3, preschool – elementary, middle, high school, post high school, adults, senior adults).</p> <p>3.9-10.2 Identify, locate wellness resources within the home, school, workplace and community. Practice the skills needed to access information from a variety of resources.</p> <p>3.9-10.3 Examine and discuss the dynamics of interpersonal relationships and the correlation with one's well being.</p> <p>3.9-10.4 Recognize the power of choice with inter/intra-personal relationships and the ensuing responsibility and consequences regarding actions/behaviors related to sexuality: e.g., (abstinence, postponing sexual act, skills necessary to prevent pregnancy STD'S/HIV and pregnancy.)</p>	<p>3.11-12.1 Differentiate and analyze the interconnection of physical, sexual, mental, emotional and social changes that occur at different stages and transitions during a lifetime. To include: birth -3, preschool-elementary, middle, post high school, adult, senior adult.</p> <p>3.11-12.2 Describe and discriminate between a variety of wellness resources.</p> <p>3.11-12.3 Analyze and evaluate the dynamics of relationships and the correlation with one's well being.</p> <p>3.11-12.4 Demonstrate the power of choice with inter/intra-personal relationships. Examine the ensuing responsibility and consequences regarding actions/behaviors related to sexuality: e.g., (abstinence, postponing sexual act, skills necessary to prevent pregnancy STD'S/HIV and pregnancy.)</p>

**CONTENT STANDARDS 3: Human Growth and Development (continued)**

***Students will learn accurate information about their physical development, including human sexuality and mental and emotional health. Students will avoid behaviors that result in pregnancy and sexually transmitted diseases.***

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
		<p>3.5-6.6 Explore and describe ways to build positive relationships that do not put individuals at risk for pregnancy HIV &amp; STD'S.</p> <p>3.5-6.7 Generate a list of responsibilities associated with parenthood and evaluate their own ability to meet needs at this time.</p> <p>3.5-6.8 Examine and discuss ways the media influence our thoughts and feelings regarding body image and healthy lifestyles.</p>	<p>3.9-10.6 Identify risk factors for and explain/describe skills needed to reduce these risks. risks.</p> <p>3.9-10.7 Examine and describe how parenthood and other consequences of sex could negatively impact personal goals and healthy lifestyles.</p> <p>3.9-10.8 Examine and discuss ways the media influence our behaviors and decision-making as related to sexuality.</p>	<p>(continued) sexual activity, skills necessary to prevent STD'S /HIV pregnancy ...).</p> <p>3.9-10.5 Understand the underlying purpose of the media and be able to discriminate their use of propaganda, exploitation and subliminal messages.</p> <p>3.9-10.6 Integrate knowledge, skills and attitudes in communication and the decision making process resulting in greater self-acceptance and a positive approach to health issues.</p>	<p>3.11-12.5 Synthesize the underlying purpose of the media and be able to discriminate their use of propaganda, exploitation and subliminal messages.</p> <p>3.11-12.6. Integrate knowledge, skills and attitudes in communication and the decision making process resulting in greater self – acceptance and a positive approach to health issues.</p>

## CONTENT STANDARDS 4: Substance Abuse Prevention

*Students will establish and maintain lifestyles that are free of tobacco, alcohol and other non-medicinal drugs.*

Grades K-2	Grades 3-4	Grades 5-6	Grades 7-8	Grades 9-10	Grades 11-12
<p>4.K-2.1 Identify alcohol, tobacco, and other substances that change behavior or affect body functions.</p> <p>4.K-2.2 Identify risky situations.</p> <p>4.K-2.3 List helping resources.</p> <p>4.K-2.4 Identify communication strategies used to avoid problem and solve.</p> <p>4.K-2.5 Identify positive qualities in self and others.</p> <p>4.K-2.6 Discuss and describe school and family rules concerning ATOD use.</p>	<p>4.3-4.1 Describe the harmful effects of ATOD.</p> <p>4.3-4.2 Differentiate healthy/unhealthy uses of drugs, including over the counter and prescription drugs.</p> <p>4.3-4.3 Identify and demonstrate communication strategies/skills used to avoid ATOD and access helping resources. (e.g. assertiveness, refusal, problem solving...)</p> <p>4.3-4.4 Demonstrate behaviors and describe feelings associated with positive actions for self and others (e.g. respect, care, responsibility...)</p> <p>4.3-4.5 Identify the rules/laws and describe consequences associated with ATOD use (family, school, community.)</p>	<p>4.5-6.1 List/describe cognitive, emotional and physical effects of drugs based on classification (stimulants, depressants, hallucinogens, narcotics) Included are alcohol, tobacco, marijuana, inhalants and other drugs (drug interaction.)</p> <p>4.5-6.2 Recognize that advertisements for nicotine and alcohol can be misleading.</p> <p>4.5-6.3 Practice decision-making, problem solving, and refusal skills in order to avoid ATOD use.</p> <p>4.5-6.4 Identify the need for self/peer referral regarding ATOD and practice accessing resources.</p> <p>4.5-6.5 Define addiction and its relationship to adolescent development.</p> <p>4.5-6.6 Acknowledge that the addictive behaviors of others is beyond your control, but recognize that helping resources are available.</p>	<p>4.7-8.1 Identify adolescent health risks situations/behaviors, and apply the skills of decision -making, conflict resolution, refusal, and goal setting to abstain from ATOD.</p> <p>4.7-8.2 Identify ways that decisions are influenced by self-concept, home, peer, school and community relationships.</p> <p>4.7-8.3 Examine factors that influence ATOD use (e.g. peers, media, social factors.</p> <p>4.7-8.4 Identify the use of peer intervention and its relationships to friendship.</p> <p>4.7-8.5 Examine the impact of ATOD use &amp; addiction have on the society (COA) family roles, community peer groups, cost to society environment, crime.</p> <p>4.7-8.6 Identify the progression of the development of addiction (abstain - through- addiction) and helping resources.</p>	<p>4.9-10.1 Analyze experiences and use refusal skills, decision making problem solving.</p> <p>4.9-10.2 Examine the process of addiction and recovery.</p> <p>4.9-10.3 Demonstrate intervention skills and identify helping resources. (school/ community state).</p> <p>4.9-10.4 Analyze the effects of ATOD use on personal, family and community responsibilities.</p> <p>4.9-10.5 Identify school rules, state and federal laws concerning the use of ATOD.</p> <p>4.9-10.6 Identify and apply strategies to advocate for abstinence from ATOD.</p> <p>4.9-10.7 Identify and apply family and school rules and state and federal laws concerning ATOD use.</p>	<p>4.11-12.1 Explain school, state and federal laws concerning the use of ATOD and their consequences.</p> <p>4.11-12.2 Evaluate the effect of ATOD on community and society.</p> <p>4.11-12.3 Identify and examine strategies used to manage emotions and cope with stress.</p> <p>4.11-12.4 Develop personal goals that promote a healthy lifestyle regarding ATOD use.</p>

**CONTENT STANDARDS 4: Substance Abuse Prevention (continued)**

***Students will establish and maintain lifestyles that are free of tobacco, alcohol and other nonmedicinal drugs.***

<b>Grades K-2</b>	<b>Grades 3-4</b>	<b>Grades 5-6</b>	<b>Grades 7-8</b>	<b>Grades 9-10</b>	<b>Grades 11-12</b>
			<p>4.7-8.7 Identify and apply family and school rules and state and federal laws concerning ATOD use.</p> <p>4.7-8.8 Identify and apply strategies to advocate for abstinence from ATOD.</p> <p>4.7-8.9 Identify, examine and access family, school and community ATOD cessation programs.</p>		