

**City of Worcester
Advisory Committee on the Status of Women**

**Meeting Summary
Tuesday April 2, 2013, 5:30pm
Worcester City Hall, Room 401, 4th Floor**

Members Present: Sarah Gruhin, Chantel Bethea, Sonya Atherley, Robin Currie, Kathleen Linton, Karen Pelletier, Heidi Sue LeBoeuf, Elizabeth Tomaszewski

Staff: Jayna Turchek, Director of the Office of Human Rights and Disabilities,
Caitlin Alcorn, Intern for the Office of Human Rights and Disabilities

Guests: Arline Rosaria, Colleen O'Brien from Worcester Public Schools

1. Call to Order:

There being a quorum the Chair called the meeting to order at 5:34 pm.

2. Approval of January 8, 2013 Minutes:

On a motion made by Ms. Bethea and seconded by Ms. Linton, the Committee voted to approve the minutes as written.

3. Membership Update:

Ms. Atherley, Ms. Currie, and Ms. LeBoeuf introduced themselves. Ms. Currie is now a full member and Ms. Atherley and Ms. LeBoeuf will be introduced at the City Council meeting later this evening and will be sworn in as full members for next month.

4. Women's Health Education:

A. Reproductive health and education in the city

Ms. O'Brien reviewed the Worcester Public Schools' health curriculum by grade level. The elementary school curriculum includes topics on feelings, hygiene, body systems, disease prevention, and sexual abuse prevention. She explained that parents are informed of the curriculum and encouraged to attend the school board meeting to give input. The middle school curriculum is abstinence based and includes topics on healthy relationships and protection. There is a health teacher at each school that teaches these courses. At the high school level, there is a semester health requirement, usually completed in the 9th or 10th grade. The curriculum consists of topics on sexuality, disease prevention, and relationships. Ms. O'Brien then explained that Mass Core was being implemented the following year and that this would lower the requirement for health class. Starting next year high school health classes will be reduced from one semester to one quarter.

Ms. O'Brien explained that there are school based health centers at all public schools. There was further discussion on the curriculum and ways for the Committee to be involved in the schools. The idea of a mentoring or career planning type program was discussed.

B. Massachusetts Commission on Status of Women

i. Legislative Advocacy Day May 15, 2013

The Chair explained the purpose of the day for new members and reminded the committee to RSVP to the event. Ms. Pelletier recommended discussing ways for members who

can't attend the day to be involved in some way at the next meeting. Ms. Turchek explained that Linda Cavioli, of the YWCA and member of the Massachusetts Commission on the Status of Women, will come to the May meeting to prepare committee members for the day.

C. Division of Public Health Community Health Improvement Plan

The committee reviewed the minutes on the topic from last month and discussed the possibility of public hearings. Ms. Linton suggested developing a plan for location, press releases, transcribing information received at the hearing, and making the information into a report on the situation of working women in Worcester. There was a discussion on reaching out to nonprofits and members of City listservs for contacts. The committee tentatively decided to plan for holding the hearing in September and/or October. The committee will think of organizations to reach out to for next month's meeting.

5. Community Announcements:

Ms. Bethea announced that Women in Action will be holding an event to collect recyclable electronics on April 20th in recognition of Earth Day. Ms. Tomaszewski announced the Take Back the Night event at WPI on April 4th. Ms. Linton announced the screening of the documentary, *Invisible War* at Assumption College on April 10th. Ms. Currie announced the event on Global Human Trafficking on April 5th and the freedom march on April 27th on Lincoln Street.

6. Adjournment:

On a motion that was duly made and seconded, the meeting adjourned at 6:50 pm.

**GRADE SEVEN CURRICULUM OBJECTIVES — HUMAN SEXUALITY
OBJETIVOS DEL CURRÍCULO PARA EL SÉPTIMO GRADO — SEXUALIDAD HUMANA**

LESSON	OBJECTIVES	LECCIÓN	OBJETIVOS
1. STARTING OUT	Introduce the course, establish a positive atmosphere and basic ground rules for discussion, identify and affirm positive personal qualities, and link self-esteem with the topic of human sexuality.	1. COMENZANDO	Presentar el curso, establecer un ambiente favorable e instituir las reglas básicas para las discusiones. Identificar y reconocer las características personales positivas y vincular los elementos del amor propio (auto estima) con la sexualidad humana.
2. WHAT'S REALLY IMPORTANT?	Increase students' understanding of the concept of values and the role of values in decision-making. Increase students' familiarity with basic values: respect, honesty, equality, promise-keeping, responsibility, self-control, social justice.	2. ¿QUÉ, EN REALIDAD, ES IMPORTANTE?	Acentuar el entendimiento de los valores humanos y del papel que estos juegan en la toma de decisiones. Acentuar el conocimiento de los estudiantes acerca de los valores humanos básicos: respeto, honestidad, imparcialidad, cumplimiento con promesas, responsabilidad, auto control, justicia social.
3. CHANGES	To promote an understanding of the physical changes in puberty and their relationship to sexuality.	3. CAMBIOS	Promover el entendimiento de los cambios físicos relacionados con la pubertad y su relación a la sexualidad.
4. MORE CHANGES	To promote understanding of emotional changes in adolescence, especially sexual attraction, and to promote positive ways of dealing with emotions.	4. MÁS CAMBIOS	Promover el entendimiento de los cambios emocionales relacionados con la adolescencia, especialmente con la atracción sexual, y promover formas positivas para enfrentar las emociones.
5. MAKING CHOICES	To help adolescents understand that choices are involved in most situations and that, in making choices, it is helpful to think about basic human values and possible consequences of choices.	5. TOMA DE DECISIONES	Ayudar al estudiante a entender que la toma de decisiones es parte de la mayoría de las situaciones que la persona enfrenta, y que es importante tomar en cuenta los valores humanos básicos cuando uno tiene que tomar decisiones.
6. GOING OUT	To explore various aspects of dating and to develop guidelines contributing to positive growth.	6. SALIR CON OTRA PERSONA (LOS "DATES")	Explorar los diversos aspectos de las citas (el salir con otra persona, conocido en inglés como los dates), y desarrollar normas positivas.
7. SAYING NO	To help teens recognize pressure and present reasons and ways to say no to sexual pressure as well as pressure to use drugs.	7. CÓMO DECIR "NO"	Ayudar a los adolescentes a reconocer la presión relacionada con ciertas situaciones sociales, tales como la presión sexual y la presión a usar drogas, y enseñarles a presentar razones apropiadas y formas de decir "no".
8. PREGNANCY AND BIRTH	To promote understanding of fetal growth and development, maternal changes, the process of labor and birth, and the influence of the mother's health on the well being of the baby.	8. EL EMBARAZO Y LA MATERIDAD	Promover el entendimiento del desarrollo y crecimiento del feto, los cambios que ocurren durante el embarazo, el proceso de parto y el efecto de la salud de la madre sobre el bienestar del bebé.

LESSON	OBJECTIVES	LECCIÓN	OBJETIVOS
9. PLANNING FOR THE FUTURE	To promote abstinence as the best method of avoiding pregnancy for teens and to provide information on other available family planning methods.	9. PLANIFICANDO PARA EL FUTURO	Fomentar el hecho de que la abstinencia es la mejor forma de evitar el embarazo para el adolescente y ofrecer información sobre los otros métodos disponibles para la planificación familiar.
10. TEENAGE PREGNANCY	To provide an understanding of the consequences of teenage pregnancy and the choices involved.	10. EL EMBARAZO DURANTE LA ADOLESCENCIA	Promover el entendimiento de las consecuencias del embarazo durante la adolescencia y las opciones disponibles para enfrentar tal situación.
11. TAKING CHANCES	To promote awareness of sexually transmitted disease as a possible consequence of sexual activity, along with knowledge of treatment and prevention.	11. EL ARRIESGARSE	Promover el entendimiento de que la transmisión de las enfermedades sexuales está vinculada a la actividad sexual, y presentar información referente al tratamiento y prevención de estas enfermedades.
12. THE TRUTH ABOUT MYTHS	To enable students to differentiate between facts and myths about the transmission and prevention of HIV/AIDS.	12. (PREVENCIÓN DEL VIH/SIDA)	Enseña a los estudiantes a diferenciar entre los mitos y las realidades referentes a la transmisión y prevención del VIH/SIDA.
13. THE POWER OF TOUCH	To promote an understanding of the difference between positive and abusive touch.	13. EL PODER DE LA CARICIA (EL CONTACTO)	Promover el entendimiento de la diferencia entre la caricia (el contacto físico entre humanos) apropiada y la caricia abusiva.
14. MOVING ON	To apply the values and content of the course to practical situations faced by teens.	14. HACIA ADELANTE	Aplicar los valores humanos y lo que se ha aprendido durante el curso a las situaciones de la vida que los adolescentes tienen que enfrentar.

**GRADE EIGHT CURRICULUM OBJECTIVES
OBJETIVOS PARA EL CURRÍCULO DEL OCTAVO GRADO**

LESSON	OBJECTIVES	LECCIÓN	OBJETIVOS
1. INTRODUCTION	To introduce the health topics to be covered in this health course. To establish guidelines for class interaction.	1. INTRODUCCIÓN	Introducir los tópicos de este curso de salud. Insistir las reglas básicas para la interacción en la clase.
2. HEALTHY DECISION-MAKING	To review a decision-making model and demonstrate use of the decision-making model with a hypothetical situation.	2. LA TOMA DE DECISIONES PRUDENTES	Repasar el modelo de la toma de decisiones y demostrar su uso en situaciones hipotéticas.
3. HEALTH RISKS FOR ADOLESCENTS	To identify common health-related complaints of teenagers. To give examples of links between physical, emotional and social health behaviors.	3. RIESGOS RELACIONADOS CON LA SALUD DURANTE LA ADOLESCENCIA	Identificar los problemas de salud más comunes sobre los cuales los adolescentes se quejan. Dar ejemplos de la relación que existe entre el comportamiento relacionado con la salud de índole física, emocional y social.
4. HEALTH THREAT: ACCIDENTS	To learn that accidents are the leading cause of death and injury to adolescents. To analyze a case study of an accidental death and injury, and to compose a set of guidelines for reducing the risk of accidental death or injury.	4. AMENAZA A LA SALUD: ACCIDENTES	Aprender que los accidentes son la causa más importante de la muerte y lesiones entre la población adolescente. Analizar un caso de muerte y lesiones accidentalmente sufridas, y establecer reglas para reducir el riesgo de la muerte y de lesiones en accidentes.
5. HEALTH THREAT: TOBACCO	To review the health and social effects of smoking and smokeless tobacco. To distinguish between facts and common myths associated with smoking.	5. AMENAZA A LA SALUD: TABACO	Repasar los efectos sociales y los riesgos a la salud relacionados con el fumar y con el uso de las formas de tabaco que se consumen sin fumarlas. Distinguir entre los mitos y realidades relacionados con el fumar.
6. HEALTH THREAT: ALCOHOL	To list risks and consequences of illegal substance use. To demonstrate an understanding of Massachusetts laws regarding possession, use and distribution of alcohol and other drugs.	6. AMENAZA A LA SALUD: ALCOHOL	Identificar los riesgos y los efectos relacionados con el consumo de sustancias ilegales. Promover el entendimiento de las leyes del estado de Massachusetts referentes a la posesión, consumo y distribución de alcohol y otras drogas.
7. COPING WITH ALCOHOL PROBLEMS	To discuss issues surrounding alcoholism in families.	7. COMO ENFRENTAR PROBLEMAS CON EL ALCOHOL	Discutir temas referentes al impacto del alcoholismo sobre la familia.

LESSON	OBJECTIVES	LECCIÓN	OBJETIVOS
8. HEALTH THREAT: EATING DISORDERS	To differentiate among several types of eating disorders which are risks for adolescents and to recognize the relationship between body weight and health risk.	8. AMENAZA A LA SALUD: TRASTORNOS DE LA ALIMENTACIÓN	Diferenciar entre los diversos tipos de los trastornos de la alimentación que amenazan a los adolescentes, y reconocer la relación que existe entre el peso y el estado de salud.
9. HEALTH THREAT: SEXUALLY TRANSMITTED DISEASES	To identify common STDs and list early symptoms of infection. To list effective ways of reducing one's risk of STD.	9. AMENAZA A LA SALUD: ENFERMEDADES DE TRANSMISIÓN SEXUAL	Identificar las diferentes enfermedades de transmisión sexual (ETS) y los síntomas en las etapas iniciales de la infección. Identificar las formas de reducir el riesgo a contraer las ETS.
10. HEALTH THREAT: HIV/AIDS	To review facts about HIV and AIDS and to identify how HIV transmission can be prevented. To explore personal and social responses to living with HIV.	10. AMENAZA A LA SALUD: VIH/SIDA	Repasar la información referente al VIH y el SIDA, e identificar cómo prevenir la transmisión. Explorar las reacciones personales y sociales relacionadas con el tener que vivir con una persona infectada por el VIH.
11. HEALTH THREAT: TEENAGE PREGNANCY	To explore why teenage pregnancy is considered a major adolescent health risk. To identify at least two major life changes that pregnancy and parenthood would create for them.	11. AMENAZA A LA SALUD: EMBARAZO DURANTE LA ADOLESCENCIA	Explorar por qué el embarazo durante la adolescencia es un riesgo importante a la salud. Identificar por lo menos dos formas en que el embarazo durante la adolescencia afecta el estilo de vida de la persona.
12. TEEN RELATIONSHIPS	To discuss teen relationships and strategies for dealing with pressure situations.	12. RELACIONES ENTRE ADOLESCENTES	Discutir las relaciones entre adolescentes y las estrategias para enfrentar las situaciones de presión.
13. RESISTING PEER PRESSURE	To practice refusal skills to help resist pressures to engage in sexual activity.	13. PRESIÓN DE LOS COMPAÑEROS	Practicar las tácticas de resistir la presión de tener relaciones sexuales.
14. RESPECTING DIFFERENCES IN OTHERS	To examine social attitudes about homosexuality and gain sensitivity for the difficult issues homosexual persons face with peer and familial acceptance.	14. RESPETANDO LAS DIFERENCIAS ENTRE LAS PERSONAS	Examinar las actitudes sociales hacia la homosexualidad y adquirir sensibilidad a las dificultades que la persona homosexual tiene que enfrentar sin la aceptación de su familia y amigos.
15. TOUCH AND ABSTINENCE	To explain that touch is a basic human need and to distinguish healthy, constructive touch from risky or destructive touch. To define abstinence and list four reasons for choosing it.	15. LA CARICIA Y LA ABSTINENCIA	Explicar que la caricia (el contacto físico entre humanos) es una necesidad básica, y distinguir entre la caricia saludable y constructiva y la caricia amenazadora o destructiva. Definir "abstinencia" e identificar cuatro razones para practicarla.

LESSON	OBJECTIVES	LECCIÓN	OBJETIVOS
16. INTERPERSONAL VIOLENCE	<p>To explore risks of personal violence and identify attitudinal and behavioral antecedents of violent behavior among adolescents.</p> <p>To suggest ways to reduce the risk of teenage violence.</p> <p>To recognize signs of an abusive relationship.</p>	16. VIOLENCIA INTERPERSONAL	<p>Explorar los riesgos vinculados con la violencia personal e identificar los antecedentes de las actitudes y comportamiento relacionados con la violencia entre los adolescentes.</p> <p>Recomendar maneras de reducir la violencia entre los adolescentes.</p> <p>Reconocer las características de una relación abusiva.</p>
17. HEALTH BET: CHOOSE HEALTHY ENVIRONMENTS	<p>To consider the influence of the environment on an individual's behavior.</p> <p>To identify healthy and unhealthy elements in common social environments.</p>	17. RETO: SELECCIONA AMBIENTES SALUDABLES	<p>Considerar la influencia del ambiente sobre el comportamiento de la persona.</p> <p>Identificar los elementos sanos y nocivos del ambiente social común.</p>
18. HEALTH BET: EAT SMART	<p>To review nutritional research describing the influence of food intake on healthy adolescent growth and development, on athletic performance, on mood and alertness, and on cancer risk reduction.</p>	18. RETO: COME APROPIADAMENTE	<p>Repasar la información referente a la nutrición. Describir la influencia del consumo de ciertos alimentos sobre la salud y el desarrollo del adolescente, en cuanto al rendimiento atlético, humor, el estar alerta, y la reducción del riesgo a contraer cáncer.</p>
19. HEALTH BET: PRACTICE STRESS REDUCTION	<p>To identify common stressors in their lives.</p> <p>To review basic facts about stress management.</p>	19. RETO: PRACTICA LAS TÉCNICAS PARA REDUCIR EL ESTRÉS	<p>Identificar los factores comunes que provocan el estrés.</p> <p>Repasar lo que se conoce sobre el manejo de estrés.</p>
20. HEALTH BET: CURE BOREDOM AND BLUES	<p>To identify and illustrate a variety of healthy ways to overcome boredom and depression.</p>	20. RETO: ALIVIA EL ABURRIMIENTO Y LA MELANCOLÍA	<p>Identificar e ilustrar las diversas formas de reducir el aburrimiento y la depresión.</p>
21. SAY NO WHEN YOU NEED TO	<p>To recall the steps in decision-making.</p> <p>To practice saying no using the refusal skills procedure.</p>	21. DI "NO" CUANDO SEA NECESARIO	<p>Repasar el proceso de tomar decisiones.</p> <p>Practicar decir "no" usando las destrezas de negarse a participar en una actividad en particular.</p>
22. HEALTH BET: SAY YES TO LIFE AND HEALTH	<p>To understand that saying no to harmful influences and behaviors is best accomplished if one knows the more important things he or she is saying yes to in the process.</p> <p>To value the ability to apply sound health practices (health bets) in such a way as to avoid or minimize the risks of health threats in their life.</p>	22. RETO: DI "SÍ" A LA VIDA BUENA Y SALUDABLE	<p>Entender que el rechazar influencias perjudiciales y el negarse a participar en comportamiento nocivo se puede lograr si uno aprende a reconocer las acciones importantes en las que uno se ha comprometido participar.</p> <p>Evaluar la habilidad de responder apropiadamente a los retos que afectan la salud (los retos), para reducir o evitar los riesgos (o las amenazas) a la salud.</p>

HEALTH EDUCATION PROGRAM

HEALTH ISSUES 1

UNIT 1: Perspectives on Health

UNIT 2: Health Risks

UNIT 3: Fitness and Health

UNIT 4: Protecting Oneself and Others: Tobacco, Alcohol and other Drugs

UNIT 5: Human Sexuality

UNIT 6: Trouble in Relationships

UNIT 7: Preventing Injuries

UNIT 8: Violence Prevention

HEALTH ISSUES II COURSE OUTLINE

UNIT I - Strengthening Relationships with Family and Friends

This unit is devoted to helping students understand how to build and sustain caring, respectful relationships with family members and friends; at the core of the unit is the belief that having close relationships is the foundation of health. The lessons explore the nature of the interdependence and connectedness that we all have with family members and friends. Students learn communication skills that enable them to enhance their relationships. They identify and appreciate the significance of supports and influences that family members and friends provide. Students are encouraged to speak up in a group and in one-to-one situations on behalf of the important things they value. They are also helped to understand that difficulties may arise when relationships change or end, and that there are positive ways of coping with these transitions.

UNIT II - Living with Feelings and Handling Stress

In this unit students discuss feelings and stress as natural parts of life. They are encouraged to appreciate that their thoughts and beliefs are connected to the feelings and levels of stress they experience. Awareness of how stress is linked to health is explored. Activities are designed to help students distinguish between responses to feelings and stress that produce positive consequences and those that produce negative consequences. Students examine positive strategies that can help them cope with intense feelings and stress. They learn to recognize signals when stress is becoming distress. Throughout the unit students are encouraged to understand that handling feelings and stress in positive ways contributes to a sense of well-being.

UNIT III - Understanding Sexuality, Reproduction and Birth

This unit begins with a definition of human sexuality. Students review male and female reproductive anatomy and physiology, sort out positive and negative influences on decision-making, and practice decision-making skills in the context of basic human values for positive relationships. Sex role expectations are critically examined as well as the impact of role expectations on attitudes and behavior. This unit also includes a discussion of myths vs. facts about sexuality. Students discuss sexual orientation within the context of fairness, equality and respect for all people. Several lessons focus on understanding conception, pregnancy, labor and birth. Factors that influence a healthy pregnancy, decisions related to birth, and birth attendant and birth environment options are discussed. The unit ends with a discussion of unplanned teen pregnancy. Ways in which teen pregnancy or fathering a child as a teenager limits future options are explored. Choices involved in dealing with an unplanned pregnancy are discussed.

UNIT IV - Trouble in Relationships

This unit begins with a discussion of sexual harassment; sexual harassment is defined and common myths dispelled. Rights of students in school are discussed. Ways to recognize and respond to sexual harassment are identified. Students discuss strategies to eliminate sexual harassment. Lessons in this unit also define sexual violence, and distinguish between myths and realities of sexual violence. Students explore how some social messages support sexual violence. Ways to reduce the risk of sexual violence in teen environments are identified. Students review elements of an unhealthy relationship and identify behaviors in a relationship that are violent or may lead to violence. Lessons explore ways to end negative relationships. Students identify how to help a friend who has been sexually violated.

UNIT V - Building Skills to Prevent Pregnancy, STD and HIV.

This unit begins with an investigation of the concept of risk and an examination by students of the level of personal risk for a range of behaviors including alcohol use. Students participate in risk activities to assess individual vulnerability to pregnancy and/or HIV. The advantages of abstinence from sexual intercourse are discussed and reasons why teens fail to abstain are considered. Elements of successful communication between partners about abstinence are identified. Through role-play, students observe and practice successful elements of communication important to abstaining and using protection. Role-play and practice in handling situations that may lead to unprotected sexual intercourse is emphasized. A complete discussion and demonstration of methods of protection against unplanned pregnancy or sexually transmitted disease is included. In the context of talking about protection, students discuss the components of an adolescent health examination with a health professional invited to speak with the class. In several subsequent sessions, students continue to practice the skills they are learning to help them say no and to make decisions about protection. Information about sexually transmitted diseases, including HIV is provided. A person living with HIV is invited into the classroom to speak about the personal and social issues he/she faces in living with HIV. In the final lessons in this unit, students develop plans for remaining abstinent or avoiding unprotected sexual intercourse.

UNIT VI - Entering Adulthood: Planning Life Directions

In this final unit, students analyze the challenge of making the transition to adulthood. They explore options for the future through the examination of case studies of students who are making choices about the future. Activities involve student interviews of adults for information about careers. Students identify personal goals and practice writing goal statement.

Grade 3 Health

Week 1-5

- 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows
- 8.1 Describe how the body fights germs and disease naturally and with medicines and immunization
- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing, and washing clothes)
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety
- 9.6 Follow universal precautions for all first aid involving any blood and other body fluids
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another
- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

Grade 4 Health

Week 1-5

- 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows
- 3.6 Describe personal hygiene and safety measures used in preparing foods
- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another
- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships
- 11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups
- 11.7 Define intolerance and explain how it can contribute to violence
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention

Week 6-10

- 1.2 Identify behaviors and environmental factors that influence functioning of body systems
- 1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods,

adequate rest)

- 8.1 Describe how the body fights germs and disease naturally and with medicines and immunization
- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing, and washing clothes)
- 8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)
- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 9.3 Describe personal responsibility for reducing hazards and avoiding accidents
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety
- 9.6 Follow universal precautions for all first aid involving any blood and other body fluids
- 9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing)

Grade 5 Health

Week 1-5

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another
- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships
- 11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups
- 11.7 Define intolerance and explain how it can contribute to violence
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups
- 7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school

Week 6-10

- 10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems
- 10.3 Describe how tobacco and prolonged exposure to cigarette

- smoke affects the body
- 10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
 - 10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
 - 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure

Week 11-15

- 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows
- 8.1 Describe how the body fights germs and disease naturally and with medicines and immunization
- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing, and washing clothes)
- 8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)
- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness

Week 16-20

- 1.2 Identify behaviors and environmental factors that influence functioning of body systems
- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood)
- 1.8 Describe the influence of health habits on growth and development
- 4.1 Identify the components, functions, and processes of the reproduction system
- 4.2 Identify the physical changes as related to the reproductive system during puberty
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty

9.4 Distinguish among safe, unsafe, and inappropriate touch

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety

Grade 6 Health *(Click to open)*

Week 1-5

- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 5.10 Describe the contribution of a personal support system to good mental health
- 7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups
- 7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school
- 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others
- 7.4 Describe the concepts of prejudice and discrimination
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one

another

- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships
- 11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups
- 11.5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence
- 11.6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
- 11.7 Define intolerance and explain how it can contribute to violence
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts

Week 6-10

- 10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body
- 10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
- 10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
- 10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs
- 10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers

Week 11-15

- 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows

- 3.5 Identify the connection between food served in the home with regional food production
- 8.1 Describe how the body fights germs and disease naturally and with medicines and immunization
- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes)
- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 8.10 Describe the relationship between overexposure to the sun and skin cancer
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep

Week 16-20

- 1.2 Identify behaviors and environmental factors that influence functioning of body systems
- 1.5 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death)
- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood)
- 1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety
- 9.6 Follow universal precautions for all first aid involving any blood and other body fluids
- 9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions

Grade 7 Health

Week 1-5

- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.8 Identify the causes and effects of depression and how to seek help
- 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem
- 5.10 Describe the contribution of a personal support system to good mental health
- 7.4 Describe the concepts of prejudice and discrimination
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct
- 7.9 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 11.6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
- 11.7 Define intolerance and explain how it can contribute to violence
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts
- 11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups
- 9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing)

- 9.9 List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment
- 9.10 Recognize sexual abuse and child abuse and how to get help
- 9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest
- 9.12 Apply appropriate first aid for bleeding, choking, and burns
- 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span
- 3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt
- 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food
- 3.11 Analyze dietary intake and eating patterns
- 3.12 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques)
- 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders

Week 6-10

- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.6 Describe the importance of early detection in preventing the progression of disease
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 8.10 Describe the relationship between overexposure to the sun and skin cancer
- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood)
- 1.7 Explain the function of human body systems and how body systems work together
- 1.8 Describe the influence of health habits on growth and development
- 1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest)
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions

Students discuss consequences around sexuality decisions.

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- Determine and role-play steps that improve decision-making (such as with whom to consult, information overlooked)
- 4.8 Describe behaviors and methods for pregnancy prevention, including abstinence
 - 4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented
 - 4.10 Identify sexual discrimination and harassment
 - 10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
 - 10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
 - 10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs
 - 10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers

Health I

Week 1-5

- 8.13 Explain how the immune system functions to prevent and combat disease
- 8.14 Identify positive health behaviors that reduce the risk of disease
- 8.15 Learn how to use effective physical self-examination procedures and at what age they become necessary
- 8.16 Demonstrate how to discuss procedures and test results with health care providers
- 8.17 Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems
- 8.18 Analyze the interaction between genetics and disease
- 8.19 Explain the prevention and control of common communicable infestations, diseases, and infections
- 9.13 Explain the connection between accidents and injuries, including the importance of using seatbelts
- 9.14 Describe the precautions necessary for safety during violent weather conditions and natural disasters
- 9.15 Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap
- 9.16 Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help
- 9.17 Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers
- 9.18 Describe practices related to safety conditions in the workplace (such as the use of eye protection, gloves, and hard hats)
- 9.19 Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation—CPR)
- 9.20 Describe symptoms and procedures for sudden illness conditions
- 12.11 Explain when and how to use self-care or professional health care services
- 12.12 Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members
- 12.13 Describe the various methods for gaining access to health care and health insurance
- 12.16 Review the positive and negative influences of the media that impact on health

Week 6-10

- 5.11 Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress

- 5.12 Identify the factors that help people deal with grief
- 5.16 Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention
- 5.17 Identify common mental health disorders (for example, anxiety, schizophrenia, and mood, including depression and bipolar) and treatments (for example, psychological, biomedical)
- 5.19 Explain positive techniques for handling difficult decisions
- 11.11 Identify shared community and societal beliefs that underlie violence
- 11.12 Describe the relationship between negative stress and violence
- 11.13 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
- 11.14 Describe the relationships among attitudes, behaviors, and vulnerability to violence
- 11.15 Explain why some people admire others who gain social status through violence and how this can contribute to further violence
- 11.16 Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy
- 11.18 Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships
- 11.19 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them

Week 11-15

- 7.10 Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups
- 7.11 Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying)
- 4.11 Identify the stages of the male and female reproductive systems over the life cycle
- 4.12 List the signs of pregnancy
- 4.13 Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence
- 4.17 Explain the importance of communication and setting limits in a sexual relationship
- 4.18 Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS)
- 4.19 Evaluate the impact of HIV/AIDS on the community, medical resources, and family
- 4.20 Identify resources available for treatment of reproductive health problems

Week 16-20

- 3.14 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups
- 3.15 Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health
- 3.16 Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood)
- 3.17 Identify the effects of food preparation techniques on the nutritional value of the food
- 3.18 Identify common food-borne illnesses
- 3.19 Identify and practice resource management skills needed to maintain and improve nutritional health
- 3.20 Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs
- 3.21 Identify how social and cultural messages about food and eating influence nutrition choices
- 10.9 Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose
- 10.10 Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children
- 10.11 Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired
- 10.12 Explain the physical, financial, social, and psychological cost of addiction
- 10.13 Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs
- 10.14 Describe the influence of drug abuse on family members
- 10.15 Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling)

Health II

Week 1-5

- 5.11 Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress
- 5.12 Identify the factors that help people deal with grief
- 5.13 Analyze research on health behaviors and brain chemistry and emotional functioning
- 5.14 Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self
- 5.15 Describe the influence of gender on identity and self-concept
- 5.16 Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention
- 5.19 Explain positive techniques for handling difficult decisions
- 7.10 Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups
- 7.11 Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying)
- 7.12 Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society)
- 7.13 Explain the importance of communication in setting limits in a sexual relationship
- 7.14 Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions
- 7.15 Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships
- 7.16 Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships.
- 7.17 Describe commitment in casual and serious relationships

Week 6-10

- 9.15 Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap
- 9.16 Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help
- 11.11 Identify shared community and societal beliefs that underlie violence
- 11.12 Describe the relationship between negative stress and violence

- 11.13 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.)
- 11.14 Describe the relationships among attitudes, behaviors, and vulnerability to violence
- 11.15 Explain why some people admire others who gain social status through violence and how this can contribute to further violence
- 11.16 Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy
- 11.17 Describe the responsibility of the family in teaching children non-violent attitudes and conduct
- 11.18 Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships
- 11.19 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them

Week 11-15

- 1.12 Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development
- 1.13 Describe how both heredity (including congenital factors) and the environment influence growth and development
- 4.12 List the signs of pregnancy
- 4.13 Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence
- 4.15 Explain the importance of examination of both genders for HIV and STIs before conception and the risks and precautions of delivery when HIV and STIs are present
- 4.16 Describe proper prenatal care and identify types of birth defects
- 4.17 Explain the importance of communication and setting limits in a sexual relationship
- 4.18 Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS)
- 4.19 Evaluate the impact of HIV/AIDS on the community, medical resources, and family
- 4.20 Identify resources available for treatment of reproductive health problems
- 6.12 Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting
- 6.14 Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens

Week 16-20

- 8.14 Identify positive health behaviors that reduce the risk of disease
- 8.15 Learn how to use effective physical self-examination procedures and at what age they become necessary
- 8.17 Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems
- 8.19 Explain the prevention and control of common communicable infestations, diseases, and infections
- 10.9 Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose
- 10.10 Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children
- 10.11 Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired
- 10.12 Explain the physical, financial, social, and psychological cost of addiction
- 10.13 Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs
- 10.14 Describe the influence of drug abuse on family members
- 10.15 Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling)
- 14.7 Analyze the effects of diseases on the community and society
- 14.8 Evaluate the availability and quality of services for community health
- 14.9 Explain how service in community health can improve the physical health of community members
- 14.10 Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of the world
- 14.11 Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances