

"Choose Love: Social Emotional Learning to Prevent Adverse Childhood Experiences"

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Legislative Education Study Committee

Friday, November 22nd, 2019

11:15 a.m. to 12:00 p.m

"Between stimulus and response, there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and freedom."

-Viktor E. Frankl



Warning: Childhood adversity screenings are just one part of an effective policy response to childhood trauma

-David Murphey and Jessica Dym Bartlett

Recommendation #5

- Implement preventive strategies that reduce the likelihood of early adversity and its harmful effects on children and promote resilience in development. Prevention and early intervention are the most effective strategies for avoiding the negative effects of childhood adversity on children, families, and society. Making economic opportunity more inclusive, particularly for population groups who experience multiple disadvantages, should be part of this agenda; it is especially important to reduce poverty among children. Reducing children's exposure to violence; and supporting safe, stable, nurturing relationships in families, schools, and other settings also represent essential overarching strategies."
(emphasis mine)

What Kind of Prevention Strategies? How are they Implemented?

https://www.childtrends.org/wp-content/uploads/2019/07/ACESScreening_ChildTrends_July2019.pdf

Preventing Drug Use Among Children and Adolescents (in brief)

-National Institute on Drug Abuse

Prevention:

- more efficient and effective than treatment later
 - comprehensive-in schools, families and communities
- includes education:
 - for academics, specifically reading
 - for substance use itself AND
 - must also include the teaching of social, emotional intelligence (i.e. functional/life skills). (emphasis mine)

Social and Emotional skills are the foundation to good Mental Health.

“Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.” –MentalHealth.gov

New Mexico's K-12th Grade Health Education Standards (e.g)

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Students will:

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:

Performance Standard:

Grade K:

1. recognize different emotions;

Grade 1-2:

1. describe different emotions;

Grade 3-4:

1. understand different emotions;

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

Performance Standard:

Grade 5-6:

1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

New Mexico's K-12th Grade Health Education Standards (e.g)

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Students will:

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

Performance Standard:

Grade 7-8:

1. analyze the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;

9-12 Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life:

Performance Standard:

Grade 9-12:

1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life;

NM Stat § 22-13-1 (2017) and 6.29.6 NMAC

Health/SEL Education in Early Childhood Learning Guidelines & Teacher Preparation Programs

A. Birth - 5 years old, in NM's childcares and preschools, "so that New Mexico's children are happy, healthy, and successful"

B. Early Learning Guidelines Domains Print Out

1. **Infant and Toddler Early Learning Guidelines Domains**

Domain 1

Beginning to Know about Ourselves and Others

Domain 2

Beginning to Communicate

2. **Preschool and Kindergarten Early Learning Guidelines Domains**

Domain 1 **Health, and Well-Being**

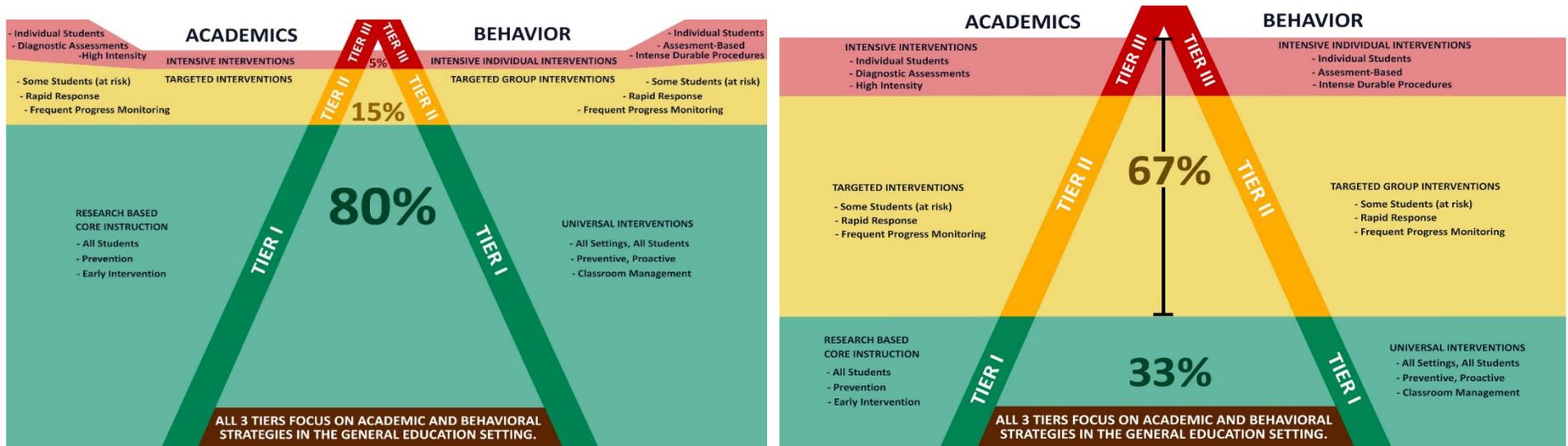
Domain 6 **Self, Family, and Community**

InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0

https://www.earlylearningnm.org/media/files/FINAL%20ELG_English2015%201-8-15.pdf

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

NM's Response to Intervention Framework



Focus on improving Academics/Behavior through Tier 1 strategies for ALL students:

- Research Based Core Instruction (SEL)
- Universal Interventions (SEL)
- All Students, All Settings (SEL)
- Prevention, Proactive (SEL)
- Early Intervention (SEL)
- Classroom Management (SEL)

https://supportiveschooldiscipline.org/sites/ncssd/files/ncssd-static/staff/Presentation_Osher_AligningSELPBISandRJ.pptx

Adapted from: http://www.monroe.k12.al.us/departments/curriculum_and_instruction/response_to_instruction ⁷



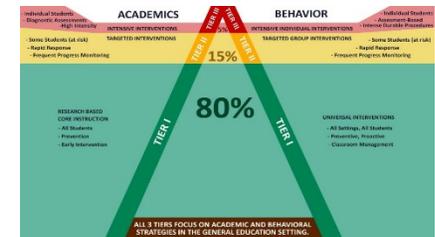
Choose Love Enrichment Program



- No Cost
- Written by Educators and Counselors, for Educators and Counselors and more!
- Teaches Social & Emotional Learning, Positive Psychology, Mindfulness, Neuroscience, Character Education, and Growth Mindset, increasing PTG, Emotional Intelligence, and more!
- Easy to teach, easy to learn
- Flexible and takes very little time
- Focused on the positive!
- Includes Book Lists, Training, Videos, Guides, Webinars, Podcasts, Social Media, Extension Programs, etc.
- The Most Comprehensive Program Available: Infant & Toddler, PreK-12th Grade, Homes, Community & Businesses, and Coaching Programs
- Aligned with Common Core ELA, ASCA Mindsets and Behaviors Standards for school counselors and CASEL's core Social and Emotional components
- Enhances the classroom and school climate, respect for cultures and diversity, and reduces behavior issues!
- School Safety from the Inside Out!
- It's a lot of fun!



<https://casel.org/core-competencies/>



See Handouts with Program Information.

Results for Choose Love Program Implementation

Annual Choose Love Educator Survey (2018-2019)

99% said that they have seen an improvement in classroom climate and in the students' overall behavior

73% said that their students get along better

81% said their students have a more positive attitude

62% have seen an increase in academic performance in their students

95% rated the program "good", "very good", or "excellent"

99% said they enjoyed teaching the program

96% said their students enjoyed the program

See Hand Out: 2019 Summary Results Choose Love Enrichment Program Survey

University of Arkansas, College of Education & Health Professionals
- Exploring the Impact of the Jesse Lewis Choose Love Movement Curriculum as Implemented at a Therapeutic Day Treatment School using the SEARS-T/A/C (2018-2019) "Based on the results, the Jesse Lewis Choose Love Curriculum appears to be an effective way to increase students social-emotional attributes and resiliency."
View the University of Arkansas Evaluation Summary [HERE](#)

Results for Choose Love Program Implementation cont'd

Ka'elepulu Elementary School, Kailua HI - SEL Outcomes (2016-2017)

INCIDENTS/ REFERRALS			
	SY 16-17	SY 17-18	SY 18-19
QTR 1	42	30	18
QTR 2	34	34	27
SEM 1	76	64	45
QTR 3	84	40	27
QTR 4	35	54	32
SEM 2	119	94	59
YEAR	195	158	104

SQS	YEAR	Teachers	Parents	Students
Safety	2015	55.80%	96.80%	66.60%
	2016	64.50%	75.50%	75.70%
	2017	77.20%	84.70%	69.00%
	2018	77.80%	86.90%	71.10%
Well-Being	2015	61.30%	93.70%	71.70%
	2016	75.00%	86.50%	74.10%
	2017	92.00%	89.10%	74.50%
	2018	94.60%	88.80%	
Satisfaction	2015	53.70%	93.10%	80.00%
	2016	62.50%	81.80%	92.30%
	2017	86.30%	91.30%	91.50%
	2018	88.40%	86.30%	

<https://www.jesselewischooselove.org/choose-love-enrichment-program-at-a-glance/>

<https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2015.302630>

<https://www.jesselewischooselove.org/wp-content/uploads/2019/02/Character-Strengths-in-Schools.pdf>

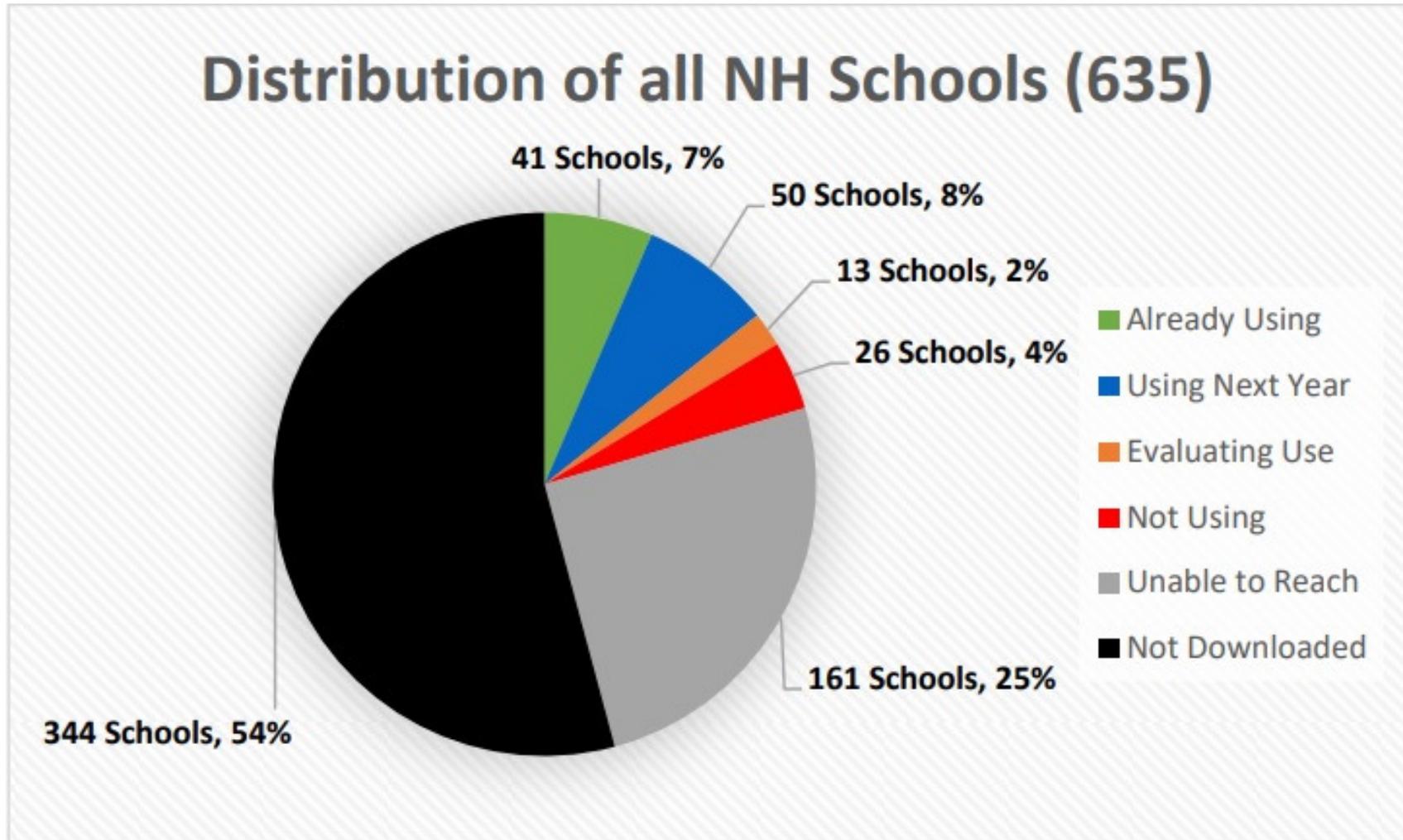
<https://everypiecematters.com/jget/volume01-issue01/social-emotional-learning-and-at-risk-children-and-youth.html>

<https://www.strongnation.org/articles/393-social-emotional-skills-in-early-childhood-support-workforce-success>

<http://www.casel.org/wp-content/uploads/2016/09/Sept.-14-2016-Congressional-Briefing-on-SEL-and-Employability-Skills.pdf>

Results for Choose Love Program Implementation cont'd

State of New Hampshire (NH)



As of 7/16/19 there are 322 (50.7%) schools that have downloaded the program

<https://www.jesselewischooselove.org/choose-love-enrichment-program-at-a-glance/>

Current NM Data:

Dashboard

New Mexico Download Stats

As of Nov 20, 2019 9:44 AM-Viewing as Christina Eastes

Refresh

Edit

▼

Total Downloads in New Mexico

492

View Report (Total Downloads in New Mexico)

Total CLEP Downloads - NM

444

View Report (CLEP Downloads - NM)

Total # of NM Schools (w/ Downloads)

43

View Report (Total # of Schools with Downloads - NM)

Total School Downloads in NM

411

View Report (Total Downloads in Schools - NM)

Total AT HOME Downloads - NM

34

View Report (AT HOME Downloads - NM)

Total NM School Contacts (w/ Downloads)

146

View Report (Contacts w/ Downloads - NM Schools)

Estimate # of NM Students Reached

As reported by Teachers & Counselors

11,875

View Report (Estimate # of Students Reached - NM)

Total FOR COMMUNITIES Downloads - NM

12

View Report (For Communities Downloads - NM)

Total # of NM School Types

School Type ↓	Sum of Account Counter
Elementary	22
Middle	7
Elem / Middle	5
District	3
Elem / Mid / High	3
High School	2
Middle / High	1
Total	43

View Report (Total # of School Types - NM)

Downloads in NM Schools

School Type ↓	Sum of Product Interest Counter
Elem / Mid / High	191
Elementary	103
Elem / Middle	53
District	28
Middle	17
Middle / High	11
High School	8
Total	411

View Report (Downloads by Schools Types - NM)

Leads: Need to Convert in NM

1

View Report (Leads: Need to Convert in NM)

Total CHAMPIONS Downloads - NM

2

View Report (Champions Downloads - NM)

Federal and State Laws on SEL

ESSA- flexibility to increase SEL through Title I and IV funds

Congress- "\$260 million for social and emotional learning (SEL) as part of the education funding bill" going to full House (2020)

-Chronic Absenteeism Reduction for Every School (CARES) Act, H.R. 4220 (2019)

-Teacher Health and Wellness Act, H.R. 4221 (2019)

-Social and Emotional Learning for Families Act (SELF Act), H.R. 6120 (2018)

-Aim Higher Act, H.R. 6543 (2018)

Columbia University study-
\$11 ROI for every \$1 spent on SEL

<http://blogs.edweek.org/edweek/rulesforengagement/SEL-Revised.pdf>

<https://casel.org/policy/>, <https://statepolicies.nasbe.org/health/categories/social-and-emotional-climate/state-models-and-supports.org/health/categories>



THE CHOOSE LOVE MOVEMENT

My name is Scarlett Lewis, and I'm the founder of the Jesse Lewis Choose Love Movement. This initiative started with three words written on a kitchen chalkboard by my six-year-old son, Jesse McCord Lewis, on the morning of December 14, 2012. He wrote, "nurturing, healing, love." He was murdered later that day, alongside 19 of his classmates and six educators at Sandy Hook Elementary School in Connecticut. His message constitutes a powerful formula for choosing love.



The Jesse Lewis Choose Love Foundation is a 501(c)(3) charitable organization committed to reaching students, educators, and individuals, both nationally and internationally, with a simple, yet profound formula for choosing love. Our signature program uses "nurturing, healing, love" as a foundation for learning and for life. Learn more about the foundation on its website: www.jesselewischooselove.org

WHY THIS CURRICULUM MATTERS

Choosing love means having the courage to be grateful when life isn't easy, to forgive when the person who hurt you isn't sorry, and to step outside your own pain to help someone else. That's the way to choose love, and the empowering lesson is that it's a choice.

Almost half of our young people will have a diagnosable mental illness by the time they are 18 years old ("Child Mind Institute," 2016). The most common diagnosis will be anxiety, and the majority will not get professional help, as children today are under more stress than children of previous generations (Bluth & Blanton, 2014). The average onset age for anxiety is six years old, and in our country these children often suffer alone. The long-term effects of anxiety are mental illness, substance abuse, anger, violence, and incarceration (Harbaugh & Vasey, 2014). It's not a mystery why we are seeing the issues we have in schools and in our society. There is a solution... teaching children to choose love.

Children who feel connected, who are resilient, and who can reciprocate love won't want to harm each other (Garney, 2016). We can teach children to choose love. Love is a universal need, the lack of which can be devastating. That's why I started the Choose Love Movement.



THE MISSION OF THE CHOOSE LOVE FOUNDATION

The Jesse Lewis Choose Love Foundation is a 501(c)(3) charitable organization with a commitment to reach students, educators and individuals, nationally and internationally, and provide them with a simple, yet profound formula for choosing love. Our signature program uses Jesse's three words as a foundation for learning and for life.

THE CHOOSE LOVE ENRICHMENT PROGRAM

The Choose Love Enrichment Program is a Pre-K through 12th grade curriculum that emphasizes the simple, universal teachings of courage, gratitude, forgiveness, and compassion in action.

The lessons are divided into these four units which create a formula for choosing love:

The Choose Love Formula is:

$$\begin{aligned} & \text{Courage} \\ + & \text{Gratitude} \\ + & \text{Forgiveness} \\ + & \text{Compassion} \\ & \text{in Action} \\ & \text{(including service to others)} \\ \hline = & \text{choosing love!} \end{aligned}$$



The Choose Love Formula teaches the foundational concepts and skills of social and emotional learning (SEL), and is informed by current brain research and neuroscience. The program fuses SEL with Character Education, Mindfulness, Positive Psychology, Emotional Intelligence, and Neuroscience. The goal of the **Choose Love Enrichment Program** is to provide children with the knowledge, attitude, and skills they need to choose love in any situation.

These abilities include:

- Understanding and managing emotions (self-awareness and self-management),
- Setting and achieving positive goals,
- Feeling and showing empathy and compassion for others (social awareness),
- Establishing and maintaining positive relationships, and
- Making responsible decisions.

More information about the benefits of SEL can be found on the CASEL (Collaborative for Academic, Social, and Emotional Learning) website: www.casel.org. An overview of the neuroscience used to develop this program can be found at the end of this section.

THE BENEFITS OF LEARNING AND TEACHING SEL

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (casel.org). It is based in the idea that rich and meaningful learning occurs when people are engaged in positive and supporting relationships.

Over 30 years of research substantiates the benefits of social and emotional learning (SEL), (“CASEL: What is SEL,” 2016). It lays the groundwork for academic learning and responsible citizenship. SEL has been proven to increase grades, attendance, and focus, while reducing aggression, anxiety, substance abuse, and other issues (“CASEL: What is SEL,” 2016). SEL has a critical role in improving children’s academic performance and lifelong learning (Zins, Bloodworth, Weissberg & Walberg, 2004). Children who are aware of their emotions and have good planning skills by the time they enter school are also at lower risk for problems with aggression and anxiety disorders (Greenberg, Kusch, & Mihalic, 1998).

Students aren’t the only ones who benefit from SEL. Schools are challenged by teacher attrition and unsafe learning environments (“CASEL: What is SEL,” 2016). When educators teach SEL, they help students create safe, loving, and healthy problem-solving communities that enhance teachers’ ability to teach as well as students’ ability to learn (CASEL: Outcomes Associated with Five Competencies, 2016).

SEL is the best way to cultivate a safe classroom and school climate. SEL gives children the tools and skills to manage emotions, to be confident and resilient in the face of adversity, to make positive and pro social choices, and to have healthy relationships and deep, meaningful connections. Now more than ever, we must create such safe school learning environments where children feel secure, where they are nurtured, where they are empowered and where they can thrive.

Teachers who are trained and teach SEL have cited the following benefits:

(http://www.creducation.org/cre/home/about_us/about_crete)

- Increased confidence in teachers' ability to handle conflict (among students, peers and families)
- Increased teachers' positive attitude toward teaching
- Increased teachers' perception that they are ready to teach about problem-solving, critical thinking, listening/communication skills, and conflict escalation.
- Increased teachers' perception that they are prepared to implement classroom management strategies: have students help and enforce rules, teach conflict strategies, and use cooperative learning.

UNITS

Lessons are flexible, educator-friendly, and allow for creativity- and fun. Lessons can be taught by teachers, counselors, or social workers (and trained volunteers). It is encouraged that all work together to maximize the impact of the program through using consistent language.

The lessons were written for educators, by educators, and are research-based. The content of the lessons is based on research on emotional intelligence, resilience, post-traumatic growth, neuroscience, mindfulness/focused attention, and SEL. Special attention is paid to how our physical bodies (nerves, muscles, etc.), minds (the triune brain), and hearts (emotions) work in collaboration to promote health, learning, connection, and life success. The whole child—mind, heart, and body—is supported through these lessons. There are four units: Courage, Gratitude, Forgiveness and Compassion.

Through these four units the following competencies are taught:

- Self-Awareness: recognizing one's emotions and values as well as one's strengths and limitations;
- Self- Management: managing emotions and behaviors to achieve one's goals;
- Social Awareness: showing understanding and empathy for others;
- Relationship Skills: forming positive relationships, working in teams,



dealing effectively with conflict;

- Responsible Decision-Making: making ethical, constructive choices about personal and social behavior.

courage

Courage is the willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty (Martinez, 2015). When you practice courage, you make positive choices even when it may be difficult for you. It takes courage to express our feelings, make ethical choices, tell the truth, admit mistakes, ask for forgiveness, and to be kind. This is especially true when others might not be leading by example. **Courage requires self-awareness and self-regulation (Greenberg, 2016). Students practice identifying feelings in themselves and others. The “courage” exercises assist students in learning how to help their brains regulate the amygdala by activating the prefrontal cortex (Martinez, 2015).**

gratitude

Students learn that gratitude is mindful thankfulness and the ability to be thankful even when things in life are challenging. When you practice gratitude you feel thankful and want to share that feeling with others (Donaldson, Dollwet & Rao, 2014). Research has shown that the benefits associated with gratitude include better sleep patterns, increased levels of happiness and optimism, a sense of connection to peers and communities, and decreased levels of anxiety and stress (J. Psychosom Res. 2009; Donaldson, Dollwet & Rao, 2014). Gratitude influences sleep through the mechanism of pre-sleep cognitions. These benefits have positive impacts in the lives of students, and they help cultivate safe and thriving classroom cultures. **“Gratitude” exercises help students become actively thankful for everyday situations and opportunities (Lomas, Froh, Emmons, Mishra & Bono, 2014). The act of being thankful helps release dopamine, which not only makes students feel good but is also a key neurotransmitter for learning (Wiss, 2014).**



forgiveness

Forgiveness means choosing to let go of anger and resentment toward yourself or someone else, to surrender thoughts of revenge, and to move forward with your personal power intact. **Forgiveness has been shown to improve relationships, decrease anxiety and stress, lower blood pressure, lower the risk of depression, and strengthen immune and heart health. Letting go of negative emotions can often have a remarkable impact on one's physical, mental and emotional health (Chiaramello, Mesnil, Sastre, & Mullet 2008).** Students also learn how to forgive themselves if they've made a mistake, caused an accident, or hurt someone as a result of their actions (Thompson & Waltz, 2008). Students learn healthy ways to express anger and to calm themselves down. They also learn how their brains and bodies respond to anger. They practice listening skills to support each other when they feel angry or are having strong emotions.

compassion in action

Compassion has two components: the first is empathy, which means putting yourself in someone else's shoes and trying to feel what that person feels, and the second is action, which means helping someone in need and performing acts of kindness without expecting anything in return. **Compassion is when one understands how another person feels and takes action to alleviate that person's suffering. Students apply their empathy and communication skills to support one another through compassionate action.** Humans are wired for connection and compassion. The activities help students make choices that benefit their minds, hearts, bodies, and relationships.



LESSON BREAKDOWN FOR ELEMENTARY SCHOOL

In each unit you will find:

- A Unit Overview summarizing the content of the unit.
- 4-6 lessons based on the theme of the unit.
- A list of student objectives for that unit.
- A Family Focus and Connection section that provides ideas for how to engage family members and caregivers in learning and reinforcing the unit's concepts and skills.
- A Make Your Move section that provides tips and ideas for how to leverage your teacher leadership and integrate the skills into classroom and school culture.

There are 17-20 lessons for the Elementary School Program, depending on grade level. Lessons are designed to be taught in sequence, and vary in teaching time from 20 to 45 minutes based on grade level. For example, there are 18 lessons in the 2nd Grade Program. At a pace of one lesson per week, the curriculum can be incorporated for 18 weeks. Additional activities are provided to help keep the program going all year long, and ensure that it becomes part of your classroom vernacular.

In each lesson, you will find the following sections: **Student Objectives, Educator Preparation, Focused Awareness, Discussion, Activity, and Transfer of Learning.** The **Student Objectives** section will tell you what the students will be able to do following the lesson. This will help you focus on why the lesson is being taught, and why it's important for students. The **Educator Preparation** section will tell you what materials or resources you need to gather before the lesson.

The Focused Awareness section provides skills that are designed to help students increase their readiness to learn and improve their emotion management. It includes the following three skills: Breath (diaphragmatic breathing), Rest and Relax (mindful relaxation of the body), and Reflection (Garland, Farb, Goldin & Fredrickson, 2015).

These skills help students:

- Increase their awareness of emotions,
- Manage their feelings when appropriate, and
- Regulate their feelings in the moment.

Educators can help students adopt these skills by modeling, coaching, and cueing students frequently. At first, younger students may find it difficult to focus their attention through this section, but with practice they'll lengthen the amount of time they're able to remain still, calm, and attentive.

The **Discussion** section provides an easy-to-use script for you to read aloud. It guides students through a discussion of the lesson contents. The **Activity** section provides students with opportunities to practice what they've learned. The **Transfer of Learning** section gives ideas on how to reinforce what students learned in the lesson.



LESSON BREAKDOWN FOR MIDDLE SCHOOL

The Middle School Program has very similar content to the Elementary School Program in that students learn the Choose Love Formula, with a unit on Courage, Gratitude, Forgiveness, and Compassion in Action. However, the Middle School Program is laid out very differently from the Elementary School to better fit with the Middle School Schedule. **It is designed to be started as close to the beginning of the school year as possible in order that the whole program be completed by the end of the school year.**

Lessons are shorter so that they may be easily plugged in during homeroom or advisory periods, or woven into a regular class period. On Day 1, which is the first day of the week, there is a Brain Blast which is usually 20 minutes long. This can be shortened or lengthened, depending on time available.

This **Brain Blast** introduces the main concepts/content being taught for that week. There are 7 Brain Blasts for each of the 4 Units, **Courage-Gratitude-Forgiveness-Compassion in Action**. Therefore, the idea is that each Character Trait Unit will last 7 weeks.

After the Day 1 Brain Blast, each day of the rest of the week, we have provided Power Surges. These are designed to be mini blasts of learning to support, supplement, and reinforce the Brain Blast from Day 1. The activities are short, lasting about 10-15 minutes, but can be lengthened as time permits. There are 140 lessons for your use. If you can't teach all in the way intended, that's fine. You can teach the Brain Blasts and then select the Power Surges that best meet the needs of your students.

Each character trait unit has:

- 7 Brain Blasts (1 per week)
- 28 Power Surges (4 per week)
- Alignment to: Common Core State Standards and American School Counselor Mindsets and Behaviors for Student Success

Each Week of each Character Trait Unit has:

- 1 Brain Blast
- 4 Power Surges
- Student Objectives for the week
- Social and Emotional Learning Skills Noted
- Social Media Message

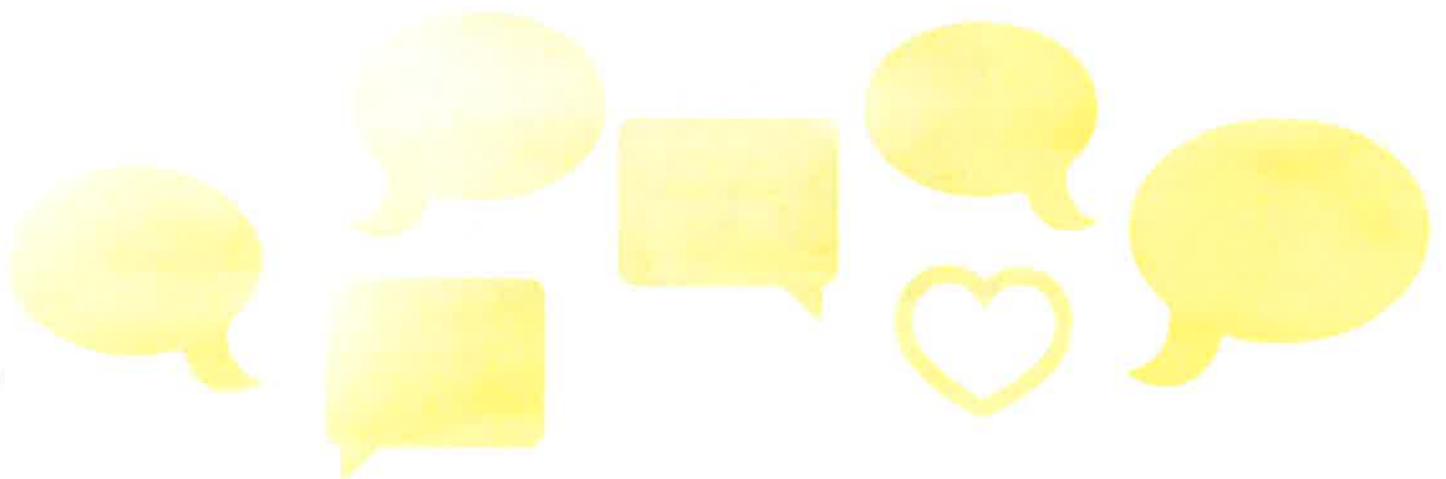


LESSON BREAKDOWN FOR HIGH SCHOOL

You'll find the following sections in each lesson: **Student Objectives, Educator Preparation, Activity, Social Media Share, SEL Skills Practice, and Reinforcing Learning.** The lessons are designed to be taught in sequence, and vary in teaching time from 10 to 15 minutes. There are 7 lessons in each unit, for a total of 28 lessons for the whole program. One lesson should be taught per week so that each unit is 7 weeks long.

The **Student Objectives** sections will tell you what students will be able to do following the lesson. This will help you focus on why the lesson is being taught, and why it's important for students. The **Educator Preparation** sections will tell you what materials or resources you need to gather before the lesson. We know teachers have enough on their plates, so the lessons themselves require very little preparation. Most of the preparation suggestions include coming up with skill-based examples that will be meaningful to your students, as examples and scenarios that are relevant to their lives make the program more effective.

The **Activity** sections offer scripts for discussions, games, reflection, and activities. The **Social Media Share** section provides ideas for how students can share and relate the lesson concepts online. We identify the specific SEL skills being used in the **SEL Skills Practice section.** We offer additional tips, resources, lesson ideas/practices to help new skills stick and to extend the learning in the **Reinforcing Learning Section.**



WHO'S THE BOSS? THINKING ABOUT THE BRAIN, FOR KIDS & EDUCATORS



The Triune Brain

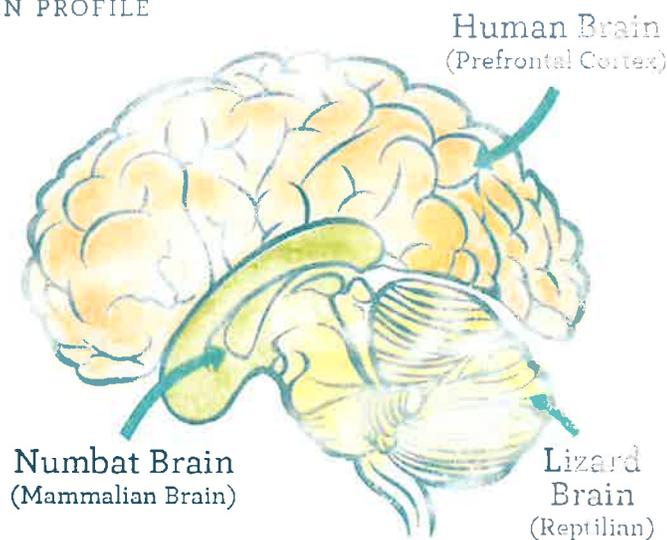
Written by Dr. Chris Kukk, author of *The Compassionate Achiever*

We're going to use the model of the brain developed by Dr. Paul D. MacLean to explain—in the simplest and most efficient manner possible—the neuroscience behind the Choose Love Enrichment Program. Dr. MacLean's model is called the triune brain, and it divides the brain into three sections (see the figure below) (MacLean, 1967; Newman & Harris, 2009). Although it is an oversimplified model, it represents the basic workings of the brain. The triune model provides a way to explain these basics so that every child can understand how thinking (ideas and thoughts) and behavior (actions and words) are connected.

The three interconnected brain sections of the triune model include: 1) reptilian (brainstem and cerebellum), 2) mammalian (limbic system), and 3) primate-human (neocortex).

The three brain sections of the triune model, which are interconnected, include: (1) reptilian (brain stem and cerebellum), (2) mammalian (limbic system) and (3) the primate-human (neocortex).

BRAIN PROFILE



The Reptilian Brain

The reptilian brain is responsible for the body's vital functions, such as breathing, heart rate, and body temperature (MacLean, 1967). This part of the brain helps us stay alert and reactive to the environment around us. It controls our balance, coordination, and reflexes, and it never sleeps (Strick, Dum, & Fiez, 2009). Think of the reptilian brain taking control when the doctor taps your knee and your leg instinctively kicks; it reacts quickly, without thinking. We call the reptilian brain “the lizard.”

The Mammalian Brain

The mammalian brain is responsible for our social and emotional behaviors, as well as our quick value judgments (positive or negative) (MacLean, 1967). It is buried deep inside the brain and is sometimes considered the “heart of the brain.” It is the part of the brain where many neurochemicals are produced, such as oxytocin, dopamine, and cortisol (Bujis & Swaab, 1979; Brownstein, Saavedra, & Palkovits, 1974; Dedovic, Duchesne, Andrews, Engert, & Pruessner, 2009). It strongly influences our initial behavior when we experience something (music, art, and even a smell), and it can make us feel as though we're riding an emotional roller coaster (Brown, Martinez, & Parsons, 2004). We call the mammalian brain “the numbat.”

The Primate-Human Brain

The primate-human brain is responsible for imagination, thought, planning, and decision-making (MacLean, 1967). It's the part of the brain that helps us develop language and it has infinite learning capabilities (McClellan, McNaughton, & O'Reilly, 1995). It helps us make rational, cognitive, and common-sense decisions (Gifford, 2002). When we use this part of our brain, it acts as a brake on our reflexive and instinctual reactions; it is the source of self-control. We call the primate-human brain “the human.”

Who's the boss? In other words, which part of your brain is influencing your behavior? By understanding how the lizard, numbat and human brains function, we can learn which of them is informing our choices at any given moment.



We make the choice of who (lizard, numbat, or human) controls our actions in every situation. When we encounter situations that excite us in either a positive or negative way, we can choose which part of the brain controls our response (Hariri, Bookheimer, & Mazziotta, 2000). Let's take an angry feeling as an example. When we become angry, that feeling feeds the numbat part of our brain (the limbic system) by sending blood and oxygen to it. We have a choice as to how we deal with the awakened numbat. The first is to send the angry numbat up to the human so that it is handled in a reasonable and rational way (we call this "hugging the human"). When we slow down and think about the anger, we are engaging, or hugging, our human brain. The second choice is to send the numbat's oxygen down to the lizard so that we feed our primitive and reactionary reptilian brain. In other words, we can nudge the numbat to either hug the human or feed the lizard. The Jesse Lewis Choose Love Foundation wants to help everyone learn how to leave the lizard, and to nudge the numbat toward hugging the human.

The Choose Love Enrichment Program uses a three-step motto to help students learn about the brain science of social and emotional development: leave the lizard, nudge the numbat, and hug the human.

(FUN NOTE: the initials of our social and emotional learning motto—LNH—are the same as Jesse's chalkboard message to his mom...love, nurturing, healing.)

Courage

Courage is about overcoming learned fear and learned fear mainly occurs in the brain's amygdala. The amygdala is the brain's sentinel; it is on the lookout for threats and it reacts without thinking. The "courage" exercises assist students in learning how to help their brains to regulate the amygdala by activating the prefrontal cortex. The exercises engage the prefrontal cortex (specifically the right ventrolateral prefrontal cortex), which is commonly referred to as the brain's 'brake pedal.' The exercises seek to increase serotonin and decrease cortisol levels.

Gratitude

The more gratitude a person shows, the more active the brain's hypothalamus becomes. While the hypothalamus controls various bodily functions such as drinking, eating and sleeping, it plays a significant role in a student's metabolism and stress levels. The "gratitude" exercises help students to become actively thankful for the kindness around them. The act of being thankful helps to release dopamine, which not only makes a student feel good but is also a key neurotransmitter for learning.



Forgiveness

To forgive is to activate a neural network connecting different regions of the brain. To forgive is literally and figuratively a coming together, both in the brain and behavior. The brain network of forgiveness mainly includes the dorsolateral prefrontal cortex, precuneus and the inferior parietal lobule. The neural activation of this ‘forgiveness network’ results in a personal sense of relief or what Scarlett calls “cutting the umbilical cord of anger and resentment.” The Choose Love Movement exercises on “forgiveness” seek to increase endorphin levels (GABA, DHEA, serotonin and melatonin) while reducing cortisol. Forgiveness is another way of feeling what is called the “runner’s high.”

Compassion

From Charles Darwin to modern neuroscience research, scientists have found that human beings are wired for compassion. When a person thinks in a compassionate way they activate the neurochemistry of kindness, which begins with the release of the peptide hormone oxytocin. Oxytocin then activates dopamine and serotonin, which contribute to a person feeling happy and optimistic. The neuro keys of compassion are the vagus nerve (sometimes called the nerve of compassion and it gives us the feeling of ‘warm fuzzies’), the inferior parietal cortex, the dorsolateral prefrontal cortex, the hypothalamus and the nucleus accumbens. The “compassion” exercises seek to activate the neuro-dominoes of compassion, beginning with oxytocin.

HOW TO GET STARTED WITH THE CHOOSE LOVE ENRICHMENT PROGRAM

- 1 Log on to the website!**
www.jesselewischooselove.org
- 2 Register to use the program!**
All we need is some basic information to keep track of who is using the program and to keep in touch with you!
- 3 Create a login!**
Once you create a login you can easily download all materials which includes the Choose Love Enrichment Program as well as a wealth of supplementary resources! You can return anytime you want to access more materials.
- 4 Access your lessons!**
Have fun exploring all of the free resources we have for you. Start by looking at the curriculum and reading the Educator Manual which will give you all the nice to know and need to know info and nuts and bolts to get started.
- 5 Check out our website!**
While you are on our website take a look around to learn more about the Choose Love Organization and Movement, stay updated, and learn more about Social and Emotional Learning. We encourage you to sign on to follow us on social media which you can do from the website!





"Choose Love: Social Emotional Learning to Prevent Adverse Childhood Experiences"

Legislative Education Study Committee Presentation, Friday, November 22nd, 11:15am-12:00pm, Rm. 307
w/ NM Choose Love Ambassador, Bonnie Lee Murphy (bonnie@jesselewischooselove.org, 505-264-2401)

Action Steps

Schools:

- Teach Health Education Standards/SEL and similar prevention strategies to students, teachers and parents and families in every setting and classroom in schools, wherever possible
- Provide opportunities for students, families and teachers to practice these skills in a safe and positive environment
- Look for Grants to fund initiatives- collect data on your SEL programs
- Advocate for Health/SEL laws and policies (like HB 591 Mental, Social and Emotional Learning Act)

Families/Homes:

- Learn about Health/SEL and similar prevention skills and practice them together
- Model these skills for your children and others and share them with others
- Be an Advocate, engaged in your child's education and health
- Look for community programs that offer these opportunities
- If your child's school doesn't have a program, suggest one (like the No-Cost Choose Love Programs)
- Join your school district's PTA/PTO or other Parent Advisory Committee (required by law)
- Advocate for Health/SEL laws and policies (like HB 591 Mental, Social and Emotional Learning Act)

Communities/Businesses:

- Facilitate programs and education about Health/SEL and similar prevention skills
- Provide opportunities for everyone to learn and practice these skills in a safe and positive environment
- Look for Grants to fund initiatives or schools and partners to team up with-collect data on SEL
- Advocate for Health/SEL laws and policies (like HB 591 Mental, Social and Emotional Learning Act)

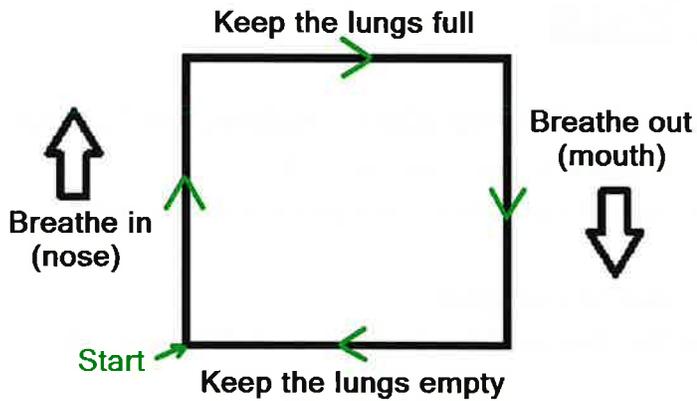
Government

- LFC school funding for SEL beyond Title funds, legislate-Jails, Prisons, Health Care, CYFD, HHS.
- Transparency/Accountability to public. Fix the discrepancies- Discretion: in law, K-12 vs. 1-12: in rule.
- Align Teacher Evaluations, Teacher Prep Standards, SEL in Health and Early Learning Guidelines
- Conduct statewide study now, specify Health legislation- all teachers teach SEL & measure it
- Follow in the footsteps of New Hampshire and make sure SEL is accessible to all schools, foster homes, CYFD, HHS, offer Choose Love, educate them about SEL/Choose Love, provide PD & training

Everyone:

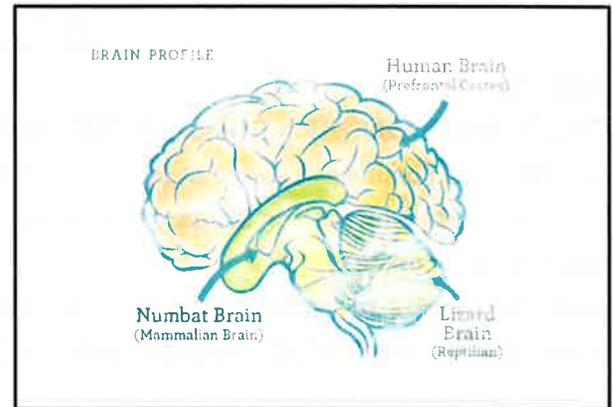
- Remember "What I can't control" and "What I can control"
- Always breathe (Brave Breaths)
- Ask yourself, "Who's the Boss???"
- Practice the Choosing Love Formula in every situation

Brave Breaths



<https://9to5strength.com/box-breathing/>

Who's the Boss?



Leave the Lizard, Nudge the Numbat, Hug the Human

Use the Formula Every Day, in Every Situation



Go to jesselewischooselove.org for access to the At Home, Communities, Coaches and Enrichment Programs and more...

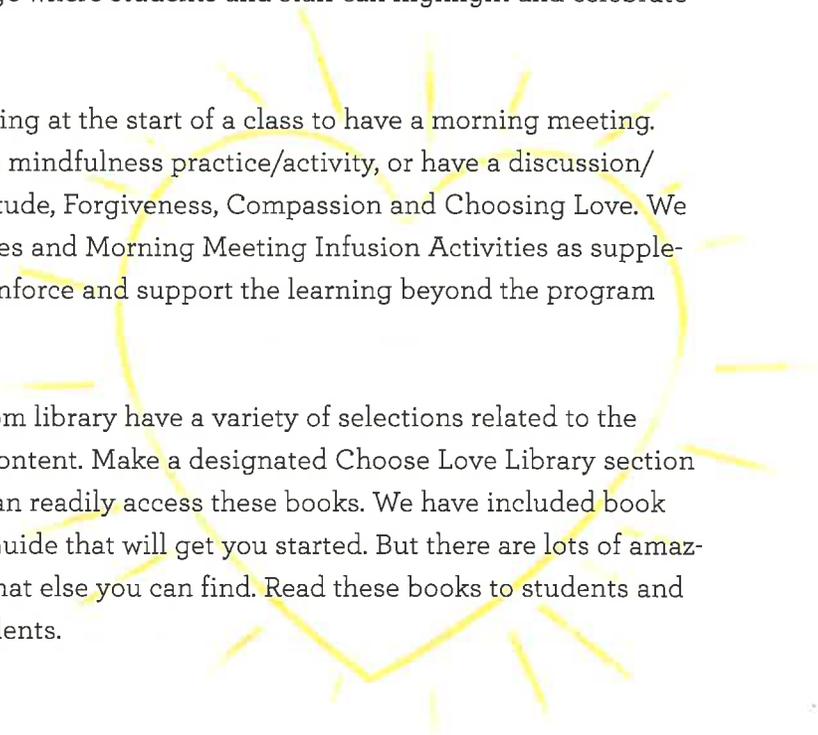


HOW TO CREATE A CHOOSE LOVE CULTURE

- Set the intention that not only your students, but you as well, will learn and become empowered through this program. When you set this intention and show that you are invested, learning and having fun with your students, the program is that much more impactful.
- Download, review and utilize all of the resources we have provided you with. There is a wealth of resources available to you from our website, www.jesselewischooselove.org. There is an Educator Guide, videos for you and your students, as well as many reproducible materials and supplementary resources.
- Have students sign a Choose Love Pledge, showing their commitment to Choosing Love and practicing the Choose Love Formula and the skills learned through the program.
- Model Choose Love attitudes, behaviors, and skills to reinforce what the students are learning.
- Display the formula, brain model, the traits, and other Choose Love messaging throughout the school.....in classrooms, on bulletin boards.....make the messaging clearly and highly visible school wide.
- Use the Choose Love vernacular readily and often.....not just during lesson time.....make that your go to vocabulary so students and staff really take it in.
- Take the opportunity to send positive Choose Love Messages during morning announcements. You can read quotes about Courage, Gratitude, Forgiveness, Compassion and Choosing Love. Or ask thought provoking questions to keep their attention on these key concepts and ideas and to get them thinking in this way. We have included Quote Lists for each of the traits in the Educator Guide that is a good starting point. But one click on the computer and you'll find hundreds more quotes and inspiring messages to impart to the school community.



- Include Choose Love messaging and practices in specialty area classes. Art, Music, PE and other teachers can speak the Choose Love Language and integrate the content into their classes. Students can draw what courage looks like. Music teachers can share songs that reference these traits and discuss the lyrics and message...or sing songs related to these concepts. PE/Health teachers can practice breathing, power posing and other mindfulness activities. Educators can introduce, highlight, and study individuals in the subject area that exemplified the Choose Love Formula traits.
- Specific skills taught can be used school wide. For instance, have the school collectively take a Brave Breath before an assembly. Start the day with an announcement for students to take a Brave Breath to start the day. Before tests or exams, allow students to take a Brave Breath or go into a Courage Pose. Pepper these into various situations or times during the day. The more these are used and practiced the more students will be comfortable with these skills and be apt to use them regularly without prompting.
- Incorporate Choose Love into any rewards or recognition programs. Have a 'Catching Courage' award given to students showing courage. Or start a 'Choose Love' award for students who choose love in their actions and choices. These can be recognized daily, weekly, monthly, quarterly.....in classrooms or school wide.
- Make interactive bulletin boards that engage students and promote the program traits and concepts. For example, a Gratitude board where students and staff can write down what they are grateful for. Or a Wall of Courage where students and staff can highlight and celebrate big and little acts of courage.
- Set aside a few minutes every morning at the start of a class to have a morning meeting. Take this time to take a breath, do a mindfulness practice/activity, or have a discussion/reflection related to Courage, Gratitude, Forgiveness, Compassion and Choosing Love. We have included Mindfulness Activities and Morning Meeting Infusion Activities as supplementary resources to be used to reinforce and support the learning beyond the program lessons.
- Make sure your school and classroom library have a variety of selections related to the Choose Love traits, concepts, and content. Make a designated Choose Love Library section in the class or library so students can readily access these books. We have included book lists for each trait in the Educator Guide that will get you started. But there are lots of amazing books on these topics, so see what else you can find. Read these books to students and have them readily available for students.



What Makes the Choose Love Enrichment Program Unique!

1. **The story behind the program provides a shared emotional component which creates a strong buy in with the message and universality of "CHOOSING LOVE".**
2. It's FREE.
3. Created by educators, for educators.
4. The Program is more than just teaching lessons, it offers educators and schools a way to create a whole classroom and school-wide CHOOSE LOVE culture.
5. Teaches and promotes the most universal, vital need and want of all: LOVE.
6. This is a MOVEMENT to CHOOSE LOVE – this grassroots movement invites educators to connect with the CHOOSE LOVE staff and each other as part of a supportive CHOOSE LOVE community.
7. **This is a proactive and preventative approach rather than focusing on the negative issues.**
8. Lessons are presented as a formula for CHOOSING LOVE, Courage + Gratitude + Forgiveness + Compassion in Action = CHOOSING LOVE, which becomes a tool that is easily remembered and can be applied by any individual in every situation and circumstance.
9. The message of "CHOOSING LOVE" in itself, transforms school and classroom climate, culture and vernacular.
10. Combines Social and Emotional Learning, Character Education, Mindfulness, Neuroscience, Emotional Intelligence, and Positive Psychology all in one Program.
11. Proprietary Neuroscience resonates with children and educators with images, acronyms and clear descriptions that make information easily understood and retained.
12. **Positively impacts students and educators and focuses on the researched emotional, mental, personal, and social benefits for all.**
13. Short, powerful lessons are designed to be easily implemented at all levels into current school schedules and time constraints (Elementary- 20-30 minutes, Middle- 10-15 minutes, and High School- 5-10 minutes).
14. This program can be effectively used by individual teachers or school-wide both with powerful impact and equal ease of implementation.
15. Little to no training required to teach the program.
16. Little to no preparation or extra materials required to teach the lessons.
17. Program offers extensive free resources including an Educator Manual, videos, and reproducible supplementary materials such as posters and bookmarks.
18. Aligned with Common Core State Standards, American School Counselor Association Mindsets and Behaviors for Student Success, and SEL Competencies.
19. Includes a social media component - to engage students "where they are" in a positive and productive way.
20. **We focus on, "Having a Lot of fun!"**
21. Materials are accessible and downloadable online at www.JesseLewisChooseLove.org.

Health Education Standards

Grades K-4

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:

K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety); 2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and 3. describe what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).
1-2	<ol style="list-style-type: none"> 1. identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety); 2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and 3. recognize what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).
3-4	<ol style="list-style-type: none"> 1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety); 2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); 3. discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and 4. list the steps associated with refusal skills and their relationship to the decision-making process.

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize different emotions; 2. identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and 4. list positive health choices and activities that promote health and help prevent diseases.
1-2	<ol style="list-style-type: none"> 1. describe different emotions; 2. describe compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and 4. recall positive health choices and activities that promote health and help prevent diseases.
3-4	<ol style="list-style-type: none"> 1. understand different emotions; 2. recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); 4. understand positive health choices and activities that promote health and help prevent diseases; and 5. describe different types of family units and their relationship to health (e.g., single, grandparent, same sex parents).
K-4 Benchmark 3: describe the basic structure and functions of the human body systems:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity); 2. describe how stress and emotions affect the body systems; and 3. utilize correct terminology for the human body.

1-2	<ol style="list-style-type: none"> 1. know the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity); 2. identify and list how stress and emotions affect the body systems; and 3. understand correct terminology for the human body.
3-4	<ol style="list-style-type: none"> 1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence); 2. recognize how stress and emotions affect the body systems; 3. utilize correct terminology for the human body; and 4. identify the different changes in body that occur during puberty.
K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. recognize the influences of media and peer pressure on health.
1-2	<ol style="list-style-type: none"> 1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. describe the influences of media and peer pressure on health.
3-4	<ol style="list-style-type: none"> 1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. understand the influences of media and peer pressure on health.

K-4 Benchmark 5: identify common health issues of children:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. name common social health issues of children in same age group (e.g., peer pressure, relationships); 3. name common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. name common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
1-2	<ol style="list-style-type: none"> 1. describe common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. describe common social health issues of children in same age group (e.g., peer pressure, relationships); 3. describe common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. describe common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
3-4	<ol style="list-style-type: none"> 1. recognize common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. recognize common social health issues of children in same age group (e.g., peer pressure, relationships); 3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. recognize common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify symptoms of illness (e.g., runny nose, coughing, fever, stomachache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor);

	<ol style="list-style-type: none"> 3. identify the benefits of following the directions of health care providers; 4. list safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. describe the importance of taking personal responsibility for actions.
1-2	<ol style="list-style-type: none"> 1. describe symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor); 3. describe the benefits of following the directions of health care providers; 4. describe safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. describe the importance of taking personal responsibility for actions.
3-4	<ol style="list-style-type: none"> 1. recognize symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent, grandparent, teacher, counselor, nurse, doctor); 3. understand the benefits of following the directions of health care providers; 4. list and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. understand the importance of taking personal responsibility for actions.

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:

K-4 Benchmark 1: identify characteristics of valid health information and health-promoting products and services:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. identify appropriate adults to talk to regarding health and safety issues; and 3. recognize health-promoting products and services (e.g., food choices, community services, physical activity).
1-2	<ol style="list-style-type: none"> 1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. identify health-promoting products and services (e.g., food choices, community services, physical activity); and

	3. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).
3-4	<ol style="list-style-type: none"> 1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. demonstrate universal precautions in handling unsafe/contaminated products and materials (e.g., blood-borne pathogens); 3. identify health-promoting products and services (e.g., food choices, community services, physical activity); 4. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and 5. analyze health information that may be confusing or contradictory (e.g., from media, peers, siblings).
K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recall own address and phone number; identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); and 2. recognize unsafe environments/situations.
1-2	<ol style="list-style-type: none"> 1. understand how to use emergency phone numbers (e.g., 911, poison control); 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); 3. recognize unsafe environments/situations; and 4. identify where to seek valid health information.
3-4	<ol style="list-style-type: none"> 1. demonstrate ability to use emergency phone numbers (e.g., 911, poison control); 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); 3. recognize unsafe environments/situations; 4. identify where to seek valid health information; and 5. identify location of first aid kit/station.
K-4 Benchmark 3: explain how the media influences the selection of health information, products and services:	
Grade	Performance Standards
K	recognize that media messages may be misleading;
1-2	<ol style="list-style-type: none"> 1. recognize that media messages may be misleading; 2. recognize the goals of media (e.g., sell, entertain); and

	3. recognize media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. identify media messages that may be misleading; 2. identify the goals of media (e.g., sell, entertain); and 3. identify media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 4: demonstrate the ability to locate school and community health helpers:	
Grade	Performance Standards
K	1. recognize safety officials (e.g., police, fire, security, crossing guard); and 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).
1-2	1. recognize safety officials (e.g., police, fire, security, crossing guard); and 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).
3-4	1. explain the role of safety officials (e.g., police, fire, security, crossing guard); and 2. explain the role(s) of safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

K-4 Benchmark 1: identify responsible health behaviors:

Grade	Performance Standards
K	list responsible health behaviors (e.g., washing hands, brushing teeth, exercise);
1-2	1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and 2. demonstrate conflict resolution skills.

3-4	<ol style="list-style-type: none"> 1. demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence); 2. role play conflict resolution skills; and 3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).
K-4 Benchmark 2: identify personal health needs:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify where to go when you don't feel good (e.g., parent, teacher, school nurse); 2. recognize the importance of hygiene (e.g., washing hands to avoid colds); and 3. identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).
1-2	<ol style="list-style-type: none"> 1. describe where to go when you don't feel good (e.g., parent, teacher, school nurse); 2. demonstrate the importance of hygiene (e.g., washing hands to avoid colds); and 3. recognize personal safety rules (e.g., don't push others, playground safety, don't go with strangers).
3-4	<ol style="list-style-type: none"> 1. identify the relationship between physical activity and nutrition as related to healthy development; and 2. identify ways in which diseases are transmitted or are not transmitted (e.g., HIV, common cold, measles).
K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list safety rules; and 2. list safe and unsafe situations.
1-2	<ol style="list-style-type: none"> 1. identify when to report dangerous situations to an adult; and 2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	<ol style="list-style-type: none"> 1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

	2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:	
Grade	Performance Standards
K	1. identify ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke).
1-2	1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke); 2. describe refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).
3-4	1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence); 2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence).

K-4 Benchmark 5: develop injury prevention and management strategies for personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify substances that are unsafe to touch (e.g., blood, bleach, needles); and 2. practice safety rules at home, in school and in the community.
1-2	<ol style="list-style-type: none"> 1. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. demonstrate safety rules at home, in school and in the community.
3-4	<ol style="list-style-type: none"> 1. identify when food is safe to eat (e.g., recognize expiration dates); 2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. recognize and demonstrate safety rules at home, in school and in the community.
K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list situations that may be dangerous; and 2. list trusted adults to go to when faced with a dangerous situation.
1-2	<ol style="list-style-type: none"> 1. identify trusted adults to go to when faced with a threatening situation.
3-4	<ol style="list-style-type: none"> 1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. recognize how peer pressure can lead to dangerous or risky situations; and 3. demonstrate conflict resolution skills.
K-4 Benchmark 7: apply skills to manage stress:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. practice stress management skills (e.g., daily physical activity, singing, being read to).

1-2	<ol style="list-style-type: none"> 1. identify situations that cause stress and recognize that stress is not always negative (e.g., bullies, going to a birthday party, reading out loud); and 2. list activities that help reduce stress (e.g., physical activity, reading).
3-4	<ol style="list-style-type: none"> 1. identify the body's reaction to stressful situations (e.g., fight or flight, increased heart rate); and 2. demonstrate stress management skills.

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:	
K-4 Benchmark 1: describe how cultures within the local community influence personal health behaviors:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list similarities and differences in cultures within the community; and 2. list how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).
1-2	<ol style="list-style-type: none"> 1. recognize similarities and differences in cultures within the community; 2. recognize how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys); and 3. identify how school and community values relate to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	<ol style="list-style-type: none"> 1. describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. describe how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).

K-4 Benchmark 2: Explain how media influences thoughts, feelings and health behaviors:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list different forms of media (e.g., television, newspaper, magazines, radio); 2. list the purposes for media (e.g., entertain, sell products, promote services); 3. understand that not all media messages are true; and 4. understand how media influences feelings and thoughts.
1-2	<ol style="list-style-type: none"> 1. identify different forms of media (e.g., television, newspaper, magazines, radio); 2. identify the purposes for media (e.g., entertain, sell products, promote services); 3. understand that not all media messages are true; and 4. recognize how media influences feelings and thoughts.
3-4	<ol style="list-style-type: none"> 1. describe the purposes for media (e.g., entertain, sell products, promote services); 2. identify how to determine if media messages are true; and 3. recognize how media influences feelings, thoughts and health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity).
K-4 Benchmark 3: describe ways technology can influence personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list different forms of technology (e.g., computers, video games, microwaves, cell phones); 2. list the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and 3. understand that technology affects how we live.
1-2	<ol style="list-style-type: none"> 1. identify different forms of technology (e.g., computers, video games, microwaves, cell phones); 2. identify the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and 3. understand that technology affects how we live.
3-4	<ol style="list-style-type: none"> 1. describe different forms of technology (e.g., computers, video games, microwaves, cell phones);

	<p>2. recognize the purposes for technology in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., medical, conveniences, communication); and</p> <p>3. describe how technology affects how we live.</p>
K-4 Benchmark 4: explain how information from school and family influences health:	
Grade	Performance Standards
K	<p>1. list health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities).</p>
1-2	<p>1. recognize health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities); and</p> <p>2. list different types of families (e.g., two parents, single parents, extended families).</p>
3-4	<p>1. describe health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities);</p> <p>2. describe different types of families and how the structure influences health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. (e.g., vegetarian vs. non-vegetarian, working parents and time for family activities and proper nutrition, smoking parents and second-hand smoke); and</p> <p>3. recognize that there are multiple messages about health, based on values and beliefs.</p>

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. describe the differences between verbal and non-verbal communication; 2. understand that people communicate in different ways; and 3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.
1-2	<ol style="list-style-type: none"> 1. identify the differences between verbal and non-verbal communication; 2. describe how people communicate in different ways; and 3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.
3-4	<ol style="list-style-type: none"> 1. demonstrate the differences between verbal and non-verbal communication; 2. demonstrate how people communicate in different ways; and 3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list characteristics of behaviors that are healthy; and 2. identify actions to help friends make healthy decisions.
1-2	<ol style="list-style-type: none"> 1. list ways that a person can show responsibility for his/her own health behaviors.
3-4	<ol style="list-style-type: none"> 1. explain the importance of assuming personal responsibility for health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:	
Grade	Performance Standards
K	1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and 2. identify how to express feelings in a positive way.
1-2	1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and 2. explain how to express feelings in a positive way.
3-4	1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); 2. demonstrate how to express feelings in a positive way; and 3. demonstrate how to respond appropriately to other people's needs, wants and feelings.
K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:	
Grade	Performance Standards
K	1. demonstrate the ability to use "I" statements.
1-2	1. demonstrate the ability to appropriately use "I" statements in communication.
3-4	1. identify respectful and caring acts of self and others; and 2. demonstrate the ability to appropriately use "I" statements in communication.
K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:	
Grade	Performance Standards
K	1. understand the importance of letting people speak without interruption; 2. understand when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.

1-2	<ol style="list-style-type: none"> 1. demonstrate listening skills as a tool to enhance relationships; 2. describe when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.
3-4	<ol style="list-style-type: none"> 1. describe and demonstrate listening skills as a tool to enhance relationships; 2. demonstrate when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.
K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:	
Grade	Performance Standards
K	1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
1-2	1. explain refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. demonstrate refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list the differences between negative and positive behaviors; and 2. list situations that cause conflict.
1-2	<ol style="list-style-type: none"> 1. identify common conflict situations that occur among friends, family members and others; 2. describe possible causes of conflict; and 3. explain the differences between negative and positive behaviors used in conflict situations.
3-4	1. demonstrate conflict mediation and conflict resolution skills.

K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:	
Grade	Performance Standards
K	1. list non-violent strategies to resolve conflict; 2. list situations that cause conflict;
1-2	3. identify common conflict situations that occur among friends, family members and others; and 4. explain non-violent strategies to resolve conflict.
3-4	1. demonstrate conflict mediation and conflict resolution skills.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:	
K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:	
Grade	Performance Standards
K	1. list steps in the decision-making process.
1-2	1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:	
Grade	Performance Standards
K	list examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

1-2	identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).
3-4	1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and 2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).
K-4 Benchmark 3: predict outcomes of positive health decisions:	
Grade	Performance Standards
K	1. list consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).
1-2	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).
3-4	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).
K-4 Benchmark 4: set a personal health goal and track progress toward achievement:	
Grade	Performance Standards
K	1. list what personal health goals are appropriate for your age (e.g., wash hands, wear seat belts).
1-2	1. identify a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

K-4 Benchmark 1: describe a variety of methods to convey accurate health information and ideas:

Grade	Performance Standards
K	1. list ways to convey accurate health information and ideas (e.g., storytelling, talking to a health professional).
1-2	1. recognize methods to convey accurate health information and ideas.
3-4	1. describe how to communicate with others about making healthy choices.

K-4 Benchmark 2: express information and opinions about health issues:

Grade	Performance Standards
K	1. be able to express feelings to others (e.g., when they are sick, feel unsafe).
1-2	1. discuss when it is appropriate to express opinions about health issues.
3-4	1. describe information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 3: identify community agencies/resources that advocate for healthy individuals, families, peers and communities:

Grade	Performance Standards
K	1. identify appropriate adults to go to for health issues (e.g., who is a safe adult to go to when you are being bullied).
1-2	1. list places and people in the school and community you can go to for health information (e.g., school nurse, doctor's office).
3-4	1. list places, resources and people in the school and community you can go to for health information (e.g., school nurse, doctor's office, books).

K-4 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:

Grade	Performance Standards
K	1. list positive health choices.
1-2	1. list ways to help others make healthy choices.
3-4	1. describe how to help others make healthy choices.

Health Education Standards

Grades 5-8

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:

5-8 Benchmark 1: explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death:

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. describe risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. identify healthy alternatives to unhealthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, “natural highs,” etc.); and 3. explain how personal daily choices can affect future health status.
7-8	<ol style="list-style-type: none"> 1. understand risk factors and their association with health consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. understand how healthy alternatives can replace unhealthy behaviors (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); and 3. analyze how personal daily choices can affect future health status.

5-8 Benchmark 2: describe the interrelationship of mental, emotional, social and physical health during adolescence:

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. describe the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. describe the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 3. describe how changes during adolescence affect mental, emotional, social and physical health; 4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and 5. describe patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.
7-8	<ol style="list-style-type: none"> 1. analyze the characteristics of peer pressure and its impact on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. analyze the impact of family history, cultural values, social systems and environmental influences on mental, emotional, social and physical health during adolescence in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 3. understand how changes during adolescence affect mental, emotional, social and physical health; 4. identify positive stress reduction techniques and the impact on mental, emotional, social and physical health during adolescence; and 5. analyze patterns of addiction and its influence on mental, emotional, social and physical health during adolescence.

5-8 Benchmark 3: explain how health is influenced by the interaction of body systems:	
Grade	Performance Standards
5-6	1. describe the reproductive, circulatory, digestive, nervous and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. understand the reproductive, circulatory, digestive, nervous and endocrine systems and their relationships to adolescent health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 4: describe how family and peers influence the health of adolescents:	
Grade	Performance Standards
5-6	1. describe how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. analyze how family, peers, media, culture and others influence adolescent decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 5: analyze how environments and personal health are interrelated:	
Grade	Performance Standards
5-6	1. explain how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and 2. understand the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.
7-8	1. analyze how school, religion, culture, community, society and media, along with other outside influences (such as federal, state or local laws, policies, etc.), impact personal health decisions; and 2. analyze the importance of maintaining the environment and promoting its use for stress reduction, wellness and recreational activities.
5-8 Benchmark 6: describe ways to reduce risks related to adolescent health issues:	
Grade	Performance Standards
5-6	1. identify health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. identify consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. identify ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, etc.).
7-8	1. activity; personal safety; mental, social and emotional well-being; 2. analyze consequences of health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal

	safety; mental, social and emotional well-being; and 3. analyze ways to reduce health risks in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, etc.).
5-8 Benchmark 7: explain how health care can prevent premature death and disability:	
Grade	Performance Standards
5-6	1. identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify ways to access health care providers within the community and state; identify how family history, genetics and preventive health care can affect personal health.
7-8	1. identify health care providers in the community and available services in areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. identify ways to access health care providers within the community and state; and 3. understand how family history, genetics and preventive health care can affect personal health.
5-8 Benchmark 8: describe how lifestyle, pathogens, family history and other risk factors are related to the prevention or cause of disease and other health problems:	
Grade	Performance Standards
5-6	1. identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify how lifestyle choices can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. identify how family history, genetics and preventive health care can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify how lifestyle choices can affect personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:	
5-8 Benchmark 1: analyze the availability and validity of health information, products and services:	
Grade	Performance Standards
5-6	1. identify school and community health resources related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. analyze health-promoting products and services (i.e., food choices, community services, physical activity, etc.); and

	3. analyze health information that may be confusing or contradictory (i.e., from media, peers, siblings, etc.).
7-8	<ol style="list-style-type: none"> 1. explain the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.); 2. identify and evaluate products that claim to have a positive impact on health or wellness; and 3. research information to obtain accurate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.); 2. analyze valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 3. identify and provide solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.); 4. explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 5. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 3: analyze how the media influences the selection of health information and products:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. analyze why media messages may be misleading; 2. explain the goals of media (i.e., sell, entertain, etc.); and 3. give examples of media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze why media messages may be misleading; 2. interpret the goals of media (i.e., sell, entertain, etc.); and 3. analyze media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 4: demonstrate the ability to locate health products and services:	
Grade	Performance Standards

5-6	<ol style="list-style-type: none"> 1. identify valid health products and resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify where to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze valid health products and resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. demonstrate the ability to obtain products and services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., how to access STI/HIV testing, pregnancy testing, help for depression, etc.).
5-8 Benchmark 5: compare the costs and validity of health products:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment; abstinence vs. having a baby; etc.); 2. identify cost of health resources in the community and compare benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, etc.); and 3. analyze different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze the availability and costs of health products utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of: the patch for smoking cessation vs. the cost of smoking; diet and exercise vs. diabetes treatment; pregnancy prevention vs. having a baby; etc.); 2. analyze cost of health resources in the community and compare benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, etc.); and 3. research different health care products and their effectiveness in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 6: describe situations requiring professional health services:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify and recognize risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV, etc.); 2. identify situations related to a health crisis and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, etc.); and 3. recognize and identify professional health services in the community.
7-8	<ol style="list-style-type: none"> 1. analyze risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, STI/HIV and other risky behavior, etc.); 2. role play and discuss situations related to a health crisis and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you she may be pregnant, etc.); and

	3. recognize and identify professional health services in the community.
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Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:

5-8 Benchmark 1: explain the importance of assuming responsibility for personal health behaviors:

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify the significance of personal responsibility for health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity, personal safety; mental, social and emotional well-being; 2. describe the consequences of personal health choices and their effects; and 3. describe the relationship between health behaviors and mental, social and emotional well-being in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety.
7-8	<ol style="list-style-type: none"> 1. analyze the significance of personal responsibility for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. use decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

5-8 Benchmark 2: analyze a personal health assessment to determine health strengths and risks:

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. determine relationship between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and 2. identify health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition log, youth-reported data for risk and resiliency factors, etc.).
7-8	<ol style="list-style-type: none"> 1. compare and contrast the relationships between health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and 2. chart individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth-reported data for risk and resiliency factors, etc.).

5-8 Benchmark 3: distinguish between safe and risky or harmful behavior in relationships:

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); and

	2. identify negative or harmful behaviors in relationships and identify strategies to resolve the situation.
7-8	1. role play risky or harmful behaviors in relationships and ways to avoid them (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); and 2. recognize negative or harmful behaviors in relationships and identify strategies to resolve the situation.
5-8 Benchmark 4: demonstrate strategies to improve or maintain personal and family health:	
Grade	Performance Standards
5-6	1. describe how families, peers and culture influence personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify personal, family and cultural healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. analyze family strengths and weaknesses in relationship to healthy behaviors (i.e., eating patterns and physical activity as related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and 2. develop personal, family and cultural health goals and strategies for achieving the goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 5: develop injury prevention and management strategies for personal and family health:	
Grade	Performance Standards
5-6	1. identify factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.); 2. identify strategies to prevent intentional and unintentional injuries; and 3. describe skills related to personal safety in the areas of physical, emotional or sexual abuse.
7-8	1. analyze factors that contribute to intentional and unintentional injuries (i.e., use of alcohol/other drugs, steroid use, food safety, etc.); 2. describe strategies to prevent intentional and unintentional injuries; and 3. role play skills related to personal safety in the areas of physical, emotional or sexual abuse.
5-8 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:	
Grade	Performance Standards
5-6	1. identify threatening situations and reduction strategies in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.).
7-8	1. analyze threatening situations and reduction strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, inappropriate touch, etc.); and 3. analyze the possible outcomes of being in dangerous situations and suggest safer options (i.e., riding a bike without a helmet, riding in a car with someone who is intoxicated, etc.).

5-8 Benchmark 7: demonstrate strategies to manage stress:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify stressors and strategies to reduce their harmful effects; 2. identify the immediate and long term effects of stress on the body; and 3. identify ways to manage stress.
7-8	<ol style="list-style-type: none"> 1. analyze stressors and strategies to reduce their harmful effects; 2. analyze the immediate and long term effects of stress on the body; and 3. demonstrate ways to manage stress.
Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:	
5-8 Benchmark 1: describe the influence of cultural beliefs on health behaviors and the use of health services:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify and discuss qualities of cultures (both positive and negative) in the school and community and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. describe how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.); 3. identify community and cultural factors that influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.); and 4. compare cultural values and beliefs with personal values and beliefs and identify how they relate to health behaviors and choices.
7-8	<ol style="list-style-type: none"> 1. explain how qualities within cultures (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. examine how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.); 3. describe how community and cultural factors influence health (i.e., religion, values, habits, money, gender, ethnicity, etc.); and 4. compare cultural values and beliefs with personal values and beliefs, and identify how they relate to health behaviors and choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 2: analyze how messages from media and other sources influence health behaviors:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. list examples of health-related advertisements (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.); 2. identify positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence vs. teenage sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); 3. identify sources that can help to determine whether media messages are true or false; and 4. apply refusal skills in choices related to media messages.

7-8	<ol style="list-style-type: none"> 1. examine health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, exercise, nutrition, violence, alcohol, etc.); 2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence vs. teenage sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); 3. describe sources that can help to determine whether media messages are true or false; and 4. apply refusal skills in choices related to media messages.
5-8 Benchmark 3: analyze the influence of technology on personal and family health:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. recognize the purposes for technology and its impact on personal and family health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and 2. describe advances in technology and how they positively and negatively impact personal and family health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).
7-8	<ol style="list-style-type: none"> 1. examine the purposes for technology and its impact on personal and family health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and 2. interpret how advances in technology positively and negatively impact personal and family health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).
5-8 benchmark 4: analyze how information from peers influences health:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. recognize that there are multiple messages (positive and negative) about health from peers; and 2. describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).
7-8	<ol style="list-style-type: none"> 1. determine if health messages from peers are valid and discuss appropriate responses; 2. identify how peers influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. describe health messages peers give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., sexual activity messages, drug, alcohol, tobacco use messages, suicide ideation, etc.).
Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:	
5-8 Benchmark 1: demonstrate effective verbal and non-verbal communication skills to maintain health-enhancing relationships:	
Grade	Performance Standards
5-6	1. recognize and describe different feelings and verbal and non-verbal forms of communication associated with them; and

	2. role play effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. recognize differences in people (i.e., cultural, gender, religion, etc.) and their influences on verbal and non-verbal communication; and 2. role play and analyze effective verbal and non-verbal communication skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 2: describe how the behavior of family and peers affects interpersonal communication:	
Grade	Performance Standards
5-6	1. recognize cultural diversity and its influence on verbal and non-verbal communication; 2. identify factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers that affect interpersonal communication; and 3. describe how values are formed.
7-8	1. describe how cultural diversity influences verbal and non-verbal communication; 2. describe factors in the community (i.e., faith, values, habits, budgets, etc.) that influence behaviors of families and peers and affect interpersonal communication; and 3. analyze how values are formed.
5-8 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:	
Grade	Performance Standards
5-6	1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.); 2. describe and demonstrate how to express feelings in a positive way; and 3. describe and demonstrate how to respond appropriately to other people's needs, wants and feelings.
7-8	1. recognize feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.); 2. analyze and demonstrate how to express feelings in a positive way; and 3. analyze and demonstrate how to respond appropriately to other people's needs, wants and feelings.
5-8 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:	
Grade	Performance Standards
5-6	1. identify and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. analyze and demonstrate, in both verbal and non-verbal ways, how to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 5: demonstrate communication skills to build and maintain relationships:	
Grade	Performance Standards
5-6	1. describe and demonstrate communication skills as a tool to enhance relationships; 2. describe how someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug

	use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.
7-8	<ol style="list-style-type: none"> analyze and demonstrate communication skills as a tool to enhance relationships; analyze why someone may ask to participate in a healthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and demonstrate ways to refuse to participate in an unhealthy behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, while maintaining positive relationships.
5-8 Benchmark 6: demonstrate refusal and negotiation skills to enhance health:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss aggressive, passive and assertive ways to respond to conflict; and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being, and identify appropriate responses; give examples of and demonstrate refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; analyze aggressive, passive and assertive ways to respond to conflict; and explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 7: analyze the possible causes of conflict among youth in schools and communities:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> discuss possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and describe possible solutions for resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 benchmark 8: demonstrate strategies to manage conflict in positive ways:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> demonstrate conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:	

5-8 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively:	
Grade	Performance Standards
5-6	1. demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. describe and demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. analyze the difference between making an individual decision or one in consultation with others.
5-8 Benchmark 2: analyze how health-related decisions are influenced by individuals, family, peers and community values:	
Grade	Performance Standards
5-6	1. describe the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. describe the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. describe and analyze the relationship between personal, family, peer and community values in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. describe and analyze the influences of culture, family, peers and communities on decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 3: predict how decisions regarding health behaviors have consequences for self and others:	
Grade	Performance Standards
5-6	1. draw conclusions as to why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to remain abstinent from sexual activity will lead to not having an unwanted pregnancy or sexually transmitted infection, the decision not to smoke a cigarette will help prevent lung cancer, etc.); and 2. summarize how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities (i.e., the decision to do physical activity as a family will lead to better physical and social health, etc.).
7-8	1. analyze why specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.); 2. analyze how impulsive actions related to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections, taking drugs can lead to addictive behavior, etc.) and 3. analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.
5-8 Benchmark 4: apply strategies and skills needed to attain personal health goals:	

Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. set and apply strategies to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 5: describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.); and 2. evaluate how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.
7-8	<ol style="list-style-type: none"> 1. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.); and 2. analyze how health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being may change as information, abilities, priorities and responsibilities change.
5-8 Benchmark 6: develop a plan that addresses personal strengths, needs and health risks:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. identify personal strengths, needs and health risks; and 2. develop a personal wellness plan that addresses a personal health need and goal.
7-8	<ol style="list-style-type: none"> 1. identify personal strengths, needs and health risks; and 2. develop a personal wellness plan that addresses a personal health need and goal.
Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:	
5-8 Benchmark 1: analyze various communication methods to accurately express health information and ideas:	
Grade	Performance Standards
5-6	<ol style="list-style-type: none"> 1. examine different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	<ol style="list-style-type: none"> 1. analyze different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 2: express information and opinions about health issues:	

Grade	Performance Standards
5-6	1. recognize information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 3: identify barriers to effective communication of information, ideas, feelings and opinions about health issues:	
Grade	Performance Standards
5-6	1. describe barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and demonstrate ways to overcome those barriers.
7-8	1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and describe ways to overcome those barriers.
5-8 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:	
Grade	Performance Standards
5-6	1. role play how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
5-8 Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools:	
Grade	Performance Standards
5-6	1. grades 5-6 performance standard: role play how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
7-8	1. role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Health Education Standards

Grades 9-12

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:	
9-12 Benchmark 1: analyze how behavior can impact health maintenance and disease prevention:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. differentiate between risks and benefits regarding choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. identify alternatives to health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., abstinence, condom use, other pregnancy prevention methods, selection of healthy food choices, “natural highs,” etc.); 3. identify ways to avoid health risk behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; discuss and analyze the difference(s) between healthy and unhealthy relationships; and 4. explain how attitude(s) and behavior(s) affect health of self and others.
9-12 Benchmark 2: describe the interrelationships of mental, emotional, social and physical health throughout life:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. identify and analyze how social systems, peer pressure and family history relate to mental, emotional, social and physical health throughout life; 2. describe the relationship between actions and consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and the impact on mental, emotional, social and physical health throughout life (i.e., unintended pregnancy, STI/HIV, chronic diseases, addiction, intentional and unintentional injuries, depression, suicide, etc.); 3. explain relationship between risk behaviors and health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., drinking and sexual behavior, lack of physical activity/nutrition choices and chronic diseases, etc.); 4. describe how emotions affect health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., attraction, love, lust, infatuation, jealousy, anger, etc.); and 5. describe ways to manage stress (i.e., physical activity, relaxation, etc.);
9-12 Benchmark 3: explain the impact of personal health behaviors on the functioning of body systems:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. identify and analyze health behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being on the functioning of body systems (i.e., physical activity and the respiratory system, contracting a sexually-transmitted disease and the reproductive system, etc.); 2. identify emotional and physical changes that occur during puberty; identify the impact of health screenings on personal health and wellness; identify ways in which diseases are transmitted (i.e., HIV, bacterial diseases, viral diseases, etc.); and 3. describe how untreated health conditions can affect the functioning of body systems (i.e., an untreated sexually-transmitted infection on the

	reproductive system, untreated asthma on the respiratory system, etc.); explain the benefits of healthy food choices and physical activity on body systems (i.e., weight gain/loss, heart disease, diabetes, etc.).
9-12 Benchmark 4: analyze how the family, peers and community influence the health of individuals:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. identify and analyze how family, peers and community can be helpful or a hindrance to healthy behaviors (i.e., family choices for meals, community norms for sexual behavior, etc.); 2. describe how family, peers and community influence the ability to apply refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 3. analyze how inappropriate behavior such as bullying, harassment and intentional injury influence the health of individuals; and 4. identify how family, peer and community factors influence personal health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, culture, family values, budget, etc.).
9-12 Benchmark 5: analyze how the environment influences the health of the community:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.); 2. demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods; and 3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.
9-12 Benchmark 6: describe how to delay onset and reduce risks of potential health problems during adulthood:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. describe and analyze how behaviors practiced early in life can potentially affect health problems during adulthood in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., smoking as a teenager and lung disease, poor nutritional choice and lack of physical activity and chronic diseases, sexual activity/unprotected sex and teen pregnancy/STI/HIV, etc.); 2. demonstrate knowledge of pregnancy prevention and prevention of sexually transmitted infections; understand human reproduction and how pregnancy can be prevented through the use of various methods of contraception, including barrier and hormonal methods; and 3. understand the concept of sexually transmitted infections and recognize prevention strategies including abstinence, the proper use of condoms and immunizations.
9-12 Benchmark 7: analyze how public health policies and government regulations influence health promotion and disease prevention:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. research local, state and national regulations and policies that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. identify how policies are developed that influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol,

	tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 8: analyze how the prevention and control of health problems are influenced by research and medical advances:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. identify scientific journals, agencies and organizations that contribute to research and medical advances in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. analyze how research and medical advances can influence health promotion and disease prevention in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., new treatment in diabetes control, etc.)
Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:	
9-12 Benchmark 1: evaluate the availability and validity of health information, products and services:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. explain and evaluate the functions and effectiveness of school and community health information, products and services (i.e., school nurse, school-based health center, public health office, private health care provider, etc.); and 2. evaluate health information products and services advertised by media; demonstrate the ability to evaluate health information in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. evaluate how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, school nurse, etc.); 2. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 3. identify and devise solutions to barriers for health care (i.e., costs, transportation, culture, accessibility, etc.); 4. explain how community resources can be accessed and utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 5. compare and contrast valid resources in the community in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 3: evaluate factors that influence personal selection of health products and services:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. evaluate the characteristics that media uses to influence the selection of health products and services; 2. describe influences of cultural beliefs and how they influence personal selection of health products and services; 3. explain factors in the community that influence health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., religion, values, habits, budget, etc.); and 4. demonstrate and discuss ways to avoid risky behavior in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being

9-12 Benchmark 4: demonstrate the ability to access school and community health services for self and others:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> demonstrate the ability to access local health resources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., school-based health centers, primary care clinics, local health facilities, walking trails, etc.); and demonstrate how to determine the appropriate school and community health services in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., where to go for immunizations, wellness check-up, pregnancy/STI/HIV testing, help for depression, treatment for diabetes, etc.)
9-12 Benchmark 5: analyze the cost and accessibility of health care services:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> demonstrate the ability to compare cost and accessibility of health care services in the community and benefits of those that are more affordable (i.e., walking vs. joining a club for exercise, public health clinic vs. private doctor, sexual activity/unprotected sex vs. teen pregnancy/STI/HIV, etc.); and analyze the availability and costs of health care services utilized in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the availability and cost of smoking cessation class, nutrition education programs, prenatal care; etc.).
9-12 Benchmark 6: analyze situations requiring professional health services	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> prepare a plan of action for risk behaviors in situations that may lead to negative physical, social or emotional health consequences (i.e., abuse, bullying, sexual assault, mental health, depression, suicide, domestic violence, teen pregnancy, STI/HIV, etc.); analyze situations related to health crises and formulate solutions to intervene or prevent the crisis (i.e., a friend tells you he is thinking about suicide; a friend tells you he is smoking, a friend tells you she is pregnant, etc.); and demonstrate how to access professional health services in your community.
Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:	
9-12 Benchmark 1: analyze the role of individual responsibility for enhancing health:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> analyze the significance of personal responsibility and consequences for healthy behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; demonstrate decision-making skills to determine personal health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
9-12 Benchmark 2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction	
Grade	Performance Standards

9-12	<ol style="list-style-type: none"> 1. differentiate among health behaviors and health outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the relationship between physical activity, nutrition and chronic disease; the relationship between sexual activity and teen pregnancy, etc.); and 2. chart and analyze individual health assessment data that can help determine health goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., physical fitness data, nutrition logs, youth reported data for risk and resiliency factors, etc.).
9-12 Benchmark 3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. demonstrate skills to avoid risky or harmful behaviors in relationships (i.e., abstinence or birth control methods to avoid teen pregnancy, mediation skills to avoid conflict, practice refusal skills to avoid smoking or drugs, etc.); 2. recognize and analyze negative or harmful behaviors in relationships and identify strategies to resolve the situation; and 3. identify consequences of risky and harmful behaviors on self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 4: develop management strategies to improve or maintain personal, family, peer and community health:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. describe personal, family, peer, community and cultural strengths in maintaining or improving healthy behaviors (i.e., eating patterns and physical activity related to healthy behaviors; tobacco, alcohol or other drug use; how families deal with conflict; etc.); and 2. develop personal, family, community and cultural health goals and management strategies for achieving the goals in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
9-12 benchmark 5: develop injury prevention strategies for personal, family, peer and community health:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. analyze personal, family, peer and community factors that contribute to intentional and unintentional injuries (i.e., use of alcohol or other drugs, steroid use, food safety, etc.); 2. describe prevention strategies to avoid intentional and unintentional injuries; 3. demonstrate refusal skills related to personal safety in the areas of physical, emotional or sexual abuse; and 4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.
9-12 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. recognize threatening situations and formulate strategies to reduce them in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. demonstrate refusal skills in the context of dangerous situations (i.e., tobacco, alcohol, other drugs, date rape, etc.); 3. reflect on the possible outcomes of being in dangerous situations and explain different options that could have been chosen (i.e., riding a motorcycle without a helmet, driving a car while intoxicated, having unprotected sex, etc.); and 4. demonstrate effective negotiation and risk avoidance strategies for avoiding unwanted sexual activity.
9-12 Benchmark 7: evaluate strategies to manage stress:	
Grade	Performance Standards

9-12	<ol style="list-style-type: none"> 1. evaluate stressors and strategies to reduce their harmful effects; 2. explain the immediate and long-term effects of stress on the body; 3. demonstrate ways to manage stress.
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Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:

9-12 Benchmark 1: analyze how cultural practices can enrich or challenge health behaviors:

Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. explain how cultural practices (both positive and negative) in the school and community contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. analyze how the media and culture portray gender roles (i.e., aggressive behavior for boys vs. submissive behavior for girls, media portrayal of sexual behavior for each gender, etc.); and 3. analyze cultural values and beliefs compared with personal values and beliefs in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

9-12 Benchmark 2: evaluate the effect of media and other factors on personal, family, peer and community health:

Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. analyze health-related advertisements and their influences on health behaviors (i.e., messages around sexual behavior, STI/HIV, condom use, exercise, nutrition, violence, alcohol, etc.); 2. explain positive and negative health messages from media and other sources in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., condom use vs. unprotected sex, smoking vs. non-smoking, using a seat belt or not, healthy vs. unhealthy eating habits, etc.); and 3. analyze sources that can help to determine if media messages are true or false; demonstrate refusal skills in choices related to media messages

9-12 Benchmark 3: evaluate the impact of technology on personal, family, peer and community health:

Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. analyze the purposes for technology and its impact on personal, family, peer and community health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., internet, medical, conveniences, communication, etc.); and 2. compare and contrast how advances in technology positively or negatively impact personal, family, peer and community health (i.e., use of computers and television vs. physical activity time, effects on communication skills, access to medical care, etc.).

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

9-12 Benchmark 1: demonstrate skills for communicating effectively with family, peers and others

Grade	Performance Standards
9-12	1. role play and analyze effective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. compare and contrast effective and ineffective verbal and non-verbal communication skills with family, peers and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
9-12 Benchmark 2: analyze how interpersonal communication affects relationships:	
Grade	Performance Standards
9-12	1. analyze how cultural diversity influences verbal and non-verbal communication; and 2. role play and analyze interpersonal communications skills that affect relationships in the areas related to sexuality; nutrition; alcohol tobacco, and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:	
Grade	Performance Standards
9-12	1. analyze feelings associated with different situations (i.e., conflict - frustration/satisfaction; birthday - happy/excited, etc.); 2. role play and analyze how to express feelings in a positive way; and 3. role play and analyze how to respond appropriately to other people's needs, wants and feelings
9-12 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:	
Grade	Performance Standards
9-12	1. role play and analyze both verbal and non-verbal ways to show care, consideration and respect for self and others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 5: demonstrate strategies for solving interpersonal conflicts without harming self or others:	
Grade	Performance Standards
9-12	1. demonstrate skills used in conflict resolution in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. describe and analyze aggressive, passive and assertive ways to respond to conflict; and 3. explain and demonstrate means to use a variety of conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
9-12 Benchmark 6: demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situations:	
Grade	Performance Standards
9-12	1. describe and analyze risky situations in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and identify appropriate responses; 2. role play and analyze refusal and negotiation skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. demonstrate effective negations and risk avoidance strategies (i.e., avoiding unwanted pregnancy, alcohol tobacco and other drug use, bullying behavior, poor nutritional choices, physical inactivity, etc.)
9-12 Benchmark 7: analyze the possible causes of conflict in schools, families and communities:	

Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. discuss and analyze possible causes of conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. design possible solutions to resolving conflict among youth in schools and communities in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 8: demonstrate strategies to prevent conflict:	
Grade	Performance Standards
9-12	1. demonstrate and analyze conflict resolution skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:	
9-12 Benchmark 1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults:	
Grade	Performance Standards
9-12	1. analyze and demonstrate strategies used to make healthy decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 2: analyze health concerns that require collaborative decision-making:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. describe health issues that require decision-making in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. role play and analyze the difference between making an individual decision or collaborating with others in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community:	
Grade	Performance Standards
9-12	<ol style="list-style-type: none"> 1. predict how specific decisions result in various consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., the decision to use a condom if sexually active will help prevent an unwanted pregnancy or sexually transmitted infection, the decision not to drink at the party will help prevent making other risk-taking decisions while intoxicated, etc.); 2. predict and analyze how impulsive actions relate to consequences in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (i.e., having sex without protection can lead to unwanted pregnancy or sexually transmitted infections; taking drugs can lead to addictive behavior, etc.); 3. predict and analyze how personal decisions in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being contribute to the well-being of self, family, peers and communities.
9-12 Benchmark 4: implement a plan for attaining a personal health goal; grades 9-12 performance standards:	

Grade	Performance Standards
9-12	1. analyze the relationship between health behaviors and personal outcomes in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. create strategies and implement a plan to attain a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being
9-12 Benchmark 5: evaluate progress toward achieving personal health goals:	
Grade	Performance Standards
9-12	1. create strategies and implement an evaluation plan in attaining a realistic personal health goal in at least one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 6: formulate an effective plan for lifelong health	
Grade	Performance Standards
9-12	1. develop and implement a personal wellness plan that includes both short and long term goals and describe how that plan can be effective for lifelong health and wellness.
Content Standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:	
9-12 Benchmark 1: evaluate the effectiveness of communication methods for accurately expressing health information and ideas	
Grade	Performance Standards
9-12	1. role play and evaluate different ways to communicate health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 2: express information and opinions about health issues:	
Grade	Performance Standards
9-12	1. define and analyze information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
9-12 Benchmark 3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues:	
Grade	Performance Standards
9-12	1. analyze barriers to effective communication about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being and illustrate ways to overcome those barriers.
9-12 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:	
Grade	Performance Standards
9-12	1. role play and analyze how to help others make healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use;

	physical activity; personal safety; mental, social and emotional well-being.
9-12 Benchmark 5: demonstrate the ability to work cooperatively when advocating for healthy communities	
Grade	Performance Standards
9-12	1. role play and analyze how to work cooperatively when advocating for healthy individuals, families and schools in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being;
9-12 Benchmark 6: demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience:	
Grade	Performance Standards
9-12	1. identify how healthy messages and communication techniques can target different audiences; 2. create positive health messages in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
SEXUALITY PERFORMANCE STANDARDS EXEMPTION: Each school district or charter school shall implement a policy that will insure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that address sexuality performance standards.	
<p>A. The policy shall include, but is not limited to:</p> <p>(1) the process for parents to request an exemption from the parts of the health education curriculum that address the sexuality performance standards;</p> <p>(2) how alternative lessons are established for the exempted parts of the curriculum.</p> <p>B. Each local board of education or governing body of a charter school shall ensure the involvement of parents, staff and students in the development of the policy.</p>	