

# O'NEILL PUBLIC SCHOOLS BOARD OF EDUCATION

Monday, June 14, 2021  
7:00 PM

Administrative Office  
410 E Benton  
O'Neill, NE 68763

## Committee on American Civics Agenda

Posted Locations:

Holt County Independent  
KBRX Radio  
O'Neill Post Office  
O'Neill Public Schools Administrative Office  
O'Neill Jr-Sr High School  
O'Neill Elementary School  
O'Neill Public Schools Website

Posted Date:

*The agenda sequence is provided as a courtesy only. The board reserves the right to consider each item in any sequence it deems appropriate. Therefore, we encourage visitors to attend the meeting from the beginning. As a result of a majority vote by the board, certain agenda items may be clearly necessary to discuss in executive session in order to protect the public interest or to prevent needless injury to the reputation of an individual, and if the individual has not requested a public meeting.*

1. **Call to Order**
  - A. Roll Call
  - B. Excused/Unexcused Board Members
2. **Approve Meeting Agenda**
3. **Approve Minutes of Previous Meeting(s)**
4. **Reception of Visitors**
5. **Oral and Written Communications**
  - A. Public Testimony Time
6. **Old Business**
  - A. Review Requirements of the Committee
7. **New Business**
  - A. Required Observation Report
8. **Adjournment**

**O'NEILL PUBLIC SCHOOLS**  
**BOARD OF EDUCATION COMMITTEE MEETING MINUTES**  
**Monday, December 14, 2020**

**Board Members**

Ellen Boshart - President  
Amy Jo Rowse - Vice President  
Aaron Troester - Vice President-Elect  
Gene Chohon - Member  
Jim Wakefield - Member  
Coby Welke - Member

**Board Secretary**

Kathleen Marvin

**Administrators**

Amy Shane - Superintendent  
Corey Fisher - High School Principal  
Jim York - Elementary School Principal  
Jill Brodersen - Elementary School Assistant Principal  
Nick Hostert - Activities Director  
Shannon Stelling - Special Education Director

**Board Treasurer**

Carol Hammerlun

---

Attendance Taken at 7:00 PM.

Aaron Troester: Absent  
Ellen Boshart: Present  
Coby Welke: Present

Posted Locations:

- Holt County Independent
- KBRX Radio
- O'Neill Post Office
- O'Neill Public Schools Administrative Office
- O'Neill Jr-Sr High School
- O'Neill Elementary School
- O'Neill Public Schools Website

Posted Date: 11/30/2020

**1. Call to Order**

The **Committee on American Civics** of the O'Neill Public School Board of Education was called to order by **Ellen Boshart** at 7:00 pm, on **December 14, 2020** at the Administrative Offices at 410 East Benton, O'Neill, Nebraska.

1.A. Roll Call

Administrators, Corey Fisher, Amy Shane, and Jim York were also present.

1.B. Excused/Unexcused Board Members

Aaron Troester's absence was excused.

**2. Approve Meeting Agenda**

A motion to approve the meeting agenda, passed with a motion made by Coby Welke and seconded by Ellen Boshart.

Aaron Troester: Absent, Coby Welke: Yea, Ellen Boshart: Yea  
Yea: 2, Nay: 0, Absent: 1

**3. Approve Minutes of Previous Meeting(s)**

A motion to approve the minutes of the June 15, 2020 committee meeting, passed with a motion made by Coby Welke and seconded by Ellen Boshart.

Aaron Troester: Absent, Coby Welke: Yea, Ellen Boshart: Yea  
Yea: 2, Nay: 0, Absent: 1

#### **4. Reception of Visitors**

Visitors were welcomed and informed that this meeting was in compliance with the Nebraska Open Meetings Act which is posted on the south wall of the board room.

#### **5. Oral and Written Communications**

Public Comment was taken from those in attendance. Other communications received, either written or oral, were also reviewed.

#### **6. Old Business**

6.A. Report on new curriculum materials

Mr. York updated the committee on the new curriculum materials.

#### **7. New Business**

7.A. Report on how required holidays have been observed.

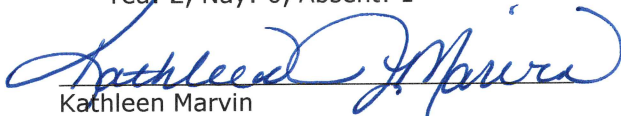
Mr. York and Mr. Fisher shared with the committee on how the required holidays have been observed.

#### **8. Adjournment**

A motion to adjourn at 7:14 pm, passed with a motion made by Coby Welke and seconded by Ellen Boshart.

Aaron Troester: Absent, Ellen Boshart: Yea, Coby Welke: Yea

Yea: 2, Nay: 0, Absent: 1



Kathleen Marvin

School Board Secretary Holt Co. Dist. #7

# Nebraska Open Meetings Act

**84-1407. Act, how cited.** Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

**84-1408. Declaration of intent; meetings open to public.** It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

**84-1409. Terms, defined.** For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

**84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.**

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

**84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.**

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of

an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

**84-1412. Meetings of public body; rights of public; public body; powers and duties.**

(1) Subject to the Open Meetings Act, the public has the right to attend and the right

to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall require members of the public to identify themselves as a condition for admission to the meeting nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

**84-1413. Meetings; minutes; roll call vote; secret ballot; when.**

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

**84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.**

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised  
10/2020



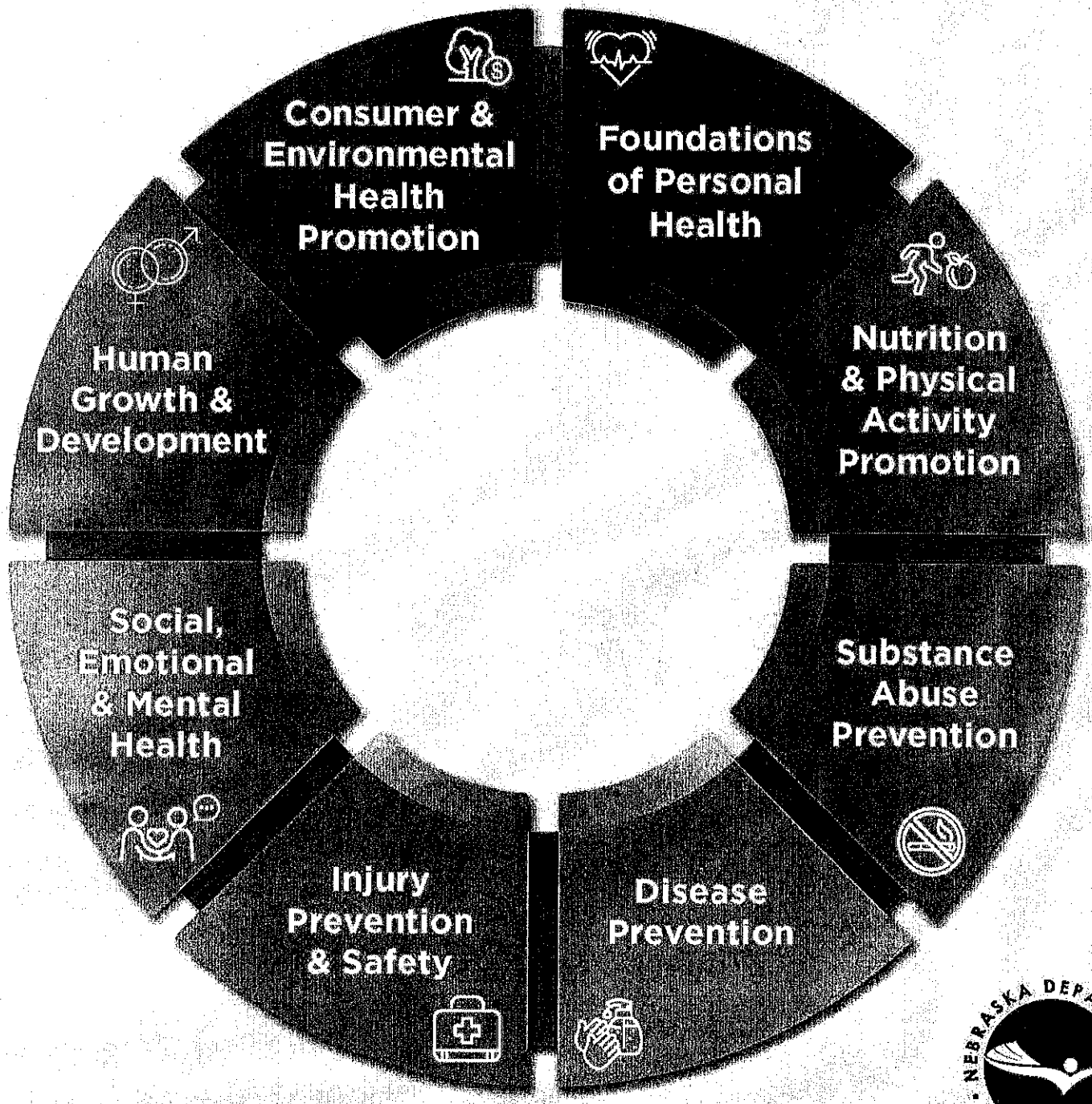
PERRY, GUTHERY, HAASE & GESSFORD, P.C., L.L.O.  
233 SOUTH 13<sup>TH</sup> STREET, SUITE 1400, LINCOLN, NE 68508  
(402) 476-9200  
[jgessford@perrylawfirm.com](mailto:jgessford@perrylawfirm.com)  
[rschultze@perrylawfirm.com](mailto:rschultze@perrylawfirm.com)  
[gperry@perrylawfirm.com](mailto:gperry@perrylawfirm.com)



Nebraska Council  
of School Administrators

455 South 11<sup>th</sup> Street, Suite A  
Lincoln, NE 68508  
(402) 476-8055  
[ncsa.org](http://ncsa.org)

# NEBRASKA HEALTH EDUCATION STANDARDS



# Nebraska Health Education Standards

## Table of Contents

Introduction.....	3
Content Standards Overview.....	3
Organization and Structure.....	3
Kindergarten.....	7
Grade 1 Standards.....	10
Grade 2 Standards.....	14
Grade 3 Standards.....	18
Grade 4 Standards.....	23
Grade 5 Standards.....	29
Grade 6 Standards.....	34
Grade 7 Standards.....	39
Grade 8 Standards.....	44
High School: Foundations of Health Education.....	50
High School: Fundamentals of Community and Public Health.....	56

## **Introduction**

Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others (SHAPE America). Comprehensive skills-based Health Education is a planned sequential standards based curriculum presented by qualified professionals to promote the development of health knowledge, health related skills, and positive attitudes toward health and wellbeing for students preschool through grade 12. The comprehensive health education program motivates students to maintain and improve their health; advocate for self and others; prevent disease; form healthy relationships; and avoid or reduce health-related risk behaviors. The Nebraska Health Education Standards identify the following 8 content strands for skill development for students in Kindergarten through grade 12: *foundations of personal health; nutrition & physical activity promotion; substance abuse prevention; disease prevention; injury prevention & safety; social, emotional & mental health; human growth & development; and consumer & environmental health.*

## **Content Area Standards Overview**

The Nebraska Health Education Standards guide the knowledge and skills that students should learn, practice and demonstrate, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching, learning and assessment, and they articulate a trajectory for knowledge and skill acquisition across all grade levels. This ensures that student learning builds on prior knowledge and skills and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## **Organization and Structure of Health Education Standards**

The overall structure of Nebraska's Health Education Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. In addition to standards and indicators, the Nebraska Health Education Standards provide examples. The "e.g...." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet equitable learning expectations of the standards and indicators.

The Nebraska Health Education Standards are organized by grade level for grades K-8 and course-based for high school. The K-8 standards and indicators are organized within eight strands, which are essential components for health literacy.

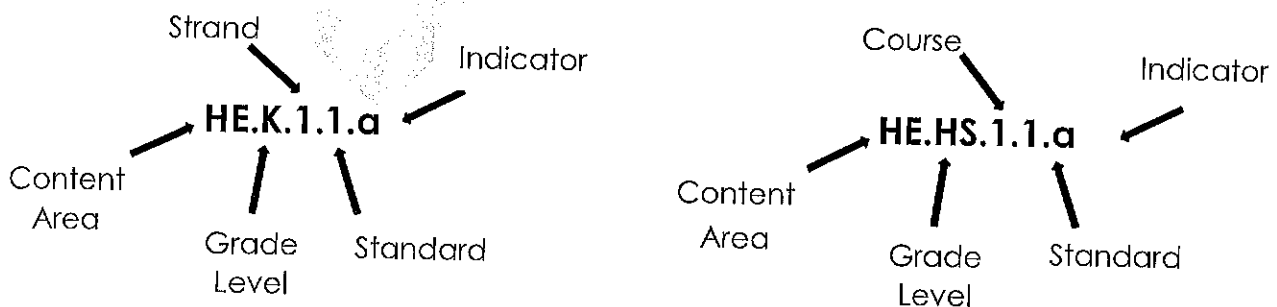
The eight content strands are described below:

- **Foundations of Personal Health:** Foundations of Personal Health will assist students with acquiring basic health concepts and functional health knowledge and skills providing a foundation for promoting health-enhancing behaviors. This strand includes essential concepts that are based on established health behavior theories and models. These concepts focus on both health promotion and risk reduction. Through the development of the foundational skills and knowledge (e.g. communication skills, resiliency skills, protective factors, goal setting, decision making), the subsequent content strands will build upon and further cultivate these skills for student health literacy.
- **Nutrition & Physical Activity Promotion:** The nutrition and physical activity strand promotes healthy lifestyle choices through knowledge and skills development to properly fuel the body. Students will learn the importance of movement and dietary choices along with their effects on the body, academics and overall health. The link between nutrition and physical activity and learning is well documented. Healthy eating patterns and physical activity are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Proper nutrition and adequate physical activity significantly reduce risk factors for obesity and other chronic diseases, such as type 2 diabetes, heart disease, stroke, certain cancers, and depression (CDC).
- **Substance Abuse Prevention:** The substance abuse prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance abuse (e.g. alcohol, tobacco, nicotine-delivery devices, and other drugs both legal and illegal). Students will learn the difference between harmful and helpful drugs and medication along with short and long term consequences of use, misuse, and abuse on overall health. Substance abuse and misuse potentially has the ability to negatively impact every aspect of an individual's life at home, school or community.
- **Disease Prevention:** The disease prevention strand promotes hygiene and safety practices to prevent and reduce the risk of diseases and conditions. By understanding what a disease is and how they are transmitted and acquired, students will learn and adopt behaviors which will maintain and enhance their overall health. Six in ten Americans live with at least one chronic disease, like heart disease and stroke, cancer, or diabetes. These and other chronic diseases are the leading causes of death and disability in America, and they are also a leading driver of healthcare costs (CDC, 2020).
- **Injury Prevention & Safety:** The injury prevention and safety strand will assist students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury. Additionally, students will develop skills to recognize and appropriately respond to injuries or emergency situations. In the United States, Injuries are the leading cause of death in children ages 19 and younger. Injuries affect everyone—regardless of age, race, or economic status (CDC, 2020).
- **Social, Emotional & Mental Health:** The social, emotional, and mental health strand will help students understand diverse cultural experiences that impact mental, emotional, and social health. Students will learn strategies to help

manage their thoughts, feelings, emotions, and behaviors. Learning how to cope with change and stressors and recognize when support is needed for self or others is a key component of this strand. Students will develop positive social behaviors that provide them with the skills to get along with and assist others. Social, emotional, and mental wellness are key elements to one's overall health and well-being. Understanding individual abilities to manage emotions can assist in coping with the typical stresses of life, increasing productivity, building stronger relationships and lead to happier, healthier more fulfilling lives.

- **Human Growth & Development:** The human growth & development strand teaches students the structures and functions of the body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation experienced throughout the lifespan. Students will recognize characteristics relating to identity, sexuality and healthy relationships and identify the fundamental components of sexual health. It is recommended that comprehensive human growth and development education begins in kindergarten and occurs sequentially for all students grades K-12. Human growth and development programs that are developmentally, culturally, age appropriate, medically accurate, and unbiased have been proven to prevent or reduce risky behaviors.
- **Consumer & Environmental Health:** The consumer & environmental health strand will teach students how to identify and access valid consumer products, services and resources for a healthy lifestyle and recognize how the environment plays a major factor in one's overall well-being. Students will develop an understanding and health enhancing behaviors for community engagement and utilizing supports within their community. School-based consumer health education is necessary to prepare current and future consumers to safely and efficiently advocate for oneself and utilize the medical marketplace (i.e. consumer products, services, and resources) to ensure a healthy lifestyle. Maintaining a healthy environment is central to increasing quality of life and years of healthy life. Therefore, environmental health must address the societal and environmental factors that increase the likelihood of exposure and disease (Healthy People 2020).

In addition to a common structure for content area standards, a consistent numbering system is used. The Health Education standards numbering system is as follows:



- The first set of letters represent the content area, Health Education.
- The second letter(s) or number represents the grade level.

- The third is a number, for K-8 it represents the content strand and for high school it represents the course name.
- The fourth is a number to represent the standard within the strand or course.
- Last, is a letter representing the indicator for that standard.

DRAFT

# Kindergarten

## HE.K.1. Foundations of Personal Health

HE.K.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.
HE.K.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.K.1.2.a: Identify how family can help make healthy decisions.
	HE.K.1.2.b: Identify how the school can help make healthy decisions. (e.g. healthy food in cafeteria, rules, practices and procedures).
	HE.K.1.2.c: Explain the relationship between a decision and an outcome.
HE.K.1.3.	Students will focus on personal development and growth.
	HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.
	HE.K.1.3.b: Define goals and explain why setting goals is important.
	HE.K.1.3.c: Identify examples of things that make you feel frustrated, angry and nervous.
	HE.K.1.3.d: Demonstrate what one could do when feeling frustrated, angry and nervous.

## HE.K.2. Nutrition & Physical Activity Promotion

HE.K.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.K.2.1.a: Identify nutrient-rich and less nutrient-rich food choices.
	HE.K.2.1.b: Identify the importance of eating a nutrient-rich breakfast every day.
	HE.K.2.1.c: Describe how much water someone should drink in a day.
	HE.K.2.1.d: Set a goal to eat breakfast every day.
HE.K.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.K.2.2.a: Describe how being physically active helps a person stay healthy.
	HE.K.2.2.b: Define physical activity and identify examples of active play opportunities outside of physical education.
HE.K.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.K.2.3.a: State how food gives us energy and helps us grow.

## HE.K.3. Substance Abuse Prevention

HE.K.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.K.3.1.a: Explain why taking medications under the care of a trusted adults is important.

## HE.K.4. Disease Prevention

HE.K.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.K.4.1.a: State examples of a healthy/well and unhealthy/ill person (e.g. fever, coughing, physically active, doctor visits, good hygiene).
	HE.K.4.1.b: Explain that germs can cause diseases.
	HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).

HE.K.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.K.4.2.a: State the importance of hand washing, mask wearing, coughing and sneezing etiquette to prevent the spread of germs.
	HE.K.4.2.b: Demonstrate how to properly wash one's hands.
	HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.
	HE.K.4.2.d: Describe ways to protect one's vision and hearing (e.g. routine exams, volume, sunglasses, hats, earbud use).
<b>HE.K.5. Injury Prevention &amp; Safety</b>	
HE.K.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.
	HE.K.5.1.b: Identify fire exits, and how to safely evacuate a building in multiple situations.
	HE.K.5.1.c: Demonstrate safe practices (tornado/fire drills) with adults.
	HE.K.5.1.d: Identify injury and/or emergency situations (e.g. tornadoes, lightning, fire, accident, poisoning, medical emergency, bug bites or stings).
	HE.K.5.1.e: Demonstrate stop, drop and roll.
HE.K.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.K.5.2.a: Identify behaviors or activities that could lead to harm (e.g. trampolines, swimming pools, sun safety, bicycling, riding in a car, crossing the street).
	HE.K.5.2.b: Explain how proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks) helps protect from injury.
	HE.K.5.2.c: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).
	HE.K.5.2.d: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).
	HE.K.5.2.e: Identify safety rules for home, school and community and describe why those rules are in place.
<b>HE.K.6. Social, Emotional &amp; Mental Health</b>	
HE.K.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.K.6.1.a: Describe qualities of being a good friend.
	HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.
	HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.
HE.K.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.K.6.2.a: Practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).
	HE.K.6.2.b: Identify how different emotions feel and how the body reacts to those emotions (e.g. tantrum, sweaty palms, heart rate, breathing).
HE.K.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.K.6.3.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).

HE.K.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Practice what to say when talking to a trusted adult to manage feelings.
	HE.K.6.4.b: Analyze how different events impact how people feel (e.g. pandemic, sports, protests, leadership, peer interactions).
<b>HE.K.7. Human Growth &amp; Development</b>	
HE.K.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.K.7.1.a: State medically accurate names for body parts including genitalia.
HE.K.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
	HE.K.7.2.b: Distinguish between safe and unsafe touch.
	HE.K.7.2.c: Define consent and identify how to clearly say no.
HE.K.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.K.7.3.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.
	HE.K.7.3.b: Explain that living things grow and mature.
HE.K.7.4.	Students will understand the structure and functions of body systems.
	HE.K.7.4.a: Name and describe the five senses.
<b>HE.K.8. Consumer &amp; Environmental Health</b>	
HE.K.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.K.8.1.a: Classify products as harmful or safe (e.g. household products, food, pesticides, gardening/yard products, health products).
HE.K.8.2.	Students will recognize how the environment affects health.
	HE.K.8.2.a: Explain why seeking shelter during a storm (e.g. lightning, hail, tornado) is important.
	HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.
	HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).

# Grade 1

## HE.1.1. Foundations of Personal Health

HE.1.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.1.1.1.a: Identify how healthy behaviors (e.g. brushing teeth, using crosswalk, physical activity) affect personal health.
	HE.1.1.1.b: Identify the multiple dimensions of health.
HE.1.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.1.1.2.a: Identify trusted adults who can help make healthy decisions.
	HE.1.1.2.b: Explain how to make good, health-related decisions and how all decisions can affect self or others.
HE.1.1.3.	Students will focus on personal development and growth.
	HE.1.1.3.a: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.
	HE.1.1.3.b: Describe personal health goals and determine who can assist in achieving them.
	HE.1.1.3.c: Identify how frustration, anger and nervousness makes one feel emotionally and physically.
	HE.1.1.3.d: Demonstrate how to manage frustration, anger and nervousness.

## HE.1.2. Nutrition & Physical Activity Promotion

HE.1.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.1.2.1.a: Identify foods from each food group.
	HE.1.2.1.b: Describe health benefits of water, compared to other beverages.
	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.
	HE.1.2.1.d: Recognize that family and culture influence food choices.
HE.1.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.
	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.
HE.1.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).
	HE.1.2.3.b: Explain why nutrient-rich foods are necessary for overall health.

## HE.1.3. Substance Abuse Prevention

HE.1.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.1.3.1.a: Identify trustworthy adults who can help make healthy decisions about potentially harmful substances.
HE.1.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products like cleaners.

	HE.1.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
HE.1.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.1.3.3.a: Identify the short-and long-term physical effects of tobacco smoke (first and second hand smoke).
	HE.1.3.3.b: Set a goal to be tobacco free.
<b>HE.1.4. Disease Prevention</b>	
HE.1.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.1.4.1.a: Classify diseases into 3 categories: "easy to pass", "hard to pass", and "cannot pass".
HE.1.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.1.4.2.a: Describe when one should wash their hands.
	HE.1.4.2.b: Explain why proper hygiene (e.g. oral, washing body, clean clothes) is important to stay healthy.
	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.
	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.
<b>HE.1.5. Injury Prevention &amp; Safety</b>	
HE.1.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.1.5.1.a: Demonstrate ways to ask a trusted adult (e.g. parent, guardian, relative, teacher, police officer, firefighter, spiritual leader, neighbor) for help when an emergency or injury occurs.
	HE.1.5.1.b: Describe situations that may be uncomfortable or unsafe that need to be reported to a trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).
	HE.1.5.1.c: Demonstrate the procedure for calling 911 and when it is appropriate to do so.
	HE.1.5.1.d: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightning, fire, accident, poisoning, medical emergency, bug bites or stings).
HE.1.5.2	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).
	HE.1.5.2.b: Demonstrate proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs) to help protect from injury.
	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).
	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).
	HE.1.5.2.e: Apply strategies to prevent fires and burns.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.
<b>HE.1.6. Social, Emotional &amp; Mental Health</b>	
HE.1.6.1.	Students will develop social skills and understand how to positively interact with others.

	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.
	HE.1.6.1.b: Explain importance of demonstrating respect for the personal space and boundaries of others.
	HE.1.6.1.c: Practice telling someone they are entering one's personal space and identify when to ask an adult for help.
	HE.1.6.1.d: Define bullying and teasing and why it is wrong to bully or tease others.
	HE.1.6.1.e: Explain the difference between tattling and reporting and why it is important to tell a trusted adult when they or someone they know is feeling threatened or harmed.
	HE.1.6.1.f: Identify bullying, teasing, and aggressive behaviors.
HE.1.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.1.6.2.a: Identify the causes of different feelings and emotions.
	HE.1.6.2.b: Define the influence of peers, the media, and the family on feelings and emotions.
	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.
HE.1.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.1.6.3.a: Identify who to talk to when feeling sad or having strong emotions. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.1.6.3.b: Discuss the emotions of loneliness and worry and how it may make one feel.
	HE.1.6.3.c: Apply communication skills to find out how others are feeling.
HE.1.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.1.6.4.a: Demonstrate what to say when showing respect and acceptance of differences in others.
	HE.1.6.4.b: Explain the influence of self-concept with performance in daily life.
<b>HE.1.7. Human Growth &amp; Development</b>	
HE.1.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.
HE.1.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
	HE.1.7.2.b: Explain that everyone has the right to tell others not to touch their body.
	HE.1.7.2.c: Discuss ways to respond if someone is touching them in a way that makes them feel uncomfortable.
	HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.
HE.1.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.1.7.3.a: Explain why sleep and rest are important for proper growth and good health.
	HE.1.7.3.b: Discuss the importance of talking to a trusted adult about growth and development.
HE.1.7.4.	Students will understand the structure and functions of body systems.
	HE.1.7.4.a: Explain how the heart and lungs work.

HE.1.8. Consumer & Environmental Health	
HE.1.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.1.8.1.a: Discuss that not all products advertised or sold are good for them.
HE.1.8.2.	Students will recognize how the environment affects health.
	HE.1.8.2.a: Explain various rules, signs and signals (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk) necessary for staying safe around traffic.
	HE.1.8.2.b: Demonstrate how to safely cross the street.
	HE.1.8.2.c: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).
	HE.1.8.2.d: Demonstrate ways to prevent damage from the sun.

## Grade 2

### HE.2.1. Foundations of Personal Health

HE.2.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.
HE.2.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.2.1.2.a: Demonstrate the steps of the decision-making process.
	HE.2.1.2.b: Recognize when help is needed in making a decision.
HE.2.1.3.	Students will focus on personal development and growth.
	HE.2.1.3.a: Examine positive health choices (e.g. eating habits, physical activity, hygiene, sleeping habits).
	HE.2.1.3.b: Describe ways they are different and special.
	HE.2.1.3.c: Explain why it is important to accept differences in people.

### HE.2.2. Nutrition & Physical Activity Promotion

HE.2.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.
	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.
	HE.2.2.1.c: Set a goal to drink enough water each day.
	HE.2.2.1.d: Identify the variety of foods of plant and animal origins.
	HE.2.2.1.e: Demonstrate making nutrient-rich snack choices at school and at home.
HE.2.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.
	HE.2.2.2.b: State the purpose of a warm-up and cool down when performing physical activities.
	HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.
	HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.
HE.2.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.
	HE.2.2.3.b: Discuss how physically activity can make one feel better.
	HE.2.2.3.c: Identify things they like about themselves to help build a positive body image.

### HE.2.3. Substance Abuse Prevention

HE.2.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.3.1.a: Describe what over-the-counter and prescription medications are and how to safely use them (e.g. only take with adult supervision, use according to the label, use only when necessary).

	HE.2.3.1.b: Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine or other drugs by someone other than a trusted adult.
	HE.2.3.1.c: Identify a variety of tobacco products.
HE.2.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a trusted adult. (e.g. firmly saying no and walking away).
	HE.2.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
	HE.2.3.2.c: Encourage peers to be tobacco free.
HE.2.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.2.3.3.a: Describe the short and long term effects of using tobacco, including addiction.
	HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.
	HE.2.3.3.c: Describe the consequences of experimenting with tobacco.
<b>HE.2.4. Disease Prevention</b>	
HE.2.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.
	HE.2.4.1.b: Recognize bacteria and viruses are types of germs.
HE.2.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.
	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye dr.).
	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.
	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.
	HE.2.4.2.e: Seek help from a trusted adult when not feeling well.
<b>HE.2.5. Injury Prevention &amp; Safety</b>	
HE.2.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.2.5.1.a: Explain protective behaviors to use when approached personally by strangers or on the internet.
	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.
	HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.
	HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.
	HE.2.5.1.e: Generate examples of safe places one might go if feeling personally threatened.
HE.2.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.

	HE.2.5.2.a: Describe how to cross the street safely.
	HE.2.5.2.b: State how emotions can influence safety-related behaviors.
	HE.2.5.2.c: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).
	HE.2.5.2.d: List personal behaviors that contribute to safe or unsafe use of technology.
	HE.2.5.2.e: Define child abuse (sexual, physical, and emotional) and identify behaviors that would be considered abusive.
<b>HE.2.6. Social Emotional &amp; Mental Health</b>	
HE.2.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).
	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.
	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.
	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.
	HE.2.6.1.e: Demonstrate responsibility for one's own actions and possessions and the possessions of others.
HE.2.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.2.6.2.a: Identify situations that trigger various emotions (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.
	HE.2.6.2.c: Explain the influence of peers, the media, technology, and family on feelings and emotions.
	HE.2.6.2.d: Practice the use of self talk to regulate emotions.
	HE.2.6.2.e: Explain the importance of talking with a trusted adult about feelings and emotions.
	HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.
HE.2.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.2.6.3.a: Discuss how various support systems for personal mental health needs could be used. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.2.6.3.b: Discuss the influence of loneliness and worry on one's personal mental health.
	HE.2.6.3.c: Identify feelings associated with disappointment, loss and grief and how to express the feeling in a healthy way.
HE.2.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.2.6.4.a: Model ways to treat all people with dignity and respect.
	HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).

	HE.2.6.4.c: Define and discuss examples of bias (e.g. stereotype, prejudice, stigma).
<b>HE.2.7. Human Growth &amp; Development</b>	
HE.2.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.2.7.1.a: Recognize genitalia differences.
HE.2.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.2.7.2.a: Demonstrate how to clearly say no, leave a situation, and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
	HE.2.7.2.b: Identify healthy ways for friends to express feelings for each other, both physically and verbally.
	HE.2.7.2.c: Explain that if someone touches them in an unsafe way it is not their fault and they are not to blame.
	HE.2.7.2.d: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
HE.2.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.2.7.3.a: Explain that healthy bodies come in different shapes, sizes, and abilities.
	HE.2.7.3.b: Demonstrate healthy practices and behaviors (e.g. sleep, cleaning body, nutrition, physical activity) that maintain or improve healthy growth and development.
	HE.2.7.3.c: Discuss the human cycle of birth, aging, and death.
HE.2.7.4.	Students will understand the structure and functions of body systems.
	HE.2.7.4.a: Identify the major bones in the body and their location.
<b>HE.2.8. Consumer &amp; Environmental Health</b>	
HE.2.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.2.8.2.	Students will recognize how the environment affects health.
	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO <sub>2</sub> detectors, weather alarms).
	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).
	HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).

## Grade 3

### HE.3.1. Foundations of Personal Health

HE.3.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.
	HE.3.1.1.b: Define hygiene and identify ways to practice good hygiene.
	HE.3.1.1.c: Explain the importance of practicing good hygiene.
HE.3.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health. (e.g. culture, family, biases, values, peers, community views).
	HE.3.1.2.b: Describe how choices can have positive and negative consequences.
	HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.
HE.3.1.3.	Students will focus on personal development and growth.
	HE.3.1.3.a: Describe ways some people are believed to be different and demonstrate ways to show dignity and respect while interacting with others.
	HE.3.1.3.b: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).
	HE.3.1.3.c: Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
	HE.3.1.3.d: Demonstrate the use of "I-statements" to express one's feelings or thoughts.
	HE.3.1.3.e: Respond positively to constructive criticism.

### HE.3.2. Nutrition & Physical Activity Promotion

HE.3.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).
	HE.3.2.1.b: Identify the recommended serving sizes for each food group.
	HE.3.2.1.c: Explain what food-borne illness is and how those illnesses can spread.
	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.
	HE.3.2.1.e: Discuss how family, friends, and media influence food choices.
HE.3.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activity to enhance fitness.
	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.
	HE.3.2.2.c: Discuss the importance of the muscular system on movement.
	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.
HE.3.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.

	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.
	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.
	HE.3.2.3.c: Define nutrients and their role within the body.
	HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.
<b>HE.3.3 Substance Abuse Prevention</b>	
HE.3.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.3.1.a: Explain rules for safe use of medicines and household products.
	HE.3.3.1.b: Explain the differences between medications (over the counter and prescription) and drugs (legal or illegal).
HE.3.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.3.3.2.a: Identify family, school and community rules about substance use.
	HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drugs use.
	HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs when offered by someone other than a trusted adult.
	HE.3.3.2.d: Describe how to locate sources of accurate information for alcohol- & tobacco-use prevention.
	HE.3.3.2.e: Encourage peers to be alcohol and tobacco free.
HE.3.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.3.3.3.a: Describe the short and long term effects of alcohol use, including addiction.
	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.
	HE.3.3.3.c: Explain the dangers of riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.d: Demonstrate strategies, including persuading others, to avoid riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.e: Set a goal to be alcohol free.
<b>HE.3.4 Disease Prevention</b>	
HE.3.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.
	HE.3.4.1.b: Identify common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
	HE.3.4.1.c: Describe symptoms that occur when a person is sick.
HE.3.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).
	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.
	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common infectious (communicable) and non-infectious (non-communicable) diseases.

	HE.3.4.2.d: Summarize the benefits of personal health care practices such as tooth brushing and flossing, skin care and bathing regularly.
	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.
	HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.
<b>HE.3.5. Injury Prevention &amp; Safety</b>	
HE.3.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.3.5.1.a: Identify and describe situations that may be uncomfortable or unsafe (e.g. weapons, harmful substances, abuse, injury, crosswalks, strangers).
	HE.3.5.1.b: Locate fire exits, and demonstrate how to safely evacuate a building.
	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).
	HE.3.5.1.d: Illustrate how to react to an injury or emergency situation and promptly report to a trusted adult or emergency service.
	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning by household cleaning and paint products.
	HE.3.5.1.f: Describe actions to take in a poison emergency.
HE.3.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.3.5.2.a: Identify at-risk situations that may require a decision making process and distinguish when assistance is necessary from an adult.
	HE.3.5.2.b: Illustrate how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.
	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger).
	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and discuss safety rules at home, school, and in the community.
	HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.
	HE.3.5.2.f: Analyze environments to determine whether they are safe places.
	HE.3.5.2.g: Describe safety guidelines for internet and social media use.
	HE.3.5.2.h: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (e.g. dangerous activities, unsafe challenges, purchasing choices).
<b>HE.3.6. Social, Emotional &amp; Mental Health</b>	
HE.3.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.3.6.1.a: Demonstrate effective verbal and nonverbal communication skills (including setting personal boundaries).
	HE.3.6.1.b: Define conflicts and identify strategies for conflict resolution.
	HE.3.6.1.c: Role play how to respond appropriately to bullying, teasing or aggressive behavior.
	HE.3.6.1.d: Demonstrate how to support students who are left out.
	HE.3.6.1.e: Discuss what is positive and negative peer pressure.
	HE.3.6.1.f: Identify characteristics of those involved in a bullying situation (e.g. the child who bullied, the child who was bullied, the child who was both bullied and bullied others, and bystanders).

	HE.3.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).
	HE.3.6.1.h: Identify benefits of intervening and disadvantages of being a spectator.
	HE.3.6.1.i: Explain why it is wrong to tease or bully others based on personal characteristics (e.g. body type, gender, appearance, mannerisms, and the way one dresses or acts).
HE.3.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.3.6.2.a: Identify examples of self-control during situations that trigger various emotions. (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.3.6.2.b: Identify strategies for coping with upsetting situations (e.g. disappointment, loss, separation, being told no), including talking with a trusted adult.
	HE.3.6.2.c: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).
	HE.3.6.2.d: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.
	HE.3.6.2.e: State that sharing feelings is a healthy action.
	HE.3.6.2.f: Explain that anger is a normal emotion and identify nonviolent ways to manage anger.
HE.3.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.
	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings (e.g. loss, grief, loneliness, disappointment, worry).
	HE.3.6.3.c: Examine cultural and media factors that promote the stigma of mental health conditions.
HE.3.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.3.6.4.a: Display being open minded to the perspective of others.
	HE.3.6.4.b: Examine various cultural practices and beliefs (e.g. holidays, foods, music, and customs).
	HE.3.6.4.c: Define prejudice and discrimination.
	HE.3.6.4.d: Discuss stereotypes and racial bias in media and books (e.g. heros, "bad guys", characteristics, roles).
<b>HE.3.7. Human Growth &amp; Development</b>	
HE.3.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.3.7.1.a: Describe the functions of basic reproductive body parts.
	HE.3.7.1.b: Explain reproduction and why all living things may have the capacity to reproduce.
HE.3.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
	HE.3.7.2.b: Describe the characteristics of healthy relationships.

	HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
	HE.3.7.2.d: Explain the relationship between consent, personal boundaries, and bodily autonomy.
	HE.3.7.2.e: Define sexual orientation.
	HE.3.7.2.f: Explain that inappropriate touches should be reported to a trusted adult.
	HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation.
HE.3.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.3.7.3.a: Explain how puberty and development can vary greatly and still be normal.
	HE.3.7.3.b: Describe physical changes that occur during development (e.g. body hair, body odor, body shape).
	HE.3.7.3.c: Describe how puberty prepares human bodies for the potential to reproduce.
	HE.3.7.3.d: Identify potential resources (for example: parents, caregivers, health care professionals, websites) that can provide accurate information about puberty.
	HE.3.7.3.e: Discuss good hygiene practices and their importance for growth and development.
	HE.3.7.3.f: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.3.7.4.	Students will understand the structure and functions of body systems.
	HE.3.7.4.a: Describe the muscular system and its basic functions.
<b>HE.3.8. Consumer &amp; Environmental Health</b>	
HE.3.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.3.8.1.a: Describe how family, community, peers, and media can influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).
	HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.3.8.2.	Students will recognize how the environment affects health.
	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.
	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds and identify common sources of noise.
	HE.3.8.2.c: Practice ways to protect ones hearing.
	HE.3.8.2.d: Discuss how family, community, peers, and media can influence personal environmental health practices and behaviors.

# Grade 4

## HE.4.1. Foundations of Personal Health

HE.4.1.1. Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.

HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.

HE.4.1.1.c: Describe values that promote personal health (e.g. self-efficacy, family beliefs).

HE.4.1.2. Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

HE.4.1.2.a: Locate medically-accurate resources from home, school, and community that can influence one's decision making.

HE.4.1.2.b: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.

HE.4.1.2.c: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

HE.4.1.3. Students will focus on personal development and growth.

HE.4.1.3.a: Recognize and accept that reasonable people can have differing opinions.

HE.4.1.3.b: Prioritize healthy choices for self while being influenced by others.

HE.4.1.3.c: Set a specific and measurable short-term health-related goal and track the progress.

HE.4.1.3.d: Define stress and identify what causes or triggers stress in oneself and others.

HE.4.1.3.e: Discuss strategies to manage stress triggers.

HE.4.1.3.f: Identify physical and emotional reactions to stress.

HE.4.1.3.g: Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).

HE.4.1.3.h: Examine your interests and get involved within your school community (e.g. tutor, student council, clubs, mentoring new students).

## HE.4.2. Nutrition & Physical Activity Promotion

HE.4.2.1. Students will be able to make healthy food choices based on dietary recommendations.

HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.

HE.4.2.1.b: Set a short-term goal to choose healthy foods for snacks and meals.

HE.4.2.1.c: Differentiate between portions and servings sizes.

HE.4.2.1.d: Identify foods with labels and locate key nutrition items on those labels.

HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.

HE.4.2.1.f: Describe safe food handling and preparation practices.

HE.4.2.1.g: Practice asking family members for nutrient-rich food options.

HE.4.2.2. Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

HE.4.2.2.a: Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.

	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.
	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, workout, cool-down).
HE.4.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.4.2.3.a: Discuss the importance of hydration and hydration choices for physical activities.
	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and good health.
	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.
	HE.4.2.3.d: Demonstrate strategies for taking personal responsibility for eating healthy foods and being physically active.
<b>HE.4.3. Substance Abuse Prevention</b>	
HE.4.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).
	HE.4.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.
	HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).
	HE.4.3.1.d: Access sources of accurate information for tobacco, alcohol and medications.
HE.4.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not to use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).
	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.4.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.
	HE.4.3.2.d: Demonstrate how to locate sources of accurate information for prevention of substance use and misuse.
	HE.4.3.2.e: Give factual information about the benefits of not using alcohol, tobacco or other drugs.
	HE.4.3.2.f: Describe the impact of using substances (e.g. tobacco, alcohol, medications, caffeine), including that they can be addictive.
HE.4.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.4.3.3.a: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).
	HE.4.3.3.b: Examine the consequences to the brain and body when harmful substances are ingested (e.g. intoxicants, medications, alcohol, illicit drugs).
	HE.4.3.3.c: Demonstrate ways to request to others to avoid driving under the influence.

	HE.4.3.3.d: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.
	HE.4.3.3.e: Explain the short and long term physical, mental, social, financial, and emotional effects of alcohol, tobacco and other substance use.
<b>HE.4.4. Disease Prevention</b>	
HE.4.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.
	HE.4.4.1.b: Describe when it is important to seek health care treatment of infectious (communicable) and non-infectious (non-communicable) diseases.
	HE.4.4.1.c: Identify the most common symptoms of an infectious (communicable) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).
	HE.4.4.1.d: Demonstrate how to show empathy towards individuals that have chronic conditions.
HE.4.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.4.4.2.a: Demonstrate how to locate sources of accurate information on the internet to prevent diseases.
	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood health problems.
	HE.4.4.2.c: Locate professional health services in the community.
	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions. (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).
<b>HE.4.5. Injury Prevention &amp; Safety</b>	
HE.4.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.4.5.1.a: Describe the symptoms of someone who is seriously ill or injured and needs immediate medical attention.
	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.
	HE.4.5.1.c: Practice strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.
	HE.4.5.1.d: Explain the importance of telling an adult if someone is in danger.
HE.4.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm (e.g. swimming, pedestrian, motor vehicle, wheeled recreation, falls, burns, poisoning).
	HE.4.5.2.b: Demonstrate ways to start a conversation when you are seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g. bullying, teasing, child abuse).
	HE.4.5.2.c: Examine ways to be a safe pedestrian.
	HE.4.5.2.d: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.
	HE.4.5.2.e: Identify the potential consequences of risky behaviors.
	HE.4.5.2.f: Explain why abusive behaviors are harmful and their potential impacts.
	HE.4.5.2.g: Describe the potential risks and dangers associated with online communication.

	HE.4.5.2.h: Explain responsible uses of technology and digital information and describe potential consequences of inappropriate use.
<b>HE.4.6. Social, Emotional &amp; Mental Health</b>	
HE.4.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.4.6.1.a: Demonstrate graciousness in winning and losing.
	HE.4.6.1.b: Develop strategies for building relationships with others who are different from oneself.
	HE.4.6.1.c: Describe ways to express forgiveness.
	HE.4.6.1.d: Explain the difference of positive and negative peer pressure and how it could influence a friendship.
	HE.4.6.1.e: Explain how resolving a conflict with a friend could strengthen the friendship.
	HE.4.6.1.f: Identify assertive, passive and aggressive conflict resolution behaviors.
	HE.4.6.1.g: Identify strategies to intervene safely when someone is being bullied or teased.
	HE.4.6.1.h: Demonstrate ways of dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.4.6.1.i: Practice reflective listening (e.g. I messages, paraphrase).
	HE.4.6.1.j: Define empathy and practice demonstrating empathy with peers.
	HE.4.6.1.k: Discuss the different types of bullying (social, verbal, physical, and cyber).
HE.4.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.
	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.
	HE.4.6.2.c: Utilize "I-statements" to express various emotions.
	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify triggers and causes.
HE.4.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.4.6.3.a: Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others.
	HE.4.6.3.b: Recognize that using resources and strategies, including talking to someone (e.g. a trusted adult (mental health medical professionals, caregivers, teachers), to manage feelings is a healthy action.
	HE.4.6.3.c: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult.
HE.4.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Define and discuss examples of conscious and unconscious bias.
	HE.4.6.4.b: Analyze the various points of view expressed on an historical, political, or social issue.
	HE.4.6.4.c: Explain behaviors associated with inclusiveness in a variety of relationships.
	HE.4.6.4.d: Discuss stereotyping and its negative impact on others.
	HE.4.6.4.e: Describe that people from different cultural and social groups share many things in common.

<b>HE.4.7. Human Growth &amp; Development</b>	
HE.4.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.4.7.1.a: Define Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).
	HE.4.7.1.b: Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
	HE.4.7.1.c: Define the process of human reproduction.
	HE.4.7.1.d: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.
HE.4.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.4.7.2.a: Demonstrate refusal skills to protect personal boundaries and avoid or reduce health risks.
	HE.4.7.2.b: Compare positive and negative ways friends, peers and media can influence relationships.
	HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
	HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
	HE.4.7.2.e: Demonstrate the use of healthy and respectful words and actions to express friendship, attraction, and affection.
	HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.4.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.4.7.3.a: Explain ways to manage the physical and emotional changes associated with puberty.
	HE.4.7.3.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/adults).
	HE.4.7.3.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.4.7.3.d: Demonstrate how to ask a trusted adult questions about puberty and adolescents.
	HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset).
	HE.4.7.3.f: Explain body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.4.7.4.	Students will understand the structure and functions of body systems.
	HE.4.7.4.a: Describe the respiratory and cardiovascular system and their basic functions.
<b>HE.4.8. Consumer &amp; Environmental Health</b>	
HE.4.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.4.8.1.a: Locate trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).
	HE.4.8.1.b: Identify characteristics of valid health information, products and services.

	HE.4.8.1.c: Investigate resources from home, school, and community that provide valid health information.
HE.4.8.2.	Students will recognize how the environment affects health.
	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).
	HE.4.8.2.b: Discuss strategies to protect the skin (e.g. bug spray, sun screen, protective gear, chemical exposure) when playing outdoors.
	HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).

DRAFT

## Grade 5

### HE.5.1. Foundations of Personal Health

HE.5.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.
	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.
HE.5.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.5.1.2.a: Analyze a variety of internal and external factors that influence health practices and behaviors. (e.g. culture, family, biases, values, peers, community views).
	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.
	HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.
	HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.
HE.5.1.3.	Students will focus on personal development and growth.
	HE.5.1.3.a: Communicate ideas using a variety of formats including technology.
	HE.5.1.3.b: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).
	HE.5.1.3.c: Demonstrate ways to express gratitude and treat others with dignity and respect.
	HE.5.1.3.d: Demonstrate strategies to reduce stress (e.g. talking to a friend or trusted adult, considering what led to these feelings, exercise).
	HE.5.1.3.e: Practice turning criticism into constructive feedback.

### HE.5.2. Nutrition & Physical Activity Promotion

HE.5.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.5.2.1.a: Define a calorie and describe how it is used by the body.
	HE.5.2.1.b: Explore food choices from different cultures.
	HE.5.2.1.c: Identify strategies that can be used to consume recommended portions of food to meet individual nutrient needs.
	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.
	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.
	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, solid fat, and sodium.
HE.5.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.5.2.2.a: Identify the skill-related components of fitness.
	HE.5.2.2.b: Differentiate between skill-related and health-related components of fitness.
	HE.5.2.2.c: Develop a personal plan to be physically active.
	HE.5.2.2.d: Identify ways to strengthen each skill- and health-related component of fitness.
	HE.5.2.2.e: Track progress towards achieving a personal physical activity goal.

	HE.5.2.2.f: Discuss the role of weight or resistance training prior to puberty.
HE.5.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.
	HE.5.2.3.b: Illustrate foods' role during the process of digestion.
	HE.5.2.3.c: Describe the social benefits gained from participating in physical activity.
	HE.5.2.3.d: Identify the role of physical activity and healthy eating in prevention of chronic disease.
	HE.5.2.3.e: Examine how the media portrays beauty.
	HE.5.2.3.f: Discuss how healthy bodies come in all shapes, sizes and abilities.
<b>HE.5.3. Substance Abuse Prevention</b>	
HE.5.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).
	HE.5.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.
	HE.5.3.1.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.
HE.5.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.
	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.
	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.
	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.
	HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.
HE.5.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.5.3.3.a: Summarize the risks associated with driving a motor vehicle under the influence of alcohol and other drugs.
	HE.5.3.3.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.5.3.3.c: Explain addiction and recovery.
	HE.5.3.3.d: Describe the benefits of abstaining from or discontinuing substance use or misuse (e.g. nicotine, alcohol, medications, household products, tobacco, marijuana).
<b>HE.5.4. Disease Prevention</b>	
HE.5.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.4.1.a: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.
	HE.5.4.1.b: Discuss pathogens (germs) and common types of pathogens.

	HE.5.4.1.c: Locate factual information about common chronic health conditions ( e.g. asthma, diabetes, allergies, anaphylaxis, seizures).
HE.5.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.5.4.2.a: Demonstrate approaching a trusted adult about feeling ill at school and home.
	HE.5.4.2.b: Name alternatives to unhealthy behaviors that may cause disease.
	HE.5.4.2.c: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).
	HE.5.4.2.d: Discuss how social determinants and health disparities can impact health.
<b>HE.5.5. Injury Prevention &amp; Safety</b>	
HE.5.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.5.5.1.a: Communicate with a trusted adult at home how to respond to a fire and/or tornado.
	HE.5.5.1.b: Demonstrate how to obtain and offer assistance to others in harmful situations.
	HE.5.5.1.c: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.
HE.5.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.
	HE.5.5.2.b: Identify ways to reduce risk of injuries from animal and insect bites and stings.
	HE.5.5.2.c: Explain a variety of healthy behaviors (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety) that promote injury prevention and personal safety.
	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.
	HE.5.5.2.e: Define what is sex- and human trafficking.
	HE.5.5.2.f: Explain the potential risks associated with the use of networked digital environments (internet, cell phones, wireless networks) and sharing personal information.
	HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.
<b>HE.5.6. Social, Emotional &amp; Mental Health</b>	
HE.5.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a trusted adult for assistance.
	HE.5.6.1.b: List different approaches one might have to dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.5.6.1.c: Interpret non-verbal communication cues (e.g. hand gestures, facial expressions, body language).
	HE.5.6.1.d: Explain how one's own behavior might affect the feelings of others.
	HE.5.6.1.e: Recognize how a situation would make one feel (positive and negative) and treat others accordingly.
	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.

	HE.5.6.1.g: Recognize and accept that reasonable people can have differing opinions.
	HE.5.6.1.h: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
HE.5.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.5.6.2.a: Demonstrate strategies to avoid situations that might lead to negative consequences.
	HE.5.6.2.b: Demonstrate strategies to manage strong feelings.
	HE.5.6.2.c: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).
	HE.5.6.2.d: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.
HE.5.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.5.6.3.a: Demonstrate how to get help from an adult when someone is in danger of hurting themselves or others.
	HE.5.6.3.b: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
	HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.
HE.5.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.5.6.4.a: Evaluate examples of how the media portray various social and cultural groups.
	HE.5.6.4.b: Demonstrate ways to advocate for others.
	HE.5.6.4.c: Describe cultural beliefs, conscious and unconscious bias and stigma and the various factors that influence them.
	HE.5.6.4.d: Discuss how current events could trigger various emotions.
<b>HE.5.7. Human Growth &amp; Development</b>	
HE.5.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.
	HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.
	HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
	HE.5.7.1.d: Define the functions of sperm and egg cell in human reproduction.
	HE.5.7.1.e: Define STDs, including HIV, and clarify ways they are transmitted and prevented.
	HE.5.7.1.f: Describe the benefits of being sexually abstinent.
	HE.5.7.1.g: Explain sexual intercourse and how it relates to human reproduction.
HE.5.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.5.7.2.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.
	HE.5.7.2.b: Demonstrate positive ways to communicate differences of opinion while maintaining romantic relationships.

	HE.5.7.2.c: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.
	HE.5.7.2.d: Describe steps a person can take when they are being or have been sexually abused.
	HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
	HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
	HE.5.7.2.g: Define sexual abuse, sexual harassment, and domestic/dating violence and explain why they are harmful and their potential impacts.
	HE.5.7.2.h: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.
HE.5.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.5.7.3.a: Use self-assessment skills to identify feelings and personal changes that are part of puberty.
	HE.5.7.3.b: Discuss the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.5.7.3.c: Identify personal hygiene practices and health and safety issues related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.5.7.3.d: Make a plan for maintaining personal hygiene during puberty.
	HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
HE.5.7.4.	Students will understand the structure and functions of body systems.
	HE.5.7.4.a: Describe the digestive system and its basic functions.
	HE.5.7.4.b: Identify the building blocks of the human body (cells, tissues, organs, organ system, organisms).
<b>HE.5.8. Consumer &amp; Environmental Health</b>	
HE.5.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.5.8.1.a: Demonstrate how to positively influence family, peers and community consumer health choices and behaviors (e.g. nutritional foods, hygiene, products, community opportunities).
	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.
HE.5.8.2.	Students will recognize how the environment affects health.
	HE.5.8.2.a: State how different industries (e.g. agriculture, factories) impact the environment and one's health (e.g. water and air quality, pesticides).
	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.
	HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
	HE.5.8.2.d: Analyze how one's family influences (positive or negative) environmental health practices and behaviors.

## Grade 6

### HE.6.1. Foundations of Personal Health

HE.6.1.1. Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

HE.6.1.1.a: Define health and identify healthy lifestyles and habits.

HE.6.1.1.b: Distinguish between the multiple dimensions of health.

HE.6.1.1.c: Analyze the influence of media and technology on personal and family health.

HE.6.1.2. Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.

HE.6.1.2.b: Predict the positive and negative consequences of a decision.

HE.6.1.2.c: Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.

HE.6.1.3. Students will focus on personal development and growth.

HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

HE.6.1.3.b: Create strategies to manage deadlines for a school-related activity (e.g. studying for a test, completing a project).

HE.6.1.3.c: Describe passive, aggressive, and assertive communication styles.

HE.6.1.3.d: Demonstrate how to communicate assertively in a respectful manner.

HE.6.1.3.e: Describe passive, aggressive, and assertive communication styles.

HE.6.1.3.f: Describe the signs and symptoms of stress.

HE.6.1.3.g: Identify positive and negative results of stress and appropriate ways of dealing with each.

HE.6.1.3.h: Demonstrate ways to promote dignity and respect for all people.

### HE.6.2. Nutrition & Physical Activity Promotion

HE.6.2.1. Students will be able to make healthy food choices based on dietary recommendations.

HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).

HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.

HE.6.2.1.c: Differentiate between portion and serving sizes.

HE.6.2.1.d: Identify the nutritional value for various foods.

HE.6.2.1.e: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.

HE.6.2.1.f: Explain the importance of eating breakfast every day.

HE.6.2.1.g: Analyze how advertising and marketing techniques used for food and beverages affect choices.

HE.6.2.2. Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

HE.6.2.2.a: Demonstrate examples of each skill-related component of fitness.

HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.

	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.
	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.
	HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.
	HE.6.2.2.f: Demonstrate the role of a warm-up and cool down through dynamic movement.
	HE.6.2.2.g: Discuss the importance of proper technique while performing muscular strength exercises.
HE.6.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.6.2.3.a: Define caloric intake and expenditure.
	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.
	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).
	HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
	HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.
<b>HE.6.3. Substance Abuse Prevention</b>	
HE.6.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.
	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.
	HE.6.3.1.c: Access sources of accurate information for a variety of substances.
HE.6.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.6.3.2.b: Identify the potential effects of substance use.
	HE.6.3.2.c: Demonstrate strategies to resist substance use that can lead to misuse and abuse.
	HE.6.3.2.d: Describe positive alternatives to using alcohol, tobacco and other drugs.
HE.6.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.
	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.
	HE.6.3.3.c: Access school and community resources to assist with substance use, misuse, and abuse.
	HE.6.3.3.d: Locate school policies and community laws about alcohol, tobacco and other drugs use.
	HE.6.3.3.e: Summarize the short and long term effects of marijuana use.
<b>HE.6.4. Disease Prevention</b>	

HE.6.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.4.1.a: Break down what a disease is and its correlation within the body.
	HE.6.4.1.b: Examine pathogens and the diseases they cause.
	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, poverty, health disparities of marginalized communities, race, environment, hygiene).
HE.6.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.
	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.
	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.
<b>HE.6.5. Injury Prevention &amp; Safety</b>	
HE.6.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.6.5.1.a: Predict the severity of an injury or emergency and respond appropriately.
	HE.6.5.1.b: Interpret emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms).
HE.6.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.
	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).
	HE.6.5.2.c: Describe ways to reduce risk of injuries from firearms.
	HE.6.5.2.d: Predict the potential outcomes to at-risk behaviors.
	HE.6.5.2.e: Identify strategies that sex traffickers/exploiters employ to recruit youth.
	HE.6.5.2.f: Identify key components of digital citizenship.
	HE.6.5.2.g: Describe how prejudice, discrimination, intolerance, and bias can lead to violence.
<b>HE.6.6. Social, Emotional &amp; Mental Health</b>	
HE.6.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.6.6.1.a: Demonstrate effective listening skills.
	HE.6.6.1.b: Demonstrate the ability to use the steps of conflict resolution.
	HE.6.6.1.c: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.
	HE.6.6.1.e: Describe how to end unhealthy relationships.
HE.6.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.6.6.2.a: Demonstrate the ability to use practical strategies to manage strong feelings.
	HE.6.6.2.b: Identify, recognize and name personal complex emotions.

	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.
	HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.
	HE.6.6.2.e: Discuss how emotions change during adolescence.
HE.6.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.
	HE.6.6.3.b: Define mental health and understand what it means to be mentally healthy.
	HE.6.6.3.c: Identify risk factors for mental illnesses and challenges.
	HE.6.6.3.d: Research school and community mental health resources to help and assist with mental illnesses or challenges.
	HE.6.6.3.e: Locate appropriate processes for reporting unsafe behaviors or situations for self and others.
	HE.6.6.3.f: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).
HE.6.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.6.6.4.a: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.6.4.b: Explain how recognizing and understanding different perspectives could prevent conflict.
<b>HE.6.7. Human Growth &amp; Development</b>	
HE.6.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
	HE.6.7.1.b: Identify prevention strategies, including abstinence, of pregnancy, STDs and HIV.
	HE.6.7.1.c: Explain STDs, including HIV, how common STDs are, and how they are and are not transmitted.
	HE.6.7.1.d: Explain why it is unethical to pressure anyone to have sexual contact and emphasize how individuals have the right to refuse any level of sexual contact.
	HE.6.7.1.e: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	HE.6.7.1.f: Correlate how engaging in sexual activity could affect personal goals.
HE.6.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.6.7.2.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
	HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
	HE.6.7.2.d: Describe the similarities and differences between friendships and romantic relationships.

	HE.6.7.2.e: Summarize how technology, including social media can impact friendships and relationships.
	HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
	HE.6.7.2.g: Demonstrate communication skills that will support healthy relationships.
	HE.6.7.2.h: Recognize techniques that are used to coerce or pressure someone to have sex.
HE.6.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.6.7.3.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.3.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.
	HE.6.7.3.d: Identify health care providers for puberty and adolescent development services.
	HE.6.7.3.e: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain good hygiene during maturation.
HE.6.7.4.	Students will understand the structure and functions of body systems.
	HE.6.7.4.a: List the basic interactions of the human body systems.
	HE.6.7.4.b: Describe the immune system and its basic functions.
<b>HE.6.8. Consumer &amp; Environmental Health</b>	
HE.6.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.
	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.
HE.6.8.2.	Students will recognize how the environment affects health.
	HE.6.8.2.a: Identify environmental factors that can affect health (e.g. pollutants, safety guidelines/laws for home, school and community).
	HE.6.8.2.b: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.8.2.c: Identify common causes of noise-induced hearing loss.
	HE.6.8.2.d: Summarize actions to take to protect oneself against potential damage from exposure to the sun.

## Grade 7

### HE.7.1. Foundations of Personal Health

HE.7.1.1	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.
	HE.7.1.1.b: Explain the relationship between the multiple dimensions of health.
	HE.7.1.1.c: Analyze the physical, emotional, mental, and social importance of keeping the body clean.
HE.7.1.2	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).
	HE.7.1.2.b: Demonstrate the use of resistance/refusal skills in managing conflicts.
HE.7.1.3	Students will focus on personal development and growth.
	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.
	HE.7.1.3.b: Identify influences on personal development and advocate for self.
	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.
	HE.7.1.3.d: Describe common stress triggers and how stress effects one's health.
	HE.7.1.3.e: Practice strategies for dealing with stress (for example: e.g. deep breathing, guided visualization, aerobic exercise, time management).
	HE.7.1.3.f: Describe how time management might contribute to stress reduction.

### HE.7.2. Nutrition & Physical Activity Promotion

HE.7.2.1	Students will be able to make healthy food choices based on dietary recommendations.
	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.
	HE.7.2.1.b: Analyze nutritional information to enhance food choices.
	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.
	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.
	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices (e.g. choice, food deserts, family & culture, community).
HE.7.2.2	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.7.2.2.a: Differentiate between the components of skill- and health-related fitness.
	HE.7.2.2.b: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.
	HE.7.2.2.c: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.
	HE.7.2.2.d: Describe the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.
	HE.7.2.2.e: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

	HE.7.2.2.f: Explain the relationship between self-expression and lifelong enjoyment through physical activity.
	HE.7.2.2.g: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.
HE.7.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.
	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.
	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.
	HE.7.2.3.d: Define disordered eating and eating disorders.
<b>HE.7.3. Substance Abuse Prevention</b>	
HE.7.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.7.3.1.a: Describe the possible progression of substance use, misuse, and abuse and the potential risks associated with each.
	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
HE.7.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.
	HE.7.3.2.b: Apply strategies to resist substance use that can lead to misuse and abuse.
	HE.7.3.2.c: Examine the reasons why people choose to use or not to use alcohol, tobacco and other drugs.
	HE.7.3.2.d: Define addiction and understand the need for professional intervention.
	HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.
HE.7.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.
	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health (including side effects).
	HE.7.3.3.c: Assess the validity of information as it applies to substance use, misuse, and abuse.
	HE.7.3.3.d: Evaluate how the use of substances can cause illness, injury and complications with growth and development.
	HE.7.3.3.e: Describe the health risks of using performance-enhancing drugs.
	HE.7.3.3.f: Encourage others to be tobacco-, alcohol- and drug-free.
<b>HE.7.4. Disease Prevention</b>	
HE.7.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.

	HE.7.4.1.a: Differentiate between communicable (infectious) and non-communicable (non-infectious) diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).
	HE.7.4.1.b: Identify blood borne pathogens, such as those causing HIV and Hepatitis B and C, and methods to prevent disease transmission.
	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.
HE.7.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.
	HE.7.4.2.b: Summarize health behaviors to prevent the spread of infectious (communicable) diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.
	HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.
<b>HE.7.5. Injury Prevention &amp; Safety</b>	
HE.7.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.7.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.
	HE.7.5.1.b: Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
	HE.7.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.
	HE.7.5.1.d: Identify signs and symptoms of self-harm.
HE.7.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted driver, use of safety restraints in motor vehicles, and use of safety equipment).
	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.
	HE.7.5.2.c: Identify protective equipment necessary for sports and recreational activities.
	HE.7.5.2.d: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
	HE.7.5.2.e: Describe ways to reduce risk of injuries while riding in or on a motor vehicle, around water and as a pedestrian.
	HE.7.5.2.f: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle choices).
	HE.7.5.2.g: Develop a personal plan for safe and responsible technology use.
<b>HE.7.6. Social, Emotional &amp; Mental Health</b>	
HE.7.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.

	HE.7.6.1.b: Analyze the effectiveness of conflict resolution steps when dealing with conflict.
	HE.7.6.1.c: Illustrate responsible interactions on social and digital media.
	HE.7.6.1.d: Describe how power and control differences in relationships can contribute to aggression and violence.
	HE.7.6.1.e: Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.
HE.7.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.
	HE.7.6.2.b: Apply skills to manage strong feelings.
	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.
	HE.7.6.2.d: Explore common life changes (e.g. moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
	HE.7.6.2.e: Summarize the benefits of talking with parents and other trusted adults about feelings.
HE.7.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).
	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.
	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community (e.g. school counselors, psychologists, social workers).
	HE.7.6.3.d: Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
	HE.7.6.3.e: Identify mental health conditions and challenges that require support.
	HE.7.6.3.f: Research careers associated with mental health care (for example: social worker, psychologist, psychiatrist, school counselor).
HE.7.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
	HE.7.6.4.b: Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ.
	HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
<b>HE.7.7. Human Growth &amp; Development</b>	
HE.7.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.
	HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.
	HE.7.7.1.c: Examine behaviors and situations that may result in increased risk for STDs, including HIV.
	HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

	HE.7.7.1.e: Define vaginal, oral and anal sex and their relationship to STD/HIV transmission.
	HE.7.7.1.f: Explain the range of ways pregnancy can occur (e.g. IVF, surrogacy).
HE.7.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.7.7.2.a: Describe consent and its impact of healthy relationships.
	HE.7.7.2.b: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.
	HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
	HE.7.7.2.d: Categorize characteristics of healthy and unhealthy relationships.
	HE.7.7.2.e: Examine the impact of technology (e.g., use of smartphones, GPS tracking) including social media, on friendships and relationships (e.g., consent, communication, sexting).
	HE.7.7.2.f: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
	HE.7.7.2.g: Explain how family, friends, society and media, including sexually explicit media, can impact one's body image and self-esteem.
	HE.7.7.2.h: Describe the state and federal laws related to age of consent, child pornography, sexting, safe haven, and sex trafficking.
HE.7.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.7.7.3.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.
	HE.7.7.3.b: Demonstrate respect of individual differences in puberty and adolescent development.
	HE.7.7.3.c: Create a sleep plan to reduce disruptive behaviors and get at least 8 hours of sleep each night.
	HE.7.7.3.d: Identify trusted adults of whom students can ask questions about puberty and adolescent health issues.
HE.7.7.4.	Students will understand the structure and functions of body systems.
	HE.7.7.4.a: Examine the different body systems and their major functions.
<b>HE.7.8. Consumer &amp; Environmental Health</b>	
HE.7.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.
	HE.7.8.1.b: Investigate ways in which health messages and communication techniques can be altered for different audiences.
	HE.7.8.1.c: Explore various careers in the healthcare field and their roles.
HE.7.8.2.	Students will recognize how the environment affects health.
	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.
	HE.7.8.2.b: Illustrate appropriate ways to protect vision and hearing. (e.g. protective goggles, sun safety, reduce volume, earplugs).

## Grade 8

### HE.8.1. Foundations of Personal Health

HE.8.1.1. Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.

HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the different dimensions of health.

HE.8.1.1.c: Correlate the relationship between different dimensions of health.

HE.8.1.2. Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

HE.8.1.2.a: Apply the steps of the decision-making process.

HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).

HE.8.1.2.c: Apply resistance/refusal skills in conflict management.

HE.8.1.2.d: Assess the positive and negative impacts of a decision.

HE.8.1.3. Students will focus on personal development and growth.

HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.

HE.8.1.3.b: Analyze how influences impact personal development.

HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.

HE.8.1.3.d: Demonstrate respect for human dignity virtually and in-person.

HE.8.1.3.e: Apply strategies to reduce stress.

### HE.8.2. Nutrition & Physical Activity Promotion

HE.8.2.1. Students will be able to make healthy food choices based on dietary recommendations.

HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.

HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.

HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.

HE.8.2.1.d: Identify foods and beverages that contain each of the six important nutrients.

HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.

HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.

HE.8.2.1.g: Explain how to select healthy foods when dining out.

HE.8.2.1.h: Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.

HE.8.2.2. Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.

HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.

HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.

	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day (e.g. lifetime sports, dance, aquatic, outdoor activity).
	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.
HE.8.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.
	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.
	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.
	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health. (e.g. eating disorders, diets, cultural).
	HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.
	HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.
	HE.8.2.3.g: Locate school and community resources for help and support with eating disorders.
	HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.
<b>HE.8.3. Substance Abuse Prevention</b>	
HE.8.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.3.1.a: Analyze the relationship of substance use, misuse, and abuse progression.
	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter and prescription medicines.
	HE.8.3.1.d: Investigate the risks associated with substance use, misuse, and abuse.
HE.8.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.
	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.
	HE.8.3.2.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other substances.
	HE.8.3.2.e: Demonstrate strategies, using factual information, to resist peer pressure with regards to substance use or misuse.
HE.8.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.8.3.3.a: Demonstrate strategies to avoid riding in a car with someone driving under the influence and find alternate transportation.
	HE.8.3.3.b: Make a pledge to be alcohol-, tobacco- and drug-free.

	HE.8.3.3.c: Describe the relationship between substance use and misuse and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and other drug use.
	HE.8.3.3.d: Apply refusal/resistance skills to minimize exposure and/or influences to substance use.
	HE.8.3.3.e: Describe the health risks of using weight loss drugs.
	HE.8.3.3.f: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
<b>HE.8.4. Disease Prevention</b>	
HE.8.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.4.1.a: Compare and contrast infectious (communicable), non-infectious (non-communicable), acute and chronic diseases.
	HE.8.4.1.b: Examine the factors that contribute to how diseases are spread and/or acquired.
	HE.8.4.1.c: Examine how various pathogens are spread and the effects of pathogens and diseases.
	HE.8.4.1.d: Research how health disparities and environment can increase or decrease risk of acquiring disease.
HE.8.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions (e.g. genetics, lifestyle choices, hygiene).
	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.
	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices, hygiene).
	HE.8.4.2.d: Define standard precaution and bodily fluids it applies to.
	HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.
<b>HE.8.5. Injury Prevention &amp; Safety</b>	
HE.8.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and emergencies and the appropriate responses.
	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).
	HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).
	HE.8.5.1.d: Identify reliable community resources and/or other sources of support for someone who is being sexually harassed, abused, assaulted, exploited or trafficked.
	HE.8.5.1.e: Demonstrate how to help or contact the appropriate emergency resources (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line) for different situations.
HE.8.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.8.5.2.a: Examine personal decision making and refusal skills in avoiding risky behaviors.

	HE.8.5.2.b: Demonstrate advocacy skills to support others to be safe at home, school and the community.
	HE.8.5.2.c: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).
	HE.8.5.2.d: Evaluate the potential consequences of personal risky behaviors.
	HE.8.5.2.e: Locate reliable resources and/or other sources of support within the community or school that students can go to if they or someone they know is being sexuality harassed, abused, assaulted, exploited, or trafficked.
<b>HE.8.6. Social, Emotional &amp; Mental Health</b>	
HE.8.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.8.6.1.a: Demonstrate confidence in handling tasks and challenges in a positive way. (e.g. reframing from negative comments, engaging in positive self-talk).
	HE.8.6.1.b: Apply conflict resolution skills to real or hypothetical situations involving peers.
	HE.8.6.1.c: Utilize strategies to manage social pressures associated with social and digital media.
	HE.8.6.1.d: Examine how social and digital media can potential impact one's reputation and relationships.
	HE.8.6.1.e: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health.
	HE.8.6.1.f: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
HE.8.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors.
	HE.8.6.2.b: Demonstrate basic self-advocacy academically and socially.
	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.
	HE.8.6.2.d: Describe ways to manage interpersonal conflict nonviolently.
HE.8.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.
	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.
	HE.8.6.3.c: Examine how negative perceptions and stigmas effect accessing help or assistance on mental or emotional challenges.
	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.
	HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.
	HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).
	HE.8.6.3.g: Exhibit positive body image.

HE.8.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.8.6.4.a: Compare and contrast internal and external factors that help to determine how one acts toward others.
	HE.8.6.3.b: Discuss and describe the various 'isms' (e.g. racism, sexism, ageism, heterosexism, ableism, classism) and their impact (individual and societal).
	HE.8.6.4.c: Analyze how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
	HE.8.6.4.d: Apply empathy practices through understanding of others' feelings and acknowledgement of their perspective.
<b>HE.8.7. Human Growth &amp; Development</b>	
HE.8.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.8.7.1.a: Explain how the human reproductive systems function, including external and internal body parts.
	HE.8.7.1.b: Acknowledge that the naturally occurring appearance of body parts may vary.
	HE.8.7.1.c: Examine medically accurate resources about pregnancy prevention, reproductive care, and STD/HIV, such as, prevention, testing, and treatment resources.
	HE.8.7.1.d: Describe the signs, symptoms, or lack thereof, and potential impacts of STDs, including HIV.
	HE.8.7.1.e: Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV.
	HE.8.7.1.f: Describe pregnancy testing, the signs and symptoms of a pregnancy, and pregnancy options.
	HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.
HE.8.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.8.7.2.a: Discuss sexual consent and sexual agency.
	HE.8.7.2.b: Compare and contrast the characteristics of healthy and unhealthy relationships.
	HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
	HE.8.7.2.d: Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
	HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
	HE.8.7.2.f: Develop personal refusal skills and describe how and when to use those skills.
	HE.8.7.2.g: Analyze how alcohol and other substances can influence sexual decision-making.
HE.8.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
	HE.8.7.3.b: Access medically accurate sources (online and in the community) of information about puberty and adolescence development.

	HE.8.7.3.c: Demonstrate the use of decision making skills to evaluate the possible outcomes of personal hygiene practices and health and safety issues (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.8.7.3.d: Explain the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.8.7.3.e: Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem.
	HE.8.7.3.f: Analyze how puberty prepares human bodies for the potential to reproduce.
HE.8.7.4.	Students will understand the structure and functions of body systems.
	HE.8.7.4.a: Investigates the structures, functions & diseases affecting the body systems.
	HE.8.7.4.b: Analyze how the different body systems work together to function.
<b>HE.8.8. Consumer &amp; Environmental Health</b>	
HE.8.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.8.8.1.a: Identify situations that may require professional health services.
	HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.
	HE.8.8.1.c: Access valid health information from home, school, and community.
	HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity of those claims.
HE.8.8.2.	Students will recognize how the environment affects health.
	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).
	HE.8.8.2.b: Explain how one can help the environment (e.g. recycling, pick up trash, energy and water conservation, compost) and how these practices can impact one's health.
	HE.8.8.2.c: Demonstrate ways to protect our soil and water supply.

How Do People Express  
Their Sexual Feelings?

Activity D

What Is Abstinence?  
(10 minutes)

**Answers may include:**

oral sex	sexual fantasy
caressing	anal sex
dancing	massage
masturbation	holding hands
talking	cuddling on the couch
hugging	touching each other's genitals
kissing	vaginal intercourse
talking	saying "I like you"
grinding	

oral sex, masturbation, anal sex,

Please consider writing or calling in opposition to the State Board of Education:

Matthew Blomstedt - commissioner: (402) 471-5020 [matt.blomstedt@nebraska.gov](mailto:matt.blomstedt@nebraska.gov)

Maureen Nickels - President - District 6: (308) 380-3919 [maureen.nickels@nebraska.gov](mailto:maureen.nickels@nebraska.gov)

Patricia Koch Johns - Vice President - District 1: (402) 416-3374  
[patsy.kochjohns@nebraska.gov](mailto:patsy.kochjohns@nebraska.gov)

Lisa Fricke - District 2: [lisa.fricke@nebraska.gov](mailto:lisa.fricke@nebraska.gov)

Patti Gubbels - District 3: (402) 649-1265 [patti.gubbels@nebraska.gov](mailto:patti.gubbels@nebraska.gov)

Jacquelyn Morrison - District 4: (817) 247-4563 [jacquelyn.r.morrison@nebraska.gov](mailto:jacquelyn.r.morrison@nebraska.gov)

Patricia Timm - District 5: (402) 228-4054 [patricia.timm@nebraska.gov](mailto:patricia.timm@nebraska.gov)

Robin Stevens – District 7: (402) 615-4095 [robin.stevens@nebraska.gov](mailto:robin.stevens@nebraska.gov)

Deborah Neary – District 8: (402) 215-9139 [deborah.neary@nebraska.gov](mailto:deborah.neary@nebraska.gov)