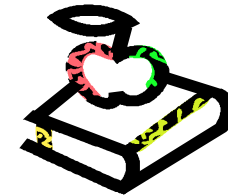


# HEALTH AND PREVENTION CURRICULUM

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Crossett Brook Middle School  
Fayston Elementary School  
Harwood Union Middle-High School  
Moretown Elementary School  
Thatcher Brook Primary School  
Waitsfield Elementary School  
Warren Elementary School



May 16, 2002

## Washington West Health and Prevention Education Committee Members

Corky Burton, R.N.- School Nurse, Crossett Brook Middle School

Ann-Marie DeSantis, R.N.- School Nurse, Moretown Elementary School

Michele Fagan, Ed.D. - Director of Curriculum, Washington West Supervisory Union

Mary Holden - Family and Consumer Science/ Health Educator, Harwood Union School

Patty Kernan-Smith, R.N.- School Nurse, Fayston Elementary School

Linda King, R.N.- School Nurse/Health Educator, Harwood Union School

Terry Palermo, R.N.- School Nurse, Thatcher Brook Primary School

Ivy Zeller-Moorhead- Guidance Counselor, Thatcher Brook Primary School

This committee began the task of aligning the health curriculum to the Vermont Standards in the spring of 1999. The document that follows was created based on the *Vermont Framework of Standards and Learning Opportunities* and the *Vermont Health Education Guidelines* developed by the Vermont Department of Education.

A community health advisory council HAPCO (Health and Prevention Committee) was formed for the Washington West District during the fall of 2000. This group, which meets 4 or 5 times a year, includes school and community-based professionals, educators and parents. The goal of this committee is to achieve coordination and communication related to health issues affecting school age children in this district. The health and prevention education committee has sought feedback from HAPCO during the past two years and made a presentation to the group in February of the document that follows.

The following is the first phase of a plan for coordinating comprehensive health and prevention education in the Washington West schools.

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# **HEALTH AND PREVENTION CURRICULUM**

## **SECTION I**

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**Introduction**

**Curriculum Overview**

## WASHINGTON WEST HEALTH & PREVENTION CURRICULUM INTRODUCTION

*Clearly there is no knowledge more crucial than knowledge about health. Without it, no other life goal can be successfully achieved”*

- National School Boards Association

### **Philosophy and Rationale:**

The health of young people, and the adults they will become, is critically linked to the health behaviors they choose to adopt. Current studies indicate that today’s youth are at greater risk for poor health than past generations due to the following behaviors/risk factors that include:

- Tobacco use
- Poor eating habits
- Physical inactivity
- Sexual behaviors that may result in Sexually Transmitted Infections (STIs) including the Human Immunodeficiency Virus (HIV), and unintended pregnancy
- Alcohol and other drug use
- Behaviors that result in intentional (violence and suicide) and unintentional injuries (motor vehicle crashes)

These behaviors have one thing in common - they all are preventable.

Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy and achieve academically. It is within the school setting that we have the best chance to reach the largest number of youth, providing them with the knowledge, skills, and positive attitudes necessary for making healthier choices. Current research also indicates that there is a significant link between health and safety behaviors and better academic performance, higher test scores and fewer behavioral problems, in addition to the longer term outcome of establishing lifelong healthy habits. (Supporting document #1 Link between Health and Academic Achievement)

Parents and other family members are a child’s first and foremost health educators. In addition, young people are bombarded with health messages (both positive and negative) from a variety of sources including friends, the media, manufacturers, and public mandates. Schools are responsible for developing planned sequential health education in collaboration with families, the community, and the other components of a coordinated school health program.

According to the Division of Adolescent and School Health of the Centers for Disease Control (CDC), health education is defined as a planned sequential K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health.

The curriculum is designed to motivate and assist students to maintain and improve their behaviors. It allows students to demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices.

In 1978, Vermont passed a Comprehensive Health Education law, which defined ten educational components to be included within a health education curriculum. Organizing curricula in this way tended to result in an emphasis on facts rather than more functional health information and the ability to use essential skills for adopting, practicing, and maintaining healthy behaviors. More recently, as the nation has moved towards standards-based health curriculum, the focus has been on learning critical health skills such as communication, stress management, decision-making, and how to avoid or escape health-threatening situations. (Supporting document #2 Health Education Public Mandates)

### **Organizational Framework:**

The revised Washington West Health and Prevention Curriculum has been aligned with the Vermont Standards and Learning Opportunities that relate to the development of health literacy - “the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that are health-enhancing” (Joint Committee on Health Education Standards, 1995). Accompanying each standard and statement of evidence are performance indicators that define what students should know and be able to do by grades four, eight, and twelve for each of the health content areas. Some topics appear more at one grade level either because they are phased in over time (i.e. introduced and then emphasized and reinforced) or because instruction becomes more sophisticated as students mature.

Using these standards and performance indicators as a guide will promote a district-wide approach to providing an effective, comprehensive health education programs (Supporting Document #3 Principles of Effectiveness).

### **Student Assessment:**

As is true for all academic content areas, determining students’ level of achievement is an important component of comprehensive school health education. An effective health education curriculum includes multiple assessment strategies designed to determine what students know and what they can do. These assessment strategies will include selected response items, performance- based assessment, student portfolios, and rubrics designed to measure benchmarks. Some of these assessments will be standardized throughout the district in order to ensure that all students have achieved competency in essential health skills and knowledge. The next phase of health curriculum work by this committee will be to provide schools with models of health assessment strategies and to determine a system for standardizing district-wide benchmarks (Supporting document #4 Implementation Plan). Other methods of assessing health behaviors and attitudes include statewide data that is generated through the (YRBS) Youth Risk Behavior Survey (Supporting document #5) and the Community Profile (Supporting document #6).

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

**1.15 Students use verbal and nonverbal skills to express themselves effectively.**

*a. Share information*

*b. Use language expressively and persuasively*

*f. Constructively express preferences, feelings, and needs.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Ask for help in situations where personal safety is threatened as a result of another’s use of alcohol, tobacco, other drugs, and substances</li> <li>◇ Constructively express feelings and needs pertaining to issues of alcohol, tobacco, or other drug use/abuse</li> <li>◇ Practice communication skills to support self and others’ non-use</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the importance of communicating personal health issues with trusted adults and health care providers</li> <li>◇ Describe the importance of community and environmental health.</li> <li>◇ Describe the safe use of health care products</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss and practice how to seek adult/professional advice and help in situations that threaten personal or other’s health and/or safety</li> <li>◇ Demonstrate support for others to make positive choices to reduce the risk of injury, violence, or disease</li> <li>◇ Investigate and share information regarding traffic, bicycle, fire, water, and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>◇ Express the importance of healthy eating and exercise habits for self and others</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify and develop positive ways to express needs, wants, and feelings (e.g. mood swings, hurt, loneliness, anger, frustration)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3.3 Students demonstrate respect for themselves and others.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Develop a personal commitment not to use alcohol, tobacco, and other drugs</li> <li>◇ Identify and participate in safe, enjoyable activities that do not include alcohol, tobacco, and other drugs</li> <li>◇ Demonstrate support for others and their decisions to practice health-enhancing behaviors</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop ways to show respect for diversity within the community</li> <li>◇ Identify personal responsibilities for protecting and improving the environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain your right to personal privacy, (e.g. space, body) and differentiate between appropriate, confusing, and inappropriate touch</li> <li>◇ Name and practice rules for interactions with strangers and people we know</li> <li>◇ Identify ways to be supportive of someone who is dealing with illness, injury, hazing, harassment, and bullying</li> <li>◇ Name and practice healthy behaviors to prevent injury, violence, and disease</li> <li>◇ Demonstrate ways to communicate care, consideration, and respect for self and others</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss the importance of choosing to be active and to eat healthy foods</li> <li>◇ Recognize and support others and their choices of activities</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize that all individuals are unique and special</li> <li>◇ Identify strategies for building a positive self-image, e.g. strengths and assets</li> <li>◇ Name characteristics of positive role models</li> <li>◇ Recognize ways that positive body image is important</li> <li>◇ Identify ways to respect diversity among all persons</li> <li>◇ Identify and practice skills for building and maintaining positive relationships and friendships</li> <li>◇ Accept responsibility for one’s behavior and its effect on the feelings of others</li> <li>◇ Describe how to be a responsible family member</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Describe the purpose and proper use of medicines</li> <li>◇ Identify the benefits of not using alcohol, tobacco, and other drugs (physical, social, emotional, legal, financial)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify ways to take an active role in the community and practice protecting the environment and community health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize that illness, injuries, and other disorders can affect behavior, personality, relationships, and learning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the many physical, social, and mental health benefits of physical activity and healthy eating</li> <li>◇ Recognize that people have different nutritional needs that healthy body weight varies from person to person</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize that individual bodies grow at different rates and come in different sizes, shapes, colors, and genders</li> <li>◇ Recognize the changes that occur as humans grow from childhood to adulthood</li> <li>◇ Describe emotional well being</li> <li>◇ Identify ways to cope with difficult situations</li> <li>◇ Describe the support provided by family and friends</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well being of themselves and others.

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>a. Explain how childhood injuries and illnesses can be prevented and treated.</b>				
<ul style="list-style-type: none"> <li>◇ Identify the risks of incorrect use of medicines</li> <li>◇ Describe the rules for taking medicine at school and at home</li> <li>◇ Identify the risks of alcohol, tobacco, or other drug use and abuse, e.g. inhalants, marijuana</li> <li>◇ Identify products that contain alcohol, tobacco, other drugs, and mind-altering substances</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize safety and environmental hazards that may exist in the home, school, and community</li> <li>◇ Identify the characteristics of a healthy community</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize confusing and threatening situations e.g. harassment and bullying and practice strategies for dealing with them (e.g. getting help, practicing mediation, and conflict resolution skills)</li> <li>◇ Recognize abusive behaviors (i.e. emotional, physical, sexual) and where to go for help</li> <li>◇ Discuss how germs are spread and cause disease and the importance of healthy practices (e.g. washing hands, food safety, and universal precautions)</li> <li>◇ Differentiate between communicable and non-communicable diseases</li> <li>◇ Identify safety hazards in the home, school, and community, e.g., fire, water, traffic, and compare behaviors that are safe to those that are risky</li> <li>◇ Recognize and practice following the rules and signs designed to promote safety in the home, school, and community</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize that food contains major nutrients for growth, energy, health, fitness, and learning that the risk of certain diseases can be reduced with a well-balanced diet and physical activity</li> <li>◇ Explain and demonstrate the importance of cleanliness when preparing, serving, and eating foods</li> <li>◇ Identify the importance of protective equipment and a safe environment for physical activity and sports</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice personal health care behaviors (e.g. dental health, germ control)</li> <li>◇ Recognize that the basic needs of individuals are not always met in families</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>b. Describe relationships between personal health behaviors, alcohol, tobacco, and other drug use, and individual well being; set a personal health goal, and track progress toward its achievement.</b>				
<ul style="list-style-type: none"> <li>◇ Recognize that addiction to alcohol, tobacco, and other drugs is a disease</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss how to protect community and environmental health through recycling, reusing, and reducing</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain the importance of periodic health and dental checkups, screenings, and immunizations</li> <li>◇ Identify ways a person can stay healthy and prevent disease/injury (e.g. using universal protective equipment)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the role of physical activity and healthy food intake as part of a healthy lifestyle</li> <li>◇ Develop ways to be active before, during, and after the school day</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize the importance of balancing sleep, relaxation, nutrition, physical activity, and recreation in one’s life</li> <li>◇ Practice positive ways to handle emotions (e.g. fear, anger, happiness, sadness)</li> </ul>
<b>c. Demonstrate the ability to locate resources from home, school, and community that provide valid health information.</b>				
<ul style="list-style-type: none"> <li>◇ Identify people and resources that can provide valid health information and support around alcohol, tobacco, and other drug issues</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore the roles of health professionals in the community</li> <li>◇ Describe ways that words and pictures on health products can be useful</li> <li>◇ Identify people and community agencies that are available to promote and protect community and environmental health</li> <li>◇ Recognize that health information comes in a variety of forms and changes based on research and experience</li> </ul>		<ul style="list-style-type: none"> <li>◇ Identify basic information found on food labels (e.g. product name, ingredients, nutrient content, storage information)</li> </ul>	

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<p><i>d. Recognize personal stress created by others' use of alcohol, tobacco, and other drugs</i></p> <p><i>e. Demonstrate refusal skills to enhance health and refuse alcohol, tobacco, and other drugs</i></p>	<p><i>ee. Demonstrate refusal and negotiation skills to enhance community and environmental health</i></p>	<p><i>d. Recognize personal stress and identify healthy ways of coping</i></p> <p><i>e. Demonstrate refusal skills to enhance health</i></p> <ul style="list-style-type: none"> <li>◇ Learn and practice skills for refusing to participate in situation involving intimidation, harassment, and other risky situations, including how and where to get help</li> </ul> <p><i>f. Wear seat belts when riding in vehicles and helmet when riding a bicycle</i></p> <ul style="list-style-type: none"> <li>◇ Identify activities that require additional protective equipment, use when appropriate and advocate for others to do the same</li> </ul>	<p><i>g. Identify and classify food according to the Food Guide Pyramid</i></p> <ul style="list-style-type: none"> <li>◇ Explain the importance of consuming adequate amounts of water and important foods in the Food Guide Pyramid.</li> <li>◇ Identify ways to balance fats, sugars, and sodium intake</li> </ul>	<p><i>d. Recognize personal stress and develop strategies to reduce stress and balance activities</i></p> <ul style="list-style-type: none"> <li>◇ Identify the diversity of family structures and how to cope with changes that can occur (e.g. birth, adoption, marriage, divorce, death)</li> </ul> <p><i>e. Demonstrate refusal skills to enhance health</i></p>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3. 7 Students make informed decisions.

- a. Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources.
- b. Evaluate the consequences of decisions.
- cc. Describe and explain their decisions based on a logical argument.
- d. Recognize others’ points of view, and assess their decisions from others’ perspectives.
- e. Analyze and consider alternative decisions.
- f. Differentiate between decisions based on fact and those based on opinion.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Lean and practice decision making skills to avoid and refuse substance use</li> <li>◇ Identify ways we are influenced both positively and negatively in regard to alcohol, tobacco, and other drug use (e.g. family, peers, culture, legal, internal, media)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss and practice how to make decisions about health care products and how to seek adult/professional advice.</li> <li>◇ Describe how feelings, family, friends, and costs influence the choice of health products</li> <li>◇ Recognize the consequences and impact of decisions on the environment and health of the community</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the impact that decisions about risk taking and violence can have on oneself and others</li> <li>◇ Demonstrate basic first aid procedures for common injuries</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify factors that influence food choices and physical activity</li> <li>◇ Practice making informed decisions regarding food choices and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss and practice how to make decisions about self-care and how to seek adult/professional advise and help</li> <li>◇ Identify factors that may influence decisions about health (e.g. emotions, culture, family, media, needs, wants, image, peers, economics, etc.)</li> <li>◇ Identify the impact that one’s decision can have on others</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 3. 12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Build mediation, negotiation and assertiveness skills around conflicts that arise concerning alcohol, tobacco, or other drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify environmental or other problems that may arise in the local or world community</li> <li>◇ Practice problem solving skills within the school community</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify situations where conflicts may arise and practice ways to take positive action</li> <li>◇ Identify ways to deal with anger, harassment, and bullying</li> <li>◇ Identify situations that may involve risks and/or unsafe conditions and ways to make health-enhancing choices</li> <li>◇ Identify techniques and strategies to prevent the transmission of disease</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice strategies for working cooperatively and respectfully with a group in a competitive as well as a non-competitive situation</li> <li>◇ Practice solving issues around food choices</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify and practice ways to use problem solving and negotiation with family and peers</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. *Analyze and interpret features of a variety of types of media.*
- b. *Support judgments about what is seen and heard by drawing from experiences beyond the media, or giving examples of conflicting messages in the media.*
- c. *Compare what is seen and heard in the media to their own lives.*
- d. *Support judgments about what is seen and heard through additional research and checking multiple sources.*
- e. *Explain the effects of point of view/bias in the media.*
- f. *Evaluate the intents and effects of media messages.*
- g. *Demonstrate an understanding of the economic and social impacts of various media as they have evolved historically.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify the way advertising, promotions, and media target youth and alcohol, tobacco, or other drug use</li> <li>◇ Create counter-arguments to tobacco and alcohol advertising that demonstrate the true effects of use</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how media influences selection of products</li> <li>◇ Develop examples of positive media strategies to promote community and environmental health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss ways that the media can influence risk taking, violent behaviors, and disease prevention</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the influence of media on body image, food choices, and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how media influences perceptions of health and wellness (e.g. body size, food choices)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades Pre-K-4

### 7.14 Students demonstrate understanding of the human body – heredity, body systems, and individual development – and understand the impact of the environment on the human body.

- a. *Recognize that there are many similarities between parents and their children, some inherited and some learned.*
- b. *Identify the parts of the human body, and demonstrate understanding of how the parts work together to perform functions that satisfy common needs.*
- c. *Identify and describe environmental factors that can influence human health (e.g. exposure to microbes, pollution).*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify short and long term effects and common health problems resulting from use of alcohol, tobacco, other drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize how human actions modify the environment and may affect health (e.g. recycling, reducing waste and pollution)</li> <li>◇ Identify strategies to prevent hazardous exposures (e.g. lead, unclean water, chemicals)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the concepts of illness and wellness</li> <li>◇ Identify choices that minimize inherent risk factors (e.g. body size, predisposed health conditions)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore the role of nutrition and physical activity in maintaining a healthy body</li> </ul>	

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 1.15 Students use verbal and nonverbal skills to express themselves effectively.

*a. Share information*

*b. Use language expressively and persuasively*

*f. Constructively express preferences, feelings, and needs.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Ask for help in situations where your own or someone else’s ATOD use is causing a problem</li> <li>◇ Constructively express feelings and needs pertaining to ATOD issues (e.g. friend and/or family member use/abuse)</li> <li>◇ Demonstrate the ability to influence and support others to not use alcohol, tobacco, and other drugs</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the importance of communicating with health care providers about personal health issues</li> <li>◇ Demonstrate the ability to advocate for personal, family, community, and global health</li> <li>◇ Describe why selecting and using effective health care products and services contribute to health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice effective communication skills in situations that threaten personal or other’s health and/or safety</li> <li>◇ Advocate for or support others to make positive choices to reduce the risk of injury, violence, or disease</li> <li>◇ Investigate and express the importance of practicing traffic, bicycle, fire, water, and personal safety</li> </ul>	<ul style="list-style-type: none"> <li>◇ Advocate for healthy eating and exercise habits for self and others</li> </ul>	<ul style="list-style-type: none"> <li>◇ Demonstrate positive ways to express needs, wants, and feelings (e.g. mood swings, hurt, loneliness, anger, frustration)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3.3 Students demonstrate respect for themselves and others.

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<ul style="list-style-type: none"> <li>◇ Demonstrate a personal commitment and pride about choosing not to use</li> <li>◇ Plan strategies to resist pressures and influences from both self and others to use ATOD</li> <li>◇ Plan and participate in safe, healthy, and alcohol, tobacco, and other drug free activities</li> </ul>	<ul style="list-style-type: none"> <li>◇ Students demonstrate respect for themselves, peers, community members, and the environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Demonstrate rights to personal privacy and differentiate between good, confusing, and bad touch</li> <li>◇ Discuss the issues of discrimination surrounding disease, injury, and violence and identify positive ways to counter</li> <li>◇ Choose to make a personal commitment to practice a healthy lifestyle and minimize risk behaviors that could lead to injury and/or disease</li> <li>◇ Demonstrate ways to communicate care, consideration, and respect for self and others</li> <li>◇ Develop and implement a plan to promote civility and respect in the school community</li> <li>◇ Identify examples of bullying, hazing, and harassment, and strategies for dealing with them</li> </ul>	<ul style="list-style-type: none"> <li>◇ Demonstrate a personal commitment and pride about choosing to eat healthy foods and exercising regularly</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop strategies for building a positive self-image (e.g. strengths and assets)</li> <li>◇ Identify characteristics of positive peer and adult role models</li> <li>◇ Demonstrate how to develop and/or maintain a positive body image</li> <li>◇ Demonstrate the ability to influence and support others in making positive health choices</li> <li>◇ Describe the differences between positive and destructive relationships</li> <li>◇ Develop skills for building and maintaining positive relationships and friendships</li> <li>◇ Accept responsibility for one’s behavior and its effect on the feelings of others</li> <li>◇ Identify strategies to challenge the prejudice often associated with disabilities, mental/emotional illness, culture, race/ethnicity, and sexual orientation</li> <li>◇ Recognize that the value of a person is not determined by their appearance, gender, cultural background, sexual orientation, physical and mental abilities, but that these factors may affect the way they are treated by others</li> <li>◇ Practice non-discrimination in all interpersonal interactions</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify the risks of ATOD use specific to adolescents</li> <li>◇ Demonstrate healthy ways for adolescents to express emotions, have fun, manage stress, and maintain ATOD-free friendships</li> <li>◇ Describe the benefits and risks of medicinal drugs</li> <li>◇ Identify the benefits of not using alcohol, tobacco, and other drugs (personal, social, emotional, legal, financial)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify ways to take an active role in their community and practice protecting the environment and community health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the ways injuries, illness, other disorders, abuse and violence can affect behavior, personality, relationships and learning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the benefits of healthy nutritional intake and physical activity for adolescents</li> <li>◇ Explain the different nutritional and physical activity needs during childhood and adolescence</li> <li>◇ Recognize that healthy body weight varies from person to person</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize that individual bodies grow at different rates and come in different sizes, shapes, colors, and genders</li> <li>◇ Describe the continuum from mental/emotional health to mental illness</li> <li>◇ Recognize the personal capacity to cope with difficult situations and ways to build and strengthen that capacity</li> <li>◇ Identify how human sexuality, sexual identity and orientation are a developing part of self throughout life</li> <li>◇ Demonstrate an understanding of human reproduction including conception, pre-natal development and birth</li> <li>◇ Describe body changes that occur during adolescence and their effect on emotions, behaviors, and relationships</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well being of themselves and others.

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>aa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues.</b>				
<ul style="list-style-type: none"> <li>◇ Describe the relationship between ATOD use and injuries, illness, violence, sexual behavior, and other risk behaviors</li> <li>◇ Describe the impact of alcohol, tobacco, and other drug use/abuse on the individual, family, and society</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify safety hazards that may exist in the home, school, community, and work environment</li> <li>◇ Recognize that individual behavior affects the health of the environment within the local and global communities (e.g. recycling, pollution, littering)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Recognize situations that threaten personal safety (e.g. fire, water, transportation, suicide, physical, emotional, or sexual abuse)</li> <li>◇ Explain factors that contribute to injury and violence and how strategies that make use of technology, regulation, and/or education can prevent injury and violence (e.g. use of protective equipment in sports, safety restraints in cars, weapons policies)</li> <li>◇ Examine information regarding the symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g. HIV/AIDS, other sexually transmitted diseases, mononucleosis, colds, athlete's foot, etc)</li> <li>◇ Describe why early detection and intervention are important to the treatment of disease</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe how food contains major nutrients for growth, energy, health, fitness, and learning, and that the risk of certain diseases can be reduced with a well balanced diet and physical activity</li> <li>◇ Investigate the importance of food safety procedures when preparing, serving, and storing foods</li> <li>◇ Identify the importance of using safe and appropriate equipment, technique, and approaches during physical activity to prevent sports and exercise injuries</li> <li>◇ Identify and practice recommended types and amounts of physical activity needed to promote health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe ways to reduce risks related to adolescent health problems</li> <li>◇ Describe and demonstrate personal care behaviors that promote positive health for adolescents (e.g. hygiene, dental care, skin care)</li> <li>◇ Discuss effective methods of HIV, STD, and pregnancy prevention</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>bb. Explain the relationship between positive health behaviors and the prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death, and develop a personal plan for health.</b>				
<ul style="list-style-type: none"> <li>◇ Recognize the signs and behaviors of alcohol, tobacco, and other drug use, including the progression for non-use through addiction</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop and implement a plan for self and others to safeguard community and environment health (e.g. recycling, reducing waste and pollution, disease outbreaks, drug recalls)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain the importance of medical screenings, checkups, and immunizations in preventing disease (e.g. physicals, dental, vision, and hearing)</li> <li>◇ Identify risk and develop injury/disease prevention and management strategies for personal and family health (e.g. using universal precautions, protective equipment)</li> <li>◇ Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (e.g. emotional, physical, sexual), including how and where to get help</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assess personal eating and physical behaviors, set goals for improvement, and monitor progress</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assess personal health and analyze to determine health strengths and risks</li> <li>◇ Identify the benefits of abstaining from/delaying sexual intercourse</li> <li>◇ Practice positive ways to handle emotions (e.g. fear, anger, happiness, sadness)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 5 (continued)

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<p><i>cc. Demonstrate the ability to identify and utilize resources from the home, school, and community that provide valid health information and support for ATOD issues</i></p>	<p><i>cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid information</i></p> <ul style="list-style-type: none"> <li>◇ Demonstrate the ability to locate health services and resources (e.g. library, Internet, health department, health agencies, community health activities)</li> <li>◇ Analyze for usefulness and accuracy health information presented in visual forms including packaging, labeling, and advertising</li> <li>◇ Evaluate health information for source, background, supporting evidence, source of funding and profitability</li> </ul>	<p><i>cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid information</i></p> <ul style="list-style-type: none"> <li>◇ Create and apply criteria for evaluating reliable sources of information and support around health and safety issues (e.g. HIV/AIDS, abuse, sports, injuries, etc)</li> </ul>	<p><i>cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information about nutrition and physical activity products and services.</i></p> <ul style="list-style-type: none"> <li>◇ Analyze food labels for content and nutritional value</li> <li>◇ Select safe, effective, and cost-effective physical activity products and programs</li> </ul>	<p><i>cc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information</i></p> <ul style="list-style-type: none"> <li>◇ Create and apply criteria for the selection and use of health care products and resources</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<p><i>dd. Demonstrate the use of strategies to manage stress without using ATOD</i></p> <p><i>ee. Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving ATOD</i></p>	<p><i>ee. Demonstrate refusal and negotiation skills to enhance community and environmental health</i></p> <p><b>Other key concepts and skills:</b></p> <ul style="list-style-type: none"> <li>◇ Describe the characteristics of a healthy community</li> <li>◇ Identify the roles and responsibilities individuals and communities have in protecting and improving the environment, including laws, regulations, and agencies</li> <li>◇ Analyze how community and social norms affect the health and safety of a community and the individuals</li> <li>◇ Examine the impact of technology on the health of individuals, communities, and environment</li> <li>◇ Examine career opportunities in the health profession</li> </ul>	<p><i>dd. Demonstrate use of strategies to manage stress to prevent disease and injury</i></p> <p><i>ee. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations that could lead to injury, disease (including STDs) and/or violence</i></p> <ul style="list-style-type: none"> <li>◇ Identify ways to avoid becoming a victim of violence, including violence associated with weapons, drugs, and gangs</li> </ul>	<p><i>gg. Explain the function of each group from the Food Guide Pyramid and their relationship to health</i></p> <ul style="list-style-type: none"> <li>◇ Explain the principles of the Dietary Guidelines and the Food Guide Pyramid</li> </ul>	<p><i>dd. Demonstrate use of strategies to manage stress</i></p> <ul style="list-style-type: none"> <li>◇ Identify areas of personal stress and practice healthy stress management techniques</li> </ul> <p><i>ee. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations in the areas of sexual pressures, relationships, mental/emotional health</i></p>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
		<p><i>ff. Wear seat belts when riding in vehicles, and a helmet when riding a bicycle</i></p> <ul style="list-style-type: none"> <li>◇ Identify activities that require additional protective equipment, use when appropriate and advocate for others to do the same</li> </ul> <p><b>Other key concepts and skills:</b></p> <ul style="list-style-type: none"> <li>◇ Describe the components of wellness (e.g. social, mental, and physical), and the continuum of illness and wellness</li> <li>◇ Explain that injuries are the leading cause of death and disability for adolescents and that injuries are understandable, predictable, and preventable</li> </ul>	<p><i>hh. Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid</i></p> <ul style="list-style-type: none"> <li>◇ Explain the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, food that are calcium rich</li> <li>◇ Identify ways to minimize fat, sugar, and sodium intake</li> </ul> <p><b>Other key concepts and skills:</b></p> <ul style="list-style-type: none"> <li>◇ Describe the components of physical fitness: cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition</li> <li>◇ Describe the importance of warm-up, work out, cool down</li> </ul>	<p><b>Other key concepts and skills:</b></p> <ul style="list-style-type: none"> <li>◇ Identify and appreciate the significance of supports and influences provided by family members and friends</li> <li>◇ Examine the diversity of family structure and how to cope with changes that can occur (e.g. birth, marriage, divorce, death)</li> <li>◇ Evaluate how certain fads affect health (e.g. body piercing, tattooing, hair dyes)</li> <li>◇ Recognize signs, behaviors, and symptoms of depression, suicide, and mental illness</li> <li>◇ Define the characteristics of healthy sexuality and healthy love relationships</li> <li>◇ Differentiate between infatuation, love, and sexual desire</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 7 Students make informed decisions.

- a. *Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources.*
- b. *Evaluate the consequences of decisions.*
- c. *Describe and explain their decisions based on evidence.*
- d. *Recognize others' points of view, and assess their decisions from others' perspectives.*
- e. *Analyze and consider alternative decisions.*
- f. *Differentiate between decisions based on fact and those based on opinion.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Practice and apply the steps of decision-making to avoid situations where the potential for substance use is present</li> <li>◇ Research and identify reasons why people choose to use or not use ATOD</li> <li>◇ Analyze the influence parents and/or other adults, peers, media, culture, and social norms have on decisions to use or not use ATOD</li> <li>◇ Recognize the effect ATOD can have on decision-making and its impact on personal safety and well being</li> <li>◇ Describe and practice emergency procedures related to alcohol and drug misuse</li> </ul>	<ul style="list-style-type: none"> <li>◇ Discuss the differences between wants and needs in the selection of health products and services</li> <li>◇ Evaluate the consequences and impact of decisions on the environment and members of the community</li> <li>◇ Create and apply criteria for selecting and using health care products and services</li> <li>◇ Describe how economics affects human health (e.g. poverty, hunger, disease)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice using decision making skills for dealing with situations and issues that involve risk behaviors for disease, injury, and violence prevention</li> <li>◇ Identify internal and external pressures that can affect decisions</li> <li>◇ Recognize ways that religious, ethnic, and geographic culture can influence decisions about health</li> <li>◇ Gather information on the many factors that influence attitudes and beliefs toward risk taking and violence</li> <li>◇ Demonstrate basic first aid techniques that can help to save lives, reduce the severity of an injury and enhance recovery</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze the impact of internal and external influences on food choices and physical activity (e.g. personal likes/dislikes, emotions, peers, family, advertising, and culture)</li> <li>◇ Practice making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety, and personal needs</li> <li>◇ Predict how decisions regarding dietary intake and physical activity have consequences for self and others</li> <li>◇ Select healthy foods from fast food restaurant and cafeteria menus</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice making informed decisions that are consistent with one's personal and family values, the law, accurate information, and do not involve risking the health of oneself or others</li> <li>◇ Identify factors that may influence decisions about health (e.g. emotions, culture, family, media, needs, wants, image, peers, etc)</li> <li>◇ Predict how decisions regarding health behaviors have consequences for self and others</li> <li>◇ Identify the benefits of developing and supporting sexual limits for self and others</li> <li>◇ Describe and evaluate the consequences, advantages, disadvantages, and personal responsibilities related to sexual behavior including abstinence and contraception</li> <li>◇ Analyze influences on sexual behavior (e.g. family, peers, religion, media, culture, internal)</li> <li>◇ Recognize that most adolescents are not engaging in sexual intercourse</li> <li>◇ Identify the consequences and life altering changes that can result from early pregnancy and/or STDs/HIV</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 3. 12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Recognize the effect alcohol, tobacco, and other drugs can have on problem-solving processes and conflict resolution</li> <li>◇ Build mediation and negotiation skills around conflicts that arise concerning ATOD</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice problem-solving skills for conflicts that may arise in the school and community</li> <li>◇ Apply principles of problem solving towards resolving health-related public or environmental issues and evaluate the impact of those efforts</li> <li>◇ Develop problem-solving strategies for consumer issues</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify situations where conflicts may arise and practice ways to prevent and/or resolve them</li> <li>◇ Build problem-solving, communication and anger management skills to reduce bullying, harassment, violence, and risk taking</li> <li>◇ Apply problem-solving process to reduce risk of injury, violence, or disease</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice strategies for working cooperatively and respectfully with a group in a competitive as well as a non-competitive situation</li> <li>◇ Identify barriers to healthy eating and physical activity and develop and practice strategies for overcoming</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify problems that can arise in relationships and develop strategies for addressing those problems</li> <li>◇ Practice problem-solving processes when basic needs are not being met in the family and investigate resources for support</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. *Analyze and interpret features of a variety of types of media.*
- b. *Support judgments about what is seen and heard by drawing from experiences beyond the media, or giving examples of conflicting messages in the media.*
- c. *Compare what is seen and heard in the media to their own lives.*
- d. *Support judgments about what is seen and heard through additional research and checking multiple sources.*
- e. *Explain the effects of point of view/bias in the media.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Analyze the impact of advertising, promotions, and media role models that target youth ATOD use</li> <li>◇ Identify and counter strategies used in ATOD advertisements and other promotional materials</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze how media influences selection of health information and products</li> <li>◇ Identify ways that stereotyping and sales appeal are used in advertising for health products and services</li> <li>◇ Identify and develop media strategies to promote positive health for the community and environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze influences from media that contribute to risk taking, harassment, and violence, and identify ways to resist media influences</li> <li>◇ Identify ways that the media serves to inform, protect, and advocate for disease, injury, and violence prevention</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify how positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity</li> <li>◇ Identify the influence of technology on nutrition and physical activity</li> <li>◇ Evaluate media claims of performance-enhancing drugs and nutritional supplements</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the effect of stereotyping and gender bias used in media to influence decisions and attitudes about personal health and lifestyle (e.g. body image, attitudes and behaviors about sexuality, stress management, relationships)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 5-8

### 7.14 Students demonstrate understanding of the human body – heredity, body systems, and individual development – and understand the impact of the environment on the human body.

- aa. Describe how genetic information is passed through reproduction (e.g. genes, traits, chromosomes, fetal alcohol effects/syndrome).*
- bb. Demonstrate an understanding of the human body systems for obtaining and providing energy, defense, reproduction, hormones, immunity, and coordination of physical function.*
- cc. Provide examples of how the health of human beings is affected by their genetic makeup and environmental factors.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify the short and long term effects of ATOD use, including dependence, addiction, and the physical, social, and emotional effects</li> <li>◇ Generate information regarding the cause and effect relationship of ATOD use on body functions (e.g. alcohol and impaired judgment, marijuana and short term memory loss, smoking and low-birth weight babies)</li> </ul>			<ul style="list-style-type: none"> <li>◇ Describe the physiological response to physical activity (e.g. energy expenditure, heart rate, and respiratory rate)</li> </ul>	

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 1.15 Students use verbal and nonverbal skills to express themselves effectively.

*a. Share information*

*b. Use language expressively and persuasively*

*f. Constructively express preferences, feelings, and needs.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Ask for help in situations where your own or someone else’s ATOD use is causing a problem.</li> <li>◇ Constructively express feelings and needs pertaining to ATOD issues (e.g. friend and/or family member use/abuse)</li> <li>◇ Demonstrate the ability to influence and support others to not use alcohol, tobacco, and other drugs</li> <li>◇ Advocate for rules, policies, and laws concerning the distribution, promotion, and use of alcohol, tobacco, or other drugs</li> </ul>	<ul style="list-style-type: none"> <li>◇ Advocate for selecting and using effective health care products and services that contribute to health</li> <li>◇ Demonstrate the ability to advocate for personal, family, community, and global health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice effective communication skills in situations that threaten personal or other’s health and/or safety</li> <li>◇ Advocate for or support others to make positive choices to reduce the risk of injury, violence, or disease</li> <li>◇ Practice assertive communication skills to enhance interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>◇ Advocate for healthy eating and exercise habits for self and others</li> <li>◇ Advocate for the use of safe and appropriate equipment, technique, and approaches during physical activity to prevent sports and exercise injuries</li> </ul>	<ul style="list-style-type: none"> <li>◇ Demonstrate positive ways to express needs, wants, and feelings (e.g. mood swings, hurt, loneliness, anger, frustration)</li> <li>◇ Practice skills for communicating effectively with family, peers, and others (e.g. active listening, giving and receiving positive and negative feedback, assertiveness) to build, promote, and support positive relationships</li> <li>◇ Demonstrate effect strategies for coping with and communicating feelings that produce positive consequences and minimize negative consequences for self and others</li> <li>◇ Identify factors that influence interpersonal communication (e.g. body language, emotions, family, peers, ATOD, media, culture)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3.3 Students demonstrate respect for themselves and others.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify and practice safe, healthy and alcohol, tobacco, and other drug free activities</li> <li>◇ Plan and practice strategies to resist pressures and influences from both self and others to use ATOD</li> <li>◇ Analyze the relationship between positive self-concept and developmental assets to health and living a drug free lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>◇ Students demonstrate respect for themselves, peers, community members, and the environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assert your right to personal privacy and respect the privacy of others</li> <li>◇ Analyze the tissues of discrimination surrounding disease, injury, and violence and identify positive ways to counter</li> <li>◇ Choose to make a personal commitment to practice a healthy lifestyle and minimize risk behaviors that could lead to injury and/or disease</li> <li>◇ Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury</li> <li>◇ Demonstrate ways to communicate care, consideration, and respect for self and others</li> <li>◇ Identify situations of bullying, hazing, and harassment, and practice strategies for dealing with them</li> </ul>	<ul style="list-style-type: none"> <li>◇ Demonstrate a personal commitment and pride about choosing to eat healthy foods and exercising regularly</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop strategies for building a positive self-image (e.g. strengths and assets)</li> <li>◇ Analyze the characteristics of positive role models</li> <li>◇ Practice behaviors that support a positive health choices (e.g. setting sexual limits, managing stress)</li> <li>◇ Describe the difference between consent, pressured sex, and forced sex</li> <li>◇ Distinguish between positive, unhealthy, and abusive relationships and practice ways to choose and maintain positive relationships</li> <li>◇ Describe characteristics of positive relationships and practice ways to cope effectively with problems and transitions in relationships</li> <li>◇ Practice strategies that encourage acceptance and move from tolerance to kindness (e.g. mental and physical illness/disabilities, culture, race/ethnicity, and sexual orientation)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3.4 Students identify the indicators of intellectual, physical, social, and emotional health for their age and/or stage of development.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Describe the effect of ATOD on psychosocial and physical development during adolescence</li> <li>◇ Demonstrate healthy ways for adolescents to express emotions, have fun, manage stress, and maintain ATOD-free friendships</li> <li>◇ Analyze the benefits and risks of medicinal drugs</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explore career opportunities in the health profession</li> <li>◇ Practice protecting the environment and/or community health by developing and implementing a plan to promote the health of a community and/or environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze how injuries, illness, and other disorders can affect behavior, personality, relationships, and learning</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify the benefits (physical, social, and mental) of healthy nutritional intake and physical activity through the life cycle</li> <li>◇ Explain nutritional needs at various stages of the life cycle</li> <li>◇ Demonstrate how to maintain a healthy body weight and explain why health body weight is important</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe holistic approach to health, which includes intellectual, physical, spiritual, occupational, social, and emotional factors</li> <li>◇ Describe the continuum from mental/emotional health to mental illness</li> <li>◇ Describe factors that can affect intellectual, physical, social, and emotional growth, including developmental disabilities</li> <li>◇ Recognize the personal resiliency builders and practice enhancing them in self and others</li> <li>◇ Describe how human sexuality, sexual identity and orientation are a developing part of self throughout life</li> <li>◇ Demonstrate an understanding of human reproduction including conception, pre-natal development, and birth</li> <li>◇ Demonstrate knowledge of physical, emotional, intellectual, and social changes at various stages of the life cycle, particularly those which occur with aging</li> <li>◇ Identify and appreciate the significance of supports and influences provided by family members, other adults, and friends</li> <li>◇ Define the characteristics of healthy sexuality and healthy love relationships</li> <li>◇ Differentiate between infatuation, love, and sexual desire</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3.5 Students make informed, healthy choices that positively affect the health, safety, and well being of themselves and others.

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>aaa. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease, injuries, pregnancy, and other health issues.</b>				
<ul style="list-style-type: none"> <li>◇ Analyze the relationship between alcohol, tobacco, and other drug use and injuries, illness, violence, sexual behavior, driving behaviors, and other risk behaviors</li> <li>◇ Describe the relationship between body image and alcohol, tobacco, and other drugs</li> <li>◇ Describe the risks for alcohol, other drug and medicine interactions</li> <li>◇ Discuss the impact alcohol, tobacco, and other drugs use/abuse on the individual, family, and society</li> <li>◇ Explain the dangers of sharing needles</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze characteristics of healthy environment, home, school, and community and identify potential health problems</li> <li>◇ Analyze how individual responsibility, societal commitment, social norms, public health policies, and health advocacy influence community and environmental health</li> <li>◇ Examine the impact of technology on the health of individuals, communities, and environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Explain how to identify and respond to situations that threaten personal safety, including sexual violence</li> <li>◇ Discuss the cycle of abuse and the importance of intervention to break the cycle</li> <li>◇ Discuss suicide prevention and ways to get help</li> <li>◇ Explain factors that contribute to injury and violence and how strategies that make use of technology, regulation, and/or education can prevent injury and violence (e.g. use of protective equipment in sports, safety restraints in cars, weapons policies)</li> <li>◇ Identify and classify a variety of diseases according to cause, transmission, effect, etc. and describe health-promoting behaviors that reduce the risk of communicable and non communicable disease</li> <li>◇ Examine the early symptoms of illness and disease and the importance of early diagnosis and appropriate treatment (e.g. cancer, cardiovascular disease, eating disorders, sexually transmitted disease, infectious diseases)</li> <li>◇ Examine the emotional and financial burdens associated with disease diagnosis, treatment, and the impact on people’s lives</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe how food contains major nutrients for growth, energy, health, fitness, and learning and that the risk of certain disease can be reduced with a well balanced diet and physical activity</li> <li>◇ Explain the causes and symptoms of food-borne illnesses and practices to prevent them</li> <li>◇ Identify and practice recommended types and amounts of physical activity needed to promote health</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice strategies to reduce risks related to adolescent health issues</li> <li>◇ Describe signs, behaviors and symptoms of depression, suicide, and mental illness, and how to access appropriate resources and services</li> <li>◇ Describe personal care behaviors that promote positive health for adolescents (e.g. self-exams for breast and testicular cancer, skin care)</li> <li>◇ Evaluate effective methods of HIV, STD, and pregnancy prevention, including abstinence and contraception</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<b>bbb. Analyze how behavior can influence maintenance, prevention of injury, disease prevention, and alcohol, tobacco, and other drug use prevention, and formulate a plan for lifelong health.</b>				
<ul style="list-style-type: none"> <li>◇ Recognize the signs and behaviors of alcohol, tobacco, and other drug use, including the progression for non-use through addiction</li> <li>◇ Identify and practice healthy alternatives to alcohol, tobacco, and other drug use</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify threats to community health (e.g. tobacco advertising, availability of ATOD, unsafe recreation areas)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Develop personal responsibility for periodic health and dental checkups, screenings and immunization</li> <li>◇ Assess personal risks and develop injury/disease prevention and management strategies for personal and family health</li> <li>◇ Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (e.g. emotional, physical, sexual), including how and where to get help</li> <li>◇ Investigate the leading causes of death and disability for teens and develop strategies for reducing and preventing those injuries</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assess personal eating and physical activity behaviors</li> <li>◇ Analyze the effect of balancing food intake and physical activity on future health as well as on immediate concerns (e.g. current health, physical appearance, obesity, sense of well being)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Assess personal health and analyze to determine health strengths and risks</li> <li>◇ Describe the benefits of abstaining from/delaying sexual intercourse and setting sexual limits</li> <li>◇ Practice positive ways to handle emotions (e.g. fear, anger, happiness, sadness)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3. 5 (continued)

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<p><i>ccc. Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information and support for alcohol, tobacco, and other drug issues</i></p>	<p><i>ccc. Demonstrate the ability to evaluate and access resources and products from home, school, and community that provide valid health information</i></p> <ul style="list-style-type: none"> <li>◇ Demonstrate the ability to locate health services and resources (e.g. library, Internet, health department, health agencies, community health activities)</li> <li>◇ Create and apply criteria for selecting and using health care products and services</li> <li>◇ Analyze for usefulness and accuracy health information presented in visual forms including packaging, labeling, and advertising</li> <li>◇ Critically evaluate health information for source, background, supporting evidence, source of funding, and profitability</li> <li>◇ Recognize that public policy and opinion are not always based on data</li> </ul>	<p><i>ccc. Demonstrate the ability to evaluate and access resources and products from home, school, and community that provide valid health information</i></p> <ul style="list-style-type: none"> <li>◇ Create and apply criteria for evaluating reliable resources</li> <li>◇ Identify ways to access local, state, and national organizations that research and combat disease and affect the impact of disease on individuals and society</li> <li>◇ Gather and analyze information about various traditional complementary and alternative health care practices</li> </ul>	<p><i>ccc. Demonstrate the ability to evaluate and access resources, services, and products from home, school, and community that provide valid health information about nutrition and physical activity products and services</i></p> <ul style="list-style-type: none"> <li>◇ Use unit pricing and labeling information to determine the most economical and nutritious food choices</li> <li>◇ Select safe, effective, and cost-effective physical activity products and programs</li> </ul>	<p><i>ccc. Demonstrate the ability to utilize resources from the home, school, and community that provide valid health information</i></p> <ul style="list-style-type: none"> <li>◇ Create and apply criteria for the selection and use of health care products and resources</li> </ul>



## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3. 5 (continued)

Alcohol, Tobacco, and Other Drugs (ATOD)	Community, Environmental and Consumer Health	Disease, Violence, and Injury Prevention	Nutrition and Physical Activity	Personal Health Concepts – Family, Social, Mental, Sexual
<p><i>ddd. Assess personal health in terms of stress, and develop an approach or plan for managing stress that does not include ATOD</i></p> <p><i>eee. Demonstrate refusal and negotiation skills to enhance health, and to avoid potentially harmful situations involving ATOD</i></p>	<p><i>eee. Demonstrate refusal and negotiation skills to enhance community and environmental health</i></p>	<p><i>ddd. Assess personal health in terms of stress, and develop an approach or plan for managing stress to prevent disease and injury</i></p> <p><i>eee. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations that could lead to injury, disease (including STDs), and/or violence</i></p> <p>◇ Practice strategies to reduce the risks of becoming a victim of violence, including violence associated with weapons, drugs, and gangs</p>	<p><i>ggg. Explain the function of each group from the Food Guide Pyramid and their relationship to health</i></p> <p>◇ Plan and prepare healthy meals, according to the principles of the Dietary Guidelines and the Food Guide Pyramid</p> <p><i>hhh. Evaluate their personal eating patterns for nutritional adequacy according to the concepts of the Food Guide Pyramid, using consumer resources such as food labels, and make suggestions for dietary changes, if necessary</i></p> <p>◇ Analyze the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, food that are good sources of calcium</p> <p>◇ Modify recipes and prepare foods to reduce saturated and trans fat, sugar, and sodium content and increase fiber content</p>	<p><i>ddd. Assess personal health in terms of stress, and develop an approach or plan for managing stress</i></p> <p>◇ Examine the diversity of family structure and how to cope with changes that can occur (e.g. birth, marriage, divorce, death)</p> <p><i>eee. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations in the areas of sexual pressures, relationships, mental/emotional health</i></p>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3. 7 Students make informed decisions.

- a. *Seek information and base decisions on evidence from reliable sources, including prior experience, trying things out, peers, adults, and print and non-print resources.*
- b. *Evaluate the consequences of decisions.*
- cc. *Describe and explain their decisions based on a logical argument.*
- d. *Recognize others' points of view, and assess their decisions from others' perspectives.*
- e. *Analyze and consider alternative decisions.*
- f. *Differentiate between decisions based on fact and those based on opinion.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Practice and apply the steps of decision-making to avoid situations where the potential for substance use is present</li> <li>◇ Summarize reasons why people choose to use or not use ATOD and the impact on image, careers, etc</li> <li>◇ Analyze the influence of community and cultural values and attitudes on decisions regarding substance abuse and use</li> <li>◇ Describe and demonstrate emergency procedures related to alcohol and drug misuse</li> <li>◇ Compare and analyze family, religious, and cultural differences in the use of ATOD</li> <li>◇ Explain the social, economic, and political impact of ATOD use and abuse</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze the internal and external factors that affect the selection of health products and services</li> <li>◇ Evaluate the consequences and impact of decisions on the environment and member of the community</li> <li>◇ Analyze the costs and accessibility of health care products, services, and resources</li> <li>◇ Discuss consumers' ethical and legal rights and responsibilities regarding health care</li> <li>◇ Examine the implication of modern medical technology on society and the criteria used in deciding how and when to use that technology (e.g. life support, cloning)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice using decision making skills for dealing with situations and issues that involve risk behaviors for disease, injury, and violence prevention</li> <li>◇ Analyze internal and external pressures that can affect decisions (e.g. fear, ATOD, denial, others' opinions, media)</li> <li>◇ Identify some of the emotional, social, cultural, religious, and economic issues that encourage or discourage disease prevention, treatment, and health care</li> <li>◇ Analyze how personal desires, social pressures, and cultural norms affect risk taking</li> <li>◇ Demonstrate the appropriate application of first aid procedures for emergencies and life threatening situations, including rescue breathing and CPR</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze the impact of internal and external influences on food choices and physical activity (e.g. personal likes/dislikes, emotions, peers, family, advertising, and culture)</li> <li>◇ Practice making informed decisions regarding food choices and physical activity based on an understanding of balance, moderation, variety, and personal needs</li> <li>◇ Predict how decisions regarding dietary intake and physical activity have consequences for self or others</li> <li>◇ Demonstrate making healthy food choices from restaurant and cafeteria menus</li> </ul>	<ul style="list-style-type: none"> <li>◇ Practice making informed decisions that are consistent with one's personal and family values, the law, accurate information, and do not involve risking the health of oneself or others</li> <li>◇ Analyze factors that may influence decisions about health (e.g. emotions, culture, family, media, needs, wants, image, peers, trends, etc)</li> <li>◇ Predict how decisions regarding health behaviors have consequences for self and others</li> <li>◇ Demonstrate the ability to apply a decision making process to health issues and problems, both individually and collaboratively</li> <li>◇ Identify the benefits of developing and supporting sexual limits for self and others</li> <li>◇ Describe and evaluate the consequences, advantages, disadvantages, and personal responsibilities related to sexual behavior including abstinence, contraception, abortion, teen parenting, and adoption</li> <li>◇ Analyze influence on sexual behavior (e.g. family, peers, religion, media, culture, internal)</li> <li>◇ Investigate the consequences and life altering changes that can result from early pregnancy and/or STDs/HIV</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 3. 12 Students use systematic and collaborative problem-solving processes, including mediation, to negotiate and resolve conflicts.

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Analyze the effect of alcohol, tobacco, and other drugs can have on problem solving processes and conflict resolution</li> <li>◇ Demonstrate skills around conflicts that arise concerning ATOD</li> </ul>	<ul style="list-style-type: none"> <li>◇ Apply principles of problem solving towards resolving health-related public or environmental issues and evaluate the impact of those efforts</li> </ul>	<ul style="list-style-type: none"> <li>◇ Identify situations where conflicts may arise and practice ways to take positive action</li> <li>◇ Build problem-solving, communication, and anger management skills to reduce bullying, harassment, violence, and risk taking</li> <li>◇ Apply problem-solving process to reduce risk of injury, violence, or disease</li> </ul>	<ul style="list-style-type: none"> <li>◇ Apply strategies for working cooperatively and respectfully with a group in a competitive as well as a non-competitive situation</li> <li>◇ Analyze barriers to healthy eating and physical activity and develop strategies for overcoming</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze problems that can arise in personal, family, and work relationships, and practice problem solving process to resolve</li> <li>◇ Practice problem-solving processes when basic needs are not being met in the family and investigate resources for support</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. *Analyze and interpret features of a variety of types of media.*
- b. *Support judgments about what is seen and heard by drawing from experiences beyond the media, or giving examples of conflicting messages in the media.*
- c. *Compare what is seen and heard in the media to their own lives.*
- d. *Support judgments about what is seen and heard through additional research and checking multiple sources.*
- e. *Explain the effects of point of view/bias in the media.*
- f. *Evaluate the intents and effects of media messages.*
- g. *Demonstrate an understanding of the economic and social impacts of various media as they have evolved historically.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Analyze the impact of media on the use of ATOD including over-the-counter drugs</li> <li>◇ Analyze and counter strategies for ATOD advertisements and other promotional materials</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze ways that stereotyping and sales appeal are used in advertising for health products and services</li> <li>◇ Analyze health claims made by media to determine their impact on community and environmental health</li> <li>◇ Identify and develop media strategies to promote positive health for the community and environment</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze influences from media that contribute to risk taking, harassment, and violence, and identify ways to resist media influences</li> <li>◇ Identify ways that the media serves to inform, protect, and advocate for disease, injury, and violence prevention</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze how media messages influence body image, and the selection of products, services, and facilities related to dietary behaviors and physical activity</li> <li>◇ Analyze the influence of technology on nutrition and physical activity</li> <li>◇ Evaluate media claims of performance-enhancing drugs and nutritional supplements</li> </ul>	<ul style="list-style-type: none"> <li>◇ Analyze the effect of stereotyping and gender bias used in media to influence decisions and attitudes about personal health and lifestyle (e.g. body image, attitudes and behaviors about sexuality, stress management, relationships)</li> </ul>

## Washington West Health & Prevention Education Curriculum – Grades 9-12

### 7.14 Students demonstrate understanding of the human body – heredity, body systems, and individual development – and understand the impact of the environment on the human body.

*aaa. Explain and model how information passed from parents to offspring is coded in DNA molecules (e.g. genes, mutations, gene combinations).*

*bbb. Demonstrate an understanding that human beings have complex biochemical systems that enable them to function and reproduce (e.g. immunity).*

*ccc. Analyze and describe how the health of human beings is affected by diseases passed through DNA, environmental factors, and activities that deliberately or inadvertently alter the equilibrium in ecosystems.*

*ddd. Identify, explain, and analyze the pattern of human development.*

<b>Alcohol, Tobacco, and Other Drugs (ATOD)</b>	<b>Community, Environmental and Consumer Health</b>	<b>Disease, Violence, and Injury Prevention</b>	<b>Nutrition and Physical Activity</b>	<b>Personal Health Concepts – Family, Social, Mental, Sexual</b>
<ul style="list-style-type: none"> <li>◇ Identify the short and long term effects of ATOD use, including dependence, addiction, and the physical, social, and emotional effects</li> <li>◇ Analyze the effect of ATOD on the brain function (e.g. inhibitions, paranoia, judgment), muscle coordination, senses, reaction time, and other body systems</li> <li>◇ Explain the cause and effect relationship of ATOD use on body functions (e.g. alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies)</li> <li>◇ Evaluate the relationship of ATOD use, including illegal and over-the-counter substances to heredity and the individual development</li> </ul>		<ul style="list-style-type: none"> <li>◇ Analyze the continuum of illness and wellness (e.g. social, mental, and physical)</li> </ul>	<ul style="list-style-type: none"> <li>◇ Describe the components of physical fitness: cardio-respiratory endurance, body composition, muscular strength and endurance, and flexibility</li> <li>◇ Describe the importance of warm-up, work out, cool down and hydrating</li> </ul>	

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## **HEALTH AND PREVENTION CURRICULUM**

### **SECTION II**

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#### **Supporting Documents:**

Documents in this section are currently used in support of the curriculum. This section may be updated with new and/or different materials as work on the curriculum continues.

## Links Between Health and Safety Behaviors, Developmental Assets and Academic Achievement

### What the research tells us:

<b>Health Behavior</b>	<b>Educational Outcomes</b>
Engaging in injury-related risk behaviors	Poor performance on standardized tests, poor class grades, lower graduation rates and behavioral problems at school
Use of alcohol, tobacco and other drugs	Less commitment and attachment to conventional values, family and school, lower grades. Drug use may predict dropping out of school. Drug and alcohol use interferes with the brain's ability to receive, store, and synthesize information.
Sexual behaviors	Can result in unwanted pregnancy, which is associated with significantly reduced academic achievement.
Participation in physical activity	Associated with improved academic outcomes, maintenance of positive interpersonal relationships, increased concentration, improved mathematics, reading and writing scores and reduced disruptive behaviors.
Poor nutrition	Can affect performance on standardized tests, attendance, incidence of behavioral and emotional problems, and the need for special education.

<b>Student Assets</b>	<b>Educational Outcomes</b>
Service to others	Strengthens academic and social outcomes, constructive use of time
Parent involvement in schooling	Increased academic achievement and motivation to achieve, decrease in risk taking behaviors
Positive relationships with three or more non-parent adults	Decrease in high risk behaviors, positive view of the future, increase in caring behaviors

References:

*Bridging Student Health Risks and Academic Achievement Through Comprehensive School Health Programs*, Journal of School Health, August 1997.  
 Scales and Leffert, Developmental Assets: A Synthesis of the Scientific Research on Adolescent Development, Search Institute, 1999.

# Public Mandates Regarding Health and Prevention Education

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- **The Comprehensive Health Education Law** – passed in 1978 defines the ten educational components to be included within a health education curriculum.
- **Act 51** – passed in 1978 requires that all Vermont schools develop drug prevention programs and policies.
- **The Comprehensive Family Life Education Bill** – passed in 1988, further defines the components of comprehensive health education and requires that all Vermont Schools provide “systematic and extensive elementary and secondary” comprehensive health education programs.
- **The Washington West Supervisory Union Health Education Curriculum** – developed in 1993 and adopted by the district’s schools.
- **The Vermont Framework of Standards and Learning Opportunities** – adopted in 1996, defines what Vermont students should know and be able to do by grades four, eight, and twelve.
- **The Vermont Quality Standards** – adopted in 1999. These standards support state mandates by requiring schools to provide comprehensive health education to all students as well as research-based alcohol, tobacco, and other drug prevention education.

## Principles of Effectiveness

An effective health education curriculum:

- is age appropriate, comprehensive, sequentially planned, and provides for sufficient number of hours of instruction at each grade level. (Students need at least 50 hours of instruction per year for significant changes in health attitudes and behaviors to occur, according to the National Health Standards.)
- reinforces learning and helps with the transfer of skills to new issues and situations.
- is scientifically research-based and updated as new information becomes available.
- covers topics intensively to increase the likelihood of positively influencing students.
- enhances learning by encouraging school, home, and community to reinforce health messages.
- encourages parents, community members, and students to identify salient topics.
- integrates health topics into other subject to provide students with opportunities to generalize and reinforce their learning over several subject areas.
- is taught by professionally prepared health educators, with a personal commitment to the concept of wellness, relevant health knowledge, and the ability to teach skills-based curricula and sensitive subject matter.
- has broad-based involvement to help ensure that the school and community will reinforce the curriculum's content and that it reflects community norms and values.

## **Curriculum Implementation Plan**

The implementation and maintenance of this curriculum requires:

- Adequate support: Establishing a strong network of support from the community, staff and administration including local funding as well as state, federal and other grant resources (Supporting document #7.)
- Appropriate curriculum materials and programs: Established health programs will be chosen based on the school districts' criteria for reviewing and recommending health curriculum materials. (Supporting document #8 Criteria for Recommending Health Curriculum and Recommended Curricula/Programs)
- Access to students: The effectiveness of health education increases with the amount of time spent on instruction. The national health standards cite the need for 50 hours of health education instruction at every grade level in order to give all students the time needed to learn health skills and habits for a lifetime. (Health is Academic, p. 61) While integration of health information and skills into other subjects can help to reinforce the health curriculum, this should not replace health education as a core academic subject.
- Assessment and evaluation: The continued work of this committee in relation to assessment, will be to delineate content and skills that must be learned at each grade level and how often and for what duration the curriculum will be delivered. We will develop a plan for routine and ongoing assessment including strategies for measuring student knowledge and skills.
- Staff resources: At the middle and high school levels, most of the health and prevention education is offered in stand-alone classes taught by certified health educators with some supplementary units being taught by school health professionals including the guidance, student assistance counselors and school nurses. Many health educators are dual certified in the related disciplines of family and consumer science and physical education as well. In the elementary schools, classroom teachers, physical education teachers, nurses and counselors need to coordinate the implementation of the health instruction. Balancing the other demands on classroom teachers, school nurses, and counselors is a challenge that needs to be addressed to successfully implement the curriculum.
- Qualified and prepared teachers: Due to the sensitive nature of portions of the health curriculum (i.e. sexuality education), teachers should be well grounded in theoretical and practical knowledge and teaching methods, including knowledge of policies and protocols for teaching sensitive and controversial topics. Health education teachers require ongoing professional development. (Supporting document #9 Harwood Union Policy HE 40 Studying Controversial Issues)

- Family and community support: Strategies that foster family involvement in students' health education: Implementing a health education curriculum requires great sensitivity to the concerns of parents and other community members. Educators need to explain the purposes and goals of health education and its importance in the lives of developing children and adolescents and to continue to work with the community to ensure that health education is provided to students in a manner that respects community and cultural values.
- Integrating comprehensive health education with the other components of a coordinated school health program: Coordination and collaboration of all of the health programs within individual schools and between schools in the districts enhances the services provided and maximizes resources. (Supporting documents # 10 and #11 Coordinated School Health Model) The establishment of school and district-wide health teams like the Washington West Health and Prevention Committee (HAPCO) and the utilization of school health coordinators in each school and/or for the district is an essential first step. School and district health teams and a designated individual who assists in the coordination efforts will help with the establishment of an effective health curriculum, as well as with the coordination of the other components of a school health program. This will help our schools meet their goals of enhancing student learning and development.

## Washington West / State of Vermont Survey Results: Comparative Breakdown

WW 1999	WW 2001	VT 1999	VT 2001	Risk Behavior
29%	35%	29%	29%	Students who were in a <b>physical fight on school grounds</b> in the last 12 months
13%	13%	12%	8%	<b>Carried a weapon to school</b> during the last 30 days
13%	9%	N/A	7%	8 <sup>th</sup> graders <b>threatened or injured with a weapon</b> on school property
29%	24%	25%	27%	<b>Someone stole or damaged their property</b> at school in the last 12 months
87%	86%	77%	79%	Always <b>wear seatbelts</b> when riding in a car
50%	51%	31%	36%	Always <b>wear a helmet</b> when riding a bike
23%	25%	26%	24%	<b>Rode in a car with a driver who had been drinking</b> within the last 30 days
10%	7%	10%	9%	<b>Drove after drinking</b> alcohol
30%	30%	30%	27%	<b>Rode in a car with a driver who had been using marijuana</b>
16%	16%	16%	13%	<b>Drove after using marijuana</b>
13%	17%	16%	13%	<b>Made a plan to commit suicide</b> last year
45%	40%	46%	43%	<b>Had one drink</b> in the last 30 days
28%	25%	29%	25%	<b>Binge* drank</b> in the last 30 days
9%	5%	13%	8%	<b>Smoked one or more cigarettes every day</b> in the last 30 days
22%	15%	28%	21%	<b>Smoked</b> a who cigarette <b>before age 13</b>
14%	11%	8%	5%	<b>Used chewing tobacco or snuff</b> in the last 30 days
48%	42%	47%	42%	Reported having <b>tried marijuana</b>
33%	27%	30%	26%	<b>Smoked marijuana</b> one or more times in the last 30 days
20%	15%	20%	15%	Have <b>used hallucinogens</b>
32%	27%	28%	26%	Were <b>offered, sold, or given an illegal drug</b> on school property in the last year
37%	34%	38%	34%	<b>Have had sex</b>
60%	58%	62%	63%	Of those who have had sex <b>used condoms</b> the last time they had sex
59%	54%	54%	55%	Feel that they are <b>the right weight</b>
70%	65%	64%	69%	Did some sort of <b>aerobic exercise</b> 3 times within the last 7 days
27%	32%	45%	32%	Watches <b>3 hours of TV per day</b> (Computers and Video Games added in 2001)

\*Binge drinking is described as having 5 or more drinks in a row within 2 hours.

## Community Profile Washington West 2001

	Year	VT Rate	County	Community
<b>Rate of Injuries 0-9 yrs. Resulting in Hospital Stay</b>	'97	1.5	.8	NA
	'99	1.7	0.5	NA
<b>Child Mortality 1-14 yrs.</b>	'97	0.2	3#	0
	'99	0.2	1#	0
<b>% Kindergartners Fully Immunized</b>	'99	97.4	NA	96.9
	'01	92.3		93
<b>% Kindergartners Ready for K.</b>	'98	75.8	NA	80.4
	'01	68		79
<b>School Attendance</b>	'98	95	NA	95.9
	'00	94.9		95.6
<b>% IEP</b>	'98	11.8	NA	10.9
	'00	13.7		12.9
<b>High School Drop outs</b>	'98	5	NA	2.5
	'00	4.7		0.8
<b>% Children Receiving Food Stamps</b>	'98	14.6	13.4	7.1
	'00	11.3	9.5	4.5
<b>Child Abuse/Neglect Substan. / 10,000 0-17 yrs.</b>	'98	62.8	75.3	54.1
	'00	70.5	82.9	43 (12 victims)
<b>Youth who Report Families Provide High Level of Love/Support</b>	'98	8 <sup>th</sup> /12 69/62	NA	8 <sup>th</sup> /12 66/61
	'01	8 <sup>th</sup> /12 <sup>th</sup> 33/32	NA	8 <sup>th</sup> /12 <sup>th</sup> 29/34
<b>% Students Volunteering</b>	'01	8 <sup>th</sup> /12 <sup>th</sup> 50/53	NA	8 <sup>th</sup> /12 <sup>th</sup> 50/60
	'96	27.3	23.6	22.4
<b>Teen Pregnancy</b>	'99	21	15.5	14.3 (#3)
	'97	2.1	2.3	1.4
<b>Sexual Assault</b>	'00	2.2	2.6	1.3 (#16)

# Health & Prevention Grant Resources:

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<u>Program/Source</u>	<u>Funds available FY 2002</u>
• EPSDT (Medicaid reinvestment health access)	\$33,000
• Title IV (Safe & Drug Free Schools & Communities)	\$22,158
• School Based Tobacco	\$12,725
• New Directions (last year of grant)	\$22,140

# Washington West Health Education and Prevention Education Criteria for the Selection of Health and Prevention Programs/Curricula

The district's health education curriculum committee has recommended the following criteria for selecting and recommending programs/curricula to meet the health standards. The program/curriculum:

- Is researched based and/or theory driven
- Includes, current, basic accurate information that is developmentally appropriate
- Provide students an opportunity to model and practice relevant social skills
- Address social or medial influences on behaviors
- Strengthen individual values and group norms that support health-enhancing behaviors
- Are sufficient duration to allow students to gain the needed knowledge and skills

The chart that follows includes curriculum that has been reviewed by the district curriculum committee using the above criteria. The curriculum is listed by grade level and content areas covered. The Vermont Standards addressed by each curriculum are identified. The programs in bold letters are currently in use across most of the district. The italicized portions are health and prevention programs that the district health education professionals are considering for possible selection.

Grade Levels	Alcohol Tobacco & Other Drugs	Personal Health Concepts: Family, Mental, & Sexual Health	Disease, Violence, & Injury Prevention	Nutrition & Physical Activity	Community, Environmental, & Consumer Health
K-2	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Effects of tobacco on the body</li> <li>• Avoiding secondhand smoke</li> <li>• Being tobacco free and healthy</li> <li>• Why people start smoking</li> <li>• Addiction</li> <li>• Dealing with tobacco use by family</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Valuing uniqueness</li> <li>• Ways families are special and different</li> <li>• Understanding feelings</li> <li>• Identifying people who care</li> <li>• Expressing anger in healthy ways</li> <li>• How friends help us to be healthy</li> <li>• Dressing for the weather</li> <li>• Getting plenty of sleep</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Washing hands and brushing teeth</li> <li>• Getting help when sick or hurt</li> <li>• Taking medicines safely</li> <li>• Traffic, passenger, bike, and water safety</li> <li>• Getting help in emergencies</li> <li>• Preventing colds</li> <li>• Preventing minor cuts and burns</li> <li>• Fire prevention</li> <li>• Being safe when home alone</li> <li>• How emotions influence safety choices</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Hungry and full body signals</li> <li>• Identifying healthy food favorites</li> <li>• Importance of drinking water and eating breakfast</li> <li>• The importance of eating fruits and vegetables</li> <li>• Knowing and liking their bodies</li> <li>• Using the body in different ways</li> <li>• Moving the body every day</li> </ul>	
3/4	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Tobacco and alcohol issues &amp; myths</li> <li>• Reasons to say no and directing and alcohol and tobacco free life</li> <li>• Where pressures come from and why young people experiment with alcohol and tobacco</li> <li>• Why tobacco companies try to get people to use</li> <li>• How friends can help them stay alcohol and tobacco free</li> </ul> <p><b>Life Skills (Elementary level)</b></p> <ul style="list-style-type: none"> <li>• Tobacco education</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Assessing talents and skills</li> <li>• Dealing with growing up and changing</li> <li>• Understanding stress</li> <li>• Understanding conflict</li> </ul> <p><b>Life Skills (Elementary level)</b></p> <ul style="list-style-type: none"> <li>• Self-esteem</li> <li>• Friendship</li> <li>• Decision making</li> <li>• Dealing with stress</li> <li>• Non-verbal communication</li> <li>• Assertiveness/refusal skills</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Assessing unsafe situations</li> <li>• Dealing with bullying</li> <li>• Thinking ahead to be safe</li> <li>• Getting the right time of help</li> <li>• Risk taking</li> <li>• Responding to symbols that something is wrong</li> <li>• Understanding when to get personal support</li> </ul>		<p><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>• Advertising</li> </ul>

Grade Levels	Alcohol Tobacco & Other Drugs	Personal Health Concepts: Family, Mental, & Sexual Health	Disease, Violence, & Injury Prevention	Nutrition & Physical Activity	Community, Environmental, & Consumer Health
5/6	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Understanding alcohol and tobacco addiction</li> <li>• Connecting personal choices and consequences and alcohol use</li> <li>• Shaping peer norms that value being tobacco free</li> <li>• Identifying ways to say not to drugs</li> <li>• Helping others to be drug free</li> <li>• Analyzing the influence of the media on alcohol</li> <li>• Getting help when family members abuse alcohol</li> </ul> <p><b>Life Skills (Middle) Level I</b></p> <ul style="list-style-type: none"> <li>• Smoking, alcohol, and marijuana, myths and realities (3.4, 3.5 aa, bb)</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Understanding puberty</li> <li>• Communicating respectfully</li> <li>• Understanding and caring for the body</li> <li>• Valuing personal reputation and abstinence</li> <li>• Understanding family expectations about sexuality</li> <li>• Identifying new responsibilities that come with puberty</li> <li>• Valuing abstinence as a healthy personal choice</li> <li>• Resisting sexual pressure</li> </ul> <p><b>Life Skills (Middle) Level I</b></p> <ul style="list-style-type: none"> <li>• Self image and self improvement</li> <li>• Decision making</li> <li>• Coping with anxiety</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Assertiveness (1.15, 3.3, 3.4, 3.5 dd, ee, 3.7, 3.12)</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Valuing being safe at school</li> <li>• Understanding casual cruelty</li> <li>• Recognizing signs of bullying</li> <li>• Understanding why fights happen</li> <li>• Shaping peer norms that value safe schools</li> <li>• Analyzing personal injury</li> <li>• Understanding why safety rules are important</li> <li>• Identifying benefits of safe behavior</li> </ul> <p><b>Life Skills (Middle) Level I</b></p> <ul style="list-style-type: none"> <li>• Drug abuse &amp; violence</li> </ul>	<p><b>Health Smart</b></p> <ul style="list-style-type: none"> <li>• Understanding healthy eating guidelines</li> <li>• Assessing personal food choices</li> <li>• Limiting junk foods</li> <li>• Shaping peer norms that value healthy eating</li> <li>• Recognizing the importance of physical activity</li> <li>• Shaping peer norms that value a healthy body image</li> </ul>	<p><b>Life Skills Level I (M, F, CB)</b></p> <ul style="list-style-type: none"> <li>• Advertising (5.14)</li> </ul>

Grade Levels	Alcohol Tobacco & Other Drugs	Personal Health Concepts: Family, Mental, & Sexual Health	Disease, Violence, & Injury Prevention	Nutrition & Physical Activity	Community, Environmental, & Consumer Health
7	<p><b>Life Skills Level II</b></p> <ul style="list-style-type: none"> <li>• Drug abuse &amp; violence (3.4, 3.5 aa, bb)</li> </ul> <p><b>Project Alert</b></p> <ul style="list-style-type: none"> <li>• Consequences of alcohol, tobacco, and other drugs alternatives</li> <li>• Internal and external pressures to use drugs</li> <li>• Practicing resistance skills</li> <li>• The benefits of not using drugs (1.5, 3.3, 3.5 ee)</li> </ul>	<p><b>Life Skills Level II</b></p> <ul style="list-style-type: none"> <li>• Making decisions</li> <li>• Coping with anxiety</li> <li>• Coping with anger</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Assertiveness</li> <li>• Resolving conflict</li> <li>• Resisting peer pressure (1.15, 3.3, 3.4, 3.5 dd, ee, 3.7, 3.12)</li> </ul>	<p><b>Life Skills Level II</b></p> <ul style="list-style-type: none"> <li>• Drug abuse and violence (3.5 aa, bb)</li> </ul> <p><b>Safe – T</b></p> <ul style="list-style-type: none"> <li>• Promoting understanding between boys and girls</li> <li>• Sexual harassment</li> </ul>		<p><b>Life Skills Level II</b></p> <ul style="list-style-type: none"> <li>• Media influence (5.14)</li> </ul> <p><b>Adolescent Growth &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Family, school, and community resources for support &amp; valid health information (3.5 cc)</li> </ul>
8	<p><b>Life Skills Level III</b></p> <ul style="list-style-type: none"> <li>• Drug abuse cause and effect (3.4, 3.5 aa, bb)</li> </ul> <p><b>Project Alert</b></p> <ul style="list-style-type: none"> <li>• Motivating resistance to drugs</li> <li>• Practicing resisting internal and external pressure</li> <li>• Benefits of resisting drugs (1.15, 3.4, 3.5 ee, 7.14 cc)</li> </ul>	<p><b>Life Skills Level III</b></p> <ul style="list-style-type: none"> <li>• Making decisions</li> <li>• Coping with anxiety</li> <li>• Coping with anger</li> <li>• Communication skills</li> <li>• Social skills</li> <li>• Assertiveness</li> <li>• Resolving conflict</li> <li>• Resisting peer pressure (1.15, 3.3, 3.4, 3.5 dd, ee, 3.7, 3.12)</li> </ul> <p><b>Reducing the Risks - Building Skills to Prevent Pregnancy and HIV (part I)</b></p> <ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Refusal skills</li> <li>• Delay tactics</li> <li>• Avoiding high risk situations (1.15, 3.3, 3.4, 3.5 ee, 3.7, 3.12)</li> </ul>	<p><b>Safe – T</b></p> <ul style="list-style-type: none"> <li>• Communication skills for healthy relationships</li> <li>• Healthy sexuality and relationships</li> <li>• Peer and cultural influences</li> <li>• Rights, responsibilities: power and consent</li> <li>• Defining sexual abuse</li> <li>• Empowering ourselves and others</li> <li>• Teens at risk: risk factors to sexual offending (1.15, 3.3, 3.5 aa, bb, cc)</li> </ul>		<p><b>Life Skills Level III</b></p> <ul style="list-style-type: none"> <li>• Media influence (5.14)</li> </ul> <p><b>Adolescent Sexuality Unit</b></p> <ul style="list-style-type: none"> <li>• Family, school, &amp; community resources for support and valid health information (3.5 cc)</li> </ul> <p><b>Foods and Nutrition</b></p> <ul style="list-style-type: none"> <li>• Food packaging &amp; labeling (5.14)</li> </ul> <p><b>Safe – T</b></p> <ul style="list-style-type: none"> <li>• Resources &amp; support systems (3.5 cc, 5.14)</li> </ul> <p><b>Media Literacy (CB)</b></p>

Grade Levels	Alcohol Tobacco & Other Drugs	Personal Health Concepts: Family, Mental, & Sexual Health	Disease, Violence, & Injury Prevention	Nutrition & Physical Activity	Community, Environmental, & Consumer Health
9-12		<p><b>Reducing the Risks - Building Skills to Prevent Pregnancy and HIV (part II)</b></p> <ul style="list-style-type: none"> <li>• Review part I (abstinence, delay, refusal skills)</li> <li>• Getting &amp; using protection</li> <li>• Knowing &amp; talking about protection</li> <li>• Preventing HIV &amp; STI's</li> <li>• HIV risk behaviors</li> <li>• Implementing Protection from STD and pregnancy</li> <li>• Sticking with abstinence and protection</li> </ul> <p>(1.15, 3.3, 3.5 aaa, bbb, cc, eee, 3.7, 3.12)</p>			

## Studying Controversial Issues

The school wishes to be sensitive to the concerns of parents and guardians regarding controversial issues and teaching methods. The school recognizes that the interests of parents in directing their children's religious educations, the state's interest in providing all Vermont children with the education necessary to become effective citizens of the United States as well as the academic freedom of teachers and students must, at times, submit to a balancing process and that it cannot be said that any one of these competing interests, in a given circumstance, will always be superior.

It is a goal of the district to educate children to become effective citizens. To achieve this purpose, students should have an opportunity to examine controversial issues within the context of their formal education experiences. Accordingly, it will be the purpose of this policy to establish guidelines within which the district's professional staff and students can teach and learn about controversial issues.

### Including Controversial Issues in the Curriculum

Although controversial issues may arise spontaneously in the course of a classroom discussion, the school will consider the following when choosing controversial issues to be taught:

- a. Are the students mature enough to understand and emotionally and intellectually capable of handling the issues?
- b. Does exposure to the issue help students to achieve course objectives?
- c. Can all sides of the issue be presented objectively and with equal emphasis?
- d. Is the teacher qualified and prepared to teach about the issue?
- e. Is the issue required to suggest by state or federal law, regulation, or curriculum guidelines?
- f. Are resource and study materials about the issue available?

### Teaching About Controversial Issues

Controversial issues will be taught in the following manner:

- a. When discussing a controversial issue, a teacher will explore all sides of the issue and shall endeavor to provide resource materials on as many aspects of the issue as is possible.
- b. A teacher may not present his/her own personal positions as the only acceptable position nor shall the teacher seek to bring about a single conclusion to which all students must subscribe.
- c. A teacher will not suppress a student's view of an issue as long as the expression of that view is not derogatory, malicious, or abusive toward other student's views.

### Learning About Controversial Issues

By studying controversial issues, students will be encouraged to develop the following skills:

- a. to research, study, and discuss issues and to reach judgments and express opinions without jeopardizing their relationships with classmates or teachers;
- b. to learn to make intelligent judgments in their daily lives after analysis of all aspects of an issue; and
- c. to recognize that reasonable compromise is an important part of decision making in our society.

This policy applies to the regular curriculum of the school, and to extracurricular activities before and after school, within the school building, or outside of the school, wherever school or school related groups are involved.

# Components of a Coordinated School Health Program

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- **School Health Service** that offers prevention intervention and treatment
- **Curriculum & Instruction** that includes planned, sequential health education, physical education, and driver and traffic safety
- **School Guidance & Counseling** that is on going and available for all students
- **Food Service** that is nutritionally sound and supports instruction
- **Co-curricular Activities** that reinforce consistent, healthy messages and behaviors
- **School Environment** that provides safety through policies and facilities and the role modeling of healthy relationships and behavior
- **Staff and Faculty Wellness** that recognize the role that all staff play in promoting the health of students
- **Family & Community Involvement** is interwoven throughout each of the components

## Procedure for Considering Objections to Controversial / Sensitive Issues

Any resident of the Harwood Union School District or parent or guardian of a Harwood pupil may lodge an objection to the use of sensitive or controversial subject matter or methods of teaching.

If an objection is made, the following procedure will be utilized:

1. The objecting party shall file his/her objection in writing with the principal and may, but is not required, to use a prepared form for this purpose. (The subject matter or method of teaching shall not be withdrawn or discontinued simply because an objection has been filed.)
2. The written objection shall explain the basis for the objection including:
  - a. name of the class and teacher
  - b. date of instruction
  - c. reasons why the instruction was objectionable
3. The principal shall:
  - a. file the objection with the appropriate department chairperson within five (5) working days
  - b. select a committee
  - c. notify the board chair
  - d. provide copies of the objection to the members of a committee composed of the following:
    - the department chairperson
    - one teacher from that department
    - two teachers from another department
    - two parents
    - one community resident (non-Harwood parent)
    - the principal (who shall be a non-voting member)
    - two students
4. The committee will meet as a group to discuss the material and shall provide the objecting party with an opportunity for a meeting.
5. The committee shall make a written recommendation to the principal who shall render a written decision, based on a majority vote, which shall be forwarded to the objecting party, the District Superintendent, and the Board of School Directors within twenty (20) school days from the date of the filing of the written objection.
6. If an objecting party wished to appeal the decision of the principal, he/she may appeal to the Superintendent by written notice or appeal. The Superintendent shall render a decision within twenty (20) school days from the date of the notice of appeal.
7. A further appeal, also by written notice of appeal, may be taken to the Board of School Directors from the decision of the Superintendent. The Board of School Directors shall render a decision within sixty (60) school days of the date of the notice of appeal from the decision of the Superintendent.
8. The decision of the Board of School Directors shall be a final decision.