

Oyster River Cooperative School District



K-12 Health Curriculum

K-12 HEALTH CURRICULUM

TABLE OF CONTENTS

Committee Members	2
Introduction	3
NH Department of Education Curriculum Standards for Health Education	4
Curriculum Strands for Standards and Proficiencies	6
Oyster River Curriculum Standards and Proficiencies by Grade Level	7
K	8
1	8
2	10
3	11
4	11
5	12
6	14
7	15
8	16
9-12	18
Oyster River Curriculum Standards and Proficiencies by Strand	21
Alcohol and Other Drugs (AOD)	22
Injury Prevention (INJ)	23
Nutrition (NUT)	25
Physical Activity (PA)	27
Family Life and Sexuality (FLS)	28
Tobacco (TOB)	29
Mental Health (MH)	31
Personal and Consumer Health (PCH)	32
Community and Environmental Health (CEH)	34

K-12 Health Curriculum Committee Members

2007

Barbra Bertrand	Mast Way School
Katherine Moore	Mast Way School
Maureen McGinty	Moharimet School
Tracy Schroeder	Moharimet School
Todd Cain	Oyster River Middle School
Eileen Moran	Oyster River Middle School
Holly Pirtle	Oyster River Middle School
Rob Quaglieri	Oyster River High School
Danuta Richards	Oyster River High School
Thomas Zarnowski	Oyster River School District

Oyster River Cooperative School District Health Curriculum

ORCSD Health Curriculum overview:

Student health and well-being are prerequisites for academic success and student achievement. Through the Health Curriculum, the district seeks to minimize social and emotional barriers to learning, to promote resiliency, and to enhance students' assets. The Health Curriculum seeks to help young people achieve their fullest potential by accepting responsibility for personal health decisions and practices, by adopting healthy behaviors, by working with others to improve the health of their district's schools and community by becoming discriminating consumers of health information, services, and products. The curriculum teaches fundamental health concepts, promotes habits that enhance health, wellness and learning, and guides efforts to build healthy families, relationships, schools, and communities.

At the elementary school level, school nurses, physical education teachers, and guidance counselors serve as resources to support the classroom teacher in the implementation of the Health Curriculum. The Health Curriculum in the ORCSD is taught within the context of the district's Wellness Program.

This curriculum document is arranged in two sections. The first section identifies health proficiencies and standards by grade level with each of the subject area strands as a subcategory. The second section is organized by subject area strand with each grade level as a subcategory.

Teachers can use the curriculum guide to quickly identify health proficiencies and standards for each grade level in the first section. The second section is helpful to easily determine what proficiencies precede and follow a specific grade level in each strand.

New Hampshire Department of Education

Curriculum Standards for Health Education

Standard 1

Students will comprehend concepts related to health promotion and disease prevention.

Students will be able to:

- use complete, factual information.
- be sure the facts are accurate.
- show relationships among ideas.
- make factual conclusions about health.

Standard 2

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

Students will be able to:

- identify sources of information.
- explain how to find the needed help.
- explain what type of help this source offers.
- explain why it's a good source.

Standard 3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Students will be able to:

- demonstrate habits that contribute to health.
- describe or demonstrate specific first aid and safety techniques.
- identify strategies to avoid or manage unhealthy or dangerous situations.
- list the steps in the correct order if there is one.

Standard 4

Students will analyze the influence of culture, media, technology, and other factors on health.

Students will be able to:

- show a variety of influences.
- show both internal and external influences.
- explain the complexity of the influences.
- show how the influences affect health choices.

Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Students will be able to:

- show dialogues that express needs, ideas and opinions.
- be clear and organized.
- show effective ways to say “no”.
- use appropriate and effective verbal and nonverbal strategies.

Standard 6

Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Students will be able to:

- show all the steps in a goal-setting process.
- write a clear goal statement.
- be sure to goal is realistic.
- make a plan for meeting the goal.
- show how to evaluate and adjust the plan if needed.

Standard 7

Student will demonstrate the ability to advocate for personal, family, and community health.

Students will be able to:

- take a clear stand for a healthy choice.
- explain why the stand taken is good for health.
- use information to support the choice.
- show awareness of the audience for the message.
- be persuasive.
- show conviction about the message.

Oyster River Cooperative School District

Curriculum Strands for Standards and Proficiencies

Alcohol and Other Drugs	(AOD)
Injury Prevention	(INJ)
Nutrition	(NUT)
Physical Activity	(PA)
Family Life and Sexuality	(FLS)
Tobacco	(TOB)
Mental Health	(MH)
Personal and Consumer Health	(PCH)
Community and Environmental Health	(CEH)

**Oyster River
Cooperative School District**

K-12 Health Curriculum

**Curriculum Standards and
Proficiencies by Grade Level**

Oyster River Cooperative School District

K-12 Health Curriculum

Kindergarten

NH Standard #

Alcohol and Other Drugs

Students will:

show understanding of which problems students can take care of, which ones they must get an adult for (including the use of medicines), and which situations are emergencies **1, 3, 5**

Injury Prevention

Students will:

show an understanding of how to keep germs from spreading (stay home when sick, cover mouth with arm or tissue if coughing or sneezing, keep fingers out of mouth and nose, and hand washing) **1, 3**

verbalize an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult **3, 5, 7**

show understanding of which problems students can take care of, which ones they must get an adult for, including the use of medicines, and which situations are emergencies **1, 3, 5**

Nutrition

Students will:

understand that you need a variety of foods and be able to name some foods that are good choices **3**

Family Life and Sexuality

Students will:

be exposed to social expectations of how to respect oneself and others **3, 7**

Grade 1

Injury Prevention

Students will:

show an understanding of how to keep germs from spreading (stay home when sick, cover mouth with arm or tissue if coughing or sneezing, keep fingers out of mouth and nose, hand washing) **1, 3**

show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies **5, 7**

show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult **2, 3, 5, 7**

demonstrate when and how to use 911 and verbalize fire safety information and sun protection information **1, 2, 3, 5, 7**

Grade 1 Continued

<i>Nutrition</i>	NH Standard #
Students will:	
understand that you need a variety of foods and verbalize some foods that are good choices	3
be exposed to the food pyramid and the value of exercise as it relates to nutrition	3
<i>Physical Activity</i>	
Students will:	
understand that you need a variety of foods and name some foods that are good choices	3
show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies	5, 7
show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult	1, 2, 3, 5, 7
demonstrate when and how to use 911 and verbalize fire safety information and sun protection information	1, 2, 3, 5, 7
be exposed to the food pyramid and value of exercise as it relates to nutrition	3
<i>Family Life and Sexuality</i>	
Students will:	
demonstrate an understanding of how to communicate respect for oneself and others (recognize diversity)	4, 5, 7
demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques	1, 4, 7
<i>Mental Health</i>	
Students will:	
demonstrate an understanding of how to communicate respect for oneself and others	4, 5, 7
demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques	1, 4, 7
<i>Personal and Consumer Health</i>	
Students will:	
be able to verbalize how they can help to keep their teeth healthy	1, 3
demonstrate an understanding of how to communicate respect for oneself and others including people with allergies, diseases and physical differences	1, 3, 4, 5, 7
demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques	1, 4, 7
<i>Community and Environmental Health</i>	
Students will:	
show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult	1, 2, 3, 5, 7
demonstrate when and how to use 911 and verbalize fire safety information and sun protection information	1, 2, 3, 5, 7

Grade 2

Injury Prevention

NH Standard #

Students will:

- be exposed to information regarding inappropriate touching 3, 5, 7
- demonstrate an understanding of how to take care of cuts and bumps, how to use 911 and fire safety procedures 3, 5, 7
- show an understanding of when they can take care of problems, when they need to check with an adult and what an emergency is 3, 5, 7
- be introduced to the importance of safe choices in reference to the protection of their skeletal system 3, 6
- become aware of personal safety skills 1, 2, 3, 5, 7

Nutrition

Students will:

- review information about healthy food choices within the food pyramid and understand the importance of diversity in their diets 1, 2, 3, 4, 6
- be introduced to the value of nutrition in the development of the body including the heart, lungs, and bones 3

Physical Activity

Students will:

- be introduced to the value of physical exercise in the development of the body including the heart, lungs, and bones 3

Family Life and Sexuality

Students will:

- be exposed to and demonstrate personal and social coping strategies 1, 3, 5, 7

Mental Health

Students will:

- be able to explain how to seek a trusted adult and sharing feelings can help a person feel better 5, 7
- be exposed to information regarding inappropriate touching 3, 5, 7
- show an understanding of when they can take care of problems, when they need to check with an adult, and what constitutes an emergency 3, 5, 7
- be exposed to and demonstrate personal and social coping strategies 1, 3, 5, 7

Personal and Consumer Health

Students will:

- be able to list 4 ways to keep themselves and their classroom healthy 1, 3
- be exposed to and demonstrate personal and social coping strategies including self-advocacy, respect for diversity, and positive ways to deal with stressful situations 1, 3, 5, 7

Grade 2 Continued

Community and Environmental Health

NH Standard

Students will:

- be exposed to information regarding inappropriate touching 3, 5, 7
- show an understanding of when they can take care of problems, when they need to check with an adult and what constitutes an emergency 3, 5, 7

Grade 3

Injury Prevention

Students will:

- demonstrate how to help someone who is choking 3, 5, 6
- understand basic first aid care of self, when to get an adult, how to respond in an emergency 3, 5, 6
- receive information on best practices away from home, checking first with an adult and buddy system 3, 5, 6

Nutrition

Students will:

- receive an introduction to various nutrients, their food sources as they relate to the food pyramid and their impact on the body 1, 2, 3
- be exposed to general information on anatomy and physiology of the digestive system 1
- be introduced to reading food labels 2, 4

Mental Health

Students will:

- identify positive ways to cope with stress, disappointment, fear, and anxiety 5, 7
- review information regarding inappropriate touching, conflict resolution, bullying, and when to seek trusted adults 3, 5, 7

Personal and Consumer Health

Students will:

- will be able to demonstrate proper hand washing to reduce the presence of germs 1, 3, 7
- discuss ways of reducing contagious diseases such as staying home when sick 1, 3, 7
- be introduced to reading food labels 2, 4

Grade 4

Alcohol and Other Drugs

Students will:

- identify the negative effects of alcohol and tobacco 3, 4

Grade 4 Continued

Injury Prevention

NH Standard #

Students will:

demonstrate an understanding of personal safety (telling an adult about inappropriate touching, their rules regarding being home alone, safety away from home, buddy system and online safety)

3, 4, 5, 7

Family Life and Sexuality

Students will:

receive information regarding relationships (families and genetics), choices (including drugs) and physical (hormones) and emotional feelings) changes experienced during puberty

1, 2, 3, 4, 5, 6, 7

demonstrate an understanding of personal safety (telling an adult about inappropriate touching, their rules regarding being home alone, safety away from home, buddy system and online safety)

3, 4, 5, 7

differentiate between communicable and contagious diseases, and be introduced to a few conditions such as cancer and HIV

1, 3, 7

be able to tell why it is difficult to contract HIV

1, 3

Tobacco

Students will:

be able to list why people use or don't use tobacco

1, 3, 4, 6

receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty

1, 2, 3, 4, 5, 6, 7

be exposed to the general anatomy and physiology of the respiratory system, smoking, and second hand smoke

1, 3, 4, 6

Mental Health

Students will:

identify conflict resolution skills and how to apply them to situations such as bullying

5, 7

receive information regarding relationships (positive human qualities), choices (including drugs), physical and emotional changes experienced during puberty, and how to seek trusted adults for information and problem solving

1, 2, 3, 4, 5, 6, 7

Personal and Consumer Health

Students will:

receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty

1, 2, 3, 4, 5, 6, 7

Grade 5

Alcohol and Other Drugs

Students will:

differentiate between medications and illegal substances

2, 3

understand the concept of gateway drugs

1, 3

understand concept of drug addiction

1

Grade 5 Continued

	NH Standard #
describe the harmful effects of alcohol, marijuana, and inhalants	1, 3, 5
comprehend and summarize the benefits of being drug free	1, 3, 6, 7
<i>Injury Prevention</i>	
Students will:	
demonstrate a simple emergency procedure	1, 3, 5, 6
participate in a basic aid training program that could lead to certification	1, 2, 3, 5, 6, 7
<i>Nutrition</i>	
Students will:	
discuss how family and friends influence one's food choices	1, 4, 6, 7
interpret the food pyramid	1, 2, 4
identify the benefits of healthy eating and fitness	1, 3, 6
<i>Physical Activity</i>	
Students will:	
identify the benefits of daily physical activity	1, 2, 4
identify the 2 types of exercise	1
<i>Family Life and Sexuality</i>	
Students will:	
describe physical, emotional, and social changes that occur during puberty	1
state the importance of proper hygiene	1, 3, 6, 7
<i>Tobacco</i>	
Students will:	
list the harmful effects of tobacco use	1
identify the various types of tobacco products	1
identify the benefits of being tobacco free	1, 6
<i>Mental Health</i> (Also See Guidance Curriculum)	
Students will:	
label the 3 components of the health triangle	1, 3, 5, 6
define positive self-image	1, 2
identify positive ways to handle and express emotions	1, 6
<i>Personal and Consumer Health</i> (Also See Life Skills Curriculum)	
Student will:	
review the importance of proper hygiene during adolescence	1, 2
describe how to use prescribed and over the counter medicines appropriately	1, 2, 3
<i>Community and Environmental Health</i>	
Students will:	
be exposed to community health professionals and agencies	1, 2

Grade 6

	NH Standard #
<i>Alcohol and Other Drugs</i>	
Students will:	
demonstrate healthy ways to express emotions, have fun, manage stress and maintain ATOD-free friendships	3, 5
identify the differences between the short-term and long-term effects of drug use	1
list the internal and external factors that impact their choices	1, 3, 6
brainstorm refusal skills and practice them in classroom scenarios	1, 3
analyze the impact that the substance abuse on decision-making	1, 6
describe the benefits of being drug free	1, 7
<i>Injury Prevention</i>	
Students will:	
recognize an unsafe condition and take appropriate action to reduce the risk	1, 3, 5, 6
identify steps used in conflict resolution	1, 5
<i>Nutrition</i>	
Students will:	
understand how eating properly can reduce health risks	1, 6, 7
name the various nutrients found in food	1
identify eating concerns	1, 2
identify resources available in the school and community that will assist them in healthy nutritional choices	1, 2, 4, 6
identify the importance of proper nutrition for an active lifestyle	1, 6, 7
<i>Physical Activity</i>	
Students will:	
demonstrate the ability to balance ones daily food intake with energy expended	1, 2, 3, 4, 5, 6, 7
identify appropriate exercise methods and program	1, 2, 3, 4, 6, 7
<i>Family Life and Sexuality</i>	
Students will:	
be introduced to the stages of human growth and development	1
identify the structure and function of the male and female anatomy, and understand puberty	1, 3
identify changes that occur during adolescents	1, 2
<i>Tobacco</i>	
Students will:	
differentiate between the short-term and long-term effects of tobacco use	1, 6
recognize the many influences that contribute to tobacco use	1, 3, 4, 6, 7
review and practice refusal techniques	1, 3, 6
name methods to help others become or remain tobacco free	1, 5, 6
identify the benefits of being tobacco free	1, 6

Grade 6 Continued

Mental Health

Students will:

consider factors that can contribute to one's overall self-concept/self-esteem

establish goals and skills that will assist in creating a strong self-esteem

learn how to be an advocate for their own personal health

NH Standard #

1, 2, 4

1, 4, 5, 6, 7

1, 2, 3, 4, 5, 6, 7

Personal and Consumer Health

Students will:

identify reasons for selecting health care products

learn how to evaluate a fast food menu

1, 2, 6

1, 2, 4, 6

Community and Environmental Health

Students will:

learn about environmental health factors and risks

recognize the importance of protecting the environment

1, 4, 7

1, 4, 7

Grade 7

Alcohol and Other Drugs

Students will:

describe the physical, social, mental, and emotional effects of AOD use

explain the effects of substance abuse on the mind and body

recognize the stages of alcoholism and addiction

identify the effects of substance abuse on society

identify a trusted adult or professional that they can turn to for help

continue to practice refusal skills

describe the benefits of being drug free

1

1, 3, 5

1

1, 4

2, 7

3, 5, 6

1, 6

Injury Prevention

Students will:

describe strategies to stay physically and emotionally safe

identify the causes, symptoms and prevention methods of communicable and non-communicable diseases

identify skills to avoid, cope and resolve risky and unsafe situations

1, 3, 5, 6

1, 2

1, 3, 7

Nutrition

Students will:

identify factors that contribute to a healthy body image

state the benefits of a healthy diet and exercise

analyze personal nutrition needs, preferences and practices

understand how genetics and metabolism effect weight

explain the consequences of unhealthy dieting and eating disorders

1, 4

3, 5, 6

1, 2, 3, 4, 6, 7

1, 2, 7

1, 3, 6

Physical Activity

Students will:

state the benefits of a healthy diet and exercise

1, 6

Grade 7 Continued

	NH Standard #
identify personal fitness levels	1, 2, 3, 6, 7
explain the term BMI	1
 <i>Family Life and Sexuality</i>	
Students will:	
identify abstinence as the most effective prevention strategy and how practicing abstinence will contribute to a healthy adolescence	1, 6
describe the characteristics of a healthy relationship	1, 3, 6, 7
list various influences that can affect choices related to risky sexual activity	1, 2
identify methods of transmission related to HIV and other STI's	1, 2, 4
identify some common signs and symptoms of STI's	1
describe the effects of AOD use on sexual behavior	1, 3
describe how practicing abstinence will contribute to a healthy adolescence	1, 7
 <i>Tobacco</i>	
Students will:	
identify the advertising strategies and media influences on tobacco use	1, 2, 4
identify the legal factors involved in tobacco use	1, 2, 4
identify the benefits of being tobacco free	1, 6
identify the health risks of secondhand smoke	1, 2, 7
 <i>Mental Health</i>	
Students will:	
identify what it means to be mentally and emotionally healthy	1, 2, 3, 4, 5, 6, 7
examine stressors and how the body reacts	1, 6
identify the importance of how to build and maintain healthy friendships/relationships	1, 3, 5, 6, 7
list healthy coping strategies for reducing stress.	1, 3, 5, 6, 7
describe the negative effects of AOD on mental/emotional health	1, 3, 5, 6
 <i>Personal and Consumer Health</i>	
Students will:	
develop knowledge necessary to determine whether advertising claims are accurate, misleading or deceptive	1, 2, 4, 6
 <i>Community and Environmental Health</i>	
Students will:	
recognize the value of a safe and healthy environment	1, 5, 7

Grade 8

Alcohol and Other Drugs

Students will:	
identify personal goals that will assist them in maintaining a drug free lifestyle	3, 7
examine the manner in which peers, culture and media may influence ATOD	4

Grade 8 Continued

NH Standard #

describe addictions to drugs and methods for intervention, treatment, and cessation	1, 2, 7
demonstrate methods of refusal skills that can be used in risky situations	3, 7
locate and utilize reliable resources that can assist in making healthy decisions	2, 4

Injury Prevention

Students will:

identify factors that contribute to harassment and abuse	1, 2, 7
identify resources available in the school and community that will assist them in receiving help with violence	4, 7
recognize how AOD can lead to violence	1, 7

Nutrition

Students will:

identify psychological factors that contribute to the development of eating concerns/disorders	1, 4
list personal goals for maintaining a healthy diet and to identify physical fitness activities that they can enjoy throughout their lives	1, 3, 6, 7
recognize factors that contribute to obesity	1, 5

Physical Activity

Students will:

design an individual fitness plan	1, 2, 3, 4, 5, 6, 7
-----------------------------------	----------------------------

Family Life and Sexuality

Students will:

explain the benefits of abstinence and postponing sexual behavior	1, 3, 5, 6, 7
identify methods of communication that can set healthy sexual limits and boundaries	1, 3, 5, 6, 7
recognize factors that may contribute to potential risky sexual situations	1, 2, 4
identify the consequences of unintended pregnancy and STI's	1, 6, 7
identify message tactics, strategies, and specific refusal skills that will assist them in maintaining abstinence	1, 2, 4, 5, 6, 7
identify the various resources available that will provide valid and reliable information	1, 2, 4

Tobacco

Students will:

recognize the personal and financial benefits of being tobacco free	1, 2, 4, 6, 7
recognize the importance of being a positive role model for other youth	1, 3, 6, 7
describe some personal healthy alternatives to tobacco use	1, 3, 5, 6, 7

Mental Health

Students will:

discuss the value and benefits of expressing and sharing one's emotions	1, 3, 5, 6, 7
identify signs, behaviors and symptoms of depression and other mental illnesses	1, 2, 4, 5, 6, 7
recognize how adolescent development can contribute to mental and emotional health	1, 2
demonstrate an understanding of how to obtain appropriate assistance for their own or family members' emotional needs	1, 2, 7

Grade 8 Continued

Personal and Consumer Health

NH Standard #

Students will:

describe the skills needed to become a healthy consumer

1, 2, 3, 4, 5, 6, 7

Community and Environmental Health

Students will:

advocate for a healthy environment for individuals, families and society

1, 3, 7

analyze the influence that technology has on the world

1, 2, 4, 7

Grades 9-12

Alcohol and Other Drugs

Students will:

distinguish between dependency and addiction

1

summarize the physical, social and emotional effects of AOD

1

explain the effects of the use and abuse of AOD on the body

1

explain the relationship between AOD use and transportation injuries

1

recognize the importance of taking medicine as prescribed

1

describe the necessity of using caution in taking multiple medicines

1

recognize positive and negative influences on AOD use

4

demonstrate refusal skills

3, 5, 6

show how to help oneself and others

2

give examples of the different stages of addiction

1

describe the effects of alcohol on the fetus

1

Injury Prevention

Students will:

explain the relationship between AOD use and driving under the influence

4

demonstrate refusal skills

3, 5, 6

recognize signs of sexual harassment

1, 4, 5

prevent assault and violence in dating situations

3, 5

point out signs of depression and mental illness

1

show how to get help for oneself and others

2, 3, 7

recognize the signs for suicide

1

identify resources available in the school that will assist students

2, 5, 7

Nutrition

Students will:

critique their eating habits

2, 3

evaluate personal nutritional needs, preferences, and practices

2, 3

analyze food labels

1, 3, 4

apply dietary guidelines into their daily life

1

Grades 9-12 Continued

NH Standard

compare different influences, cultural, advertising, mood and emotions, play a role in our food choices	1, 2, 4
select healthful weight management practices	3
calculate energy from food products	1

Physical Activity

Students will:

compare information on supplements and performance-enhancing drugs of the body	2
describe the effects of tobacco, alcohol and other drugs on performance	1

Family Life and Sexuality

Students will:

differentiate the different types of abuse	1
practice ways to communicate respect for oneself and others	5, 7
demonstrate refusal skills	3, 5, 6
recite statistics for unintended pregnancy and disease with unprotected sex	2
summarize the risks of multiple partners	1
explain situations that may lead to sex	1, 3
compare different signs, symptoms and treatment of HIV and other STD's	1, 2
list the different routes of transmissions for HIV and other STD's	1
evaluate the effectiveness of abstinence and other contraceptive methods	1, 2
show how to get valid help for oneself and others	2, 3, 7
identify the reproductive organs	1
state the different stages of prenatal care and development	1

Tobacco

Students will:

explain the addictive effects of nicotine	1
describe the effects of tobacco on the fetus	1
distinguish between different advertising strategies, influences and legal factors effecting tobacco use	4
select different alternatives to tobacco use	2, 3
explain the cost of smoking	7
show how to get valid help for oneself and others	2, 3, 7
identify the barriers and skills needed to quit smoking	1, 2, 5, 6

Mental Health

Students will:

describe what makes up a person's personality	1
recognize the positive and negative effects on a person's self-esteem	3, 5
describe behaviors, symptoms and treatments of depression and other mental illnesses	1
summarize the signs, symptoms, and effects of eating disorders	1, 4, 7
show how to get valid help for oneself and others	2, 3, 7
recognize types of stressors	1

Grades 9-12 Continued

NH Standard #

apply coping strategies (including exercise) to reduce stress	3
select different ways of stress reduction on oneself	3
explain how different types of stress cause fatigue	1
give examples of different types of mental disorders	1

Personal and Consumer Health

Students will:

receive a hearing and vision screening (School Nurse)	2, 3
recognize the importance of immunizations	1
appraise the role of genetics in the family history of disease	1
demonstrate prevention strategies associated with primary health care	5, 7
evaluate options for health care and services for oneself	2, 3, 5, 7

Community and Environmental Health

Students will:

apply information about a disaster plan	3, 4, 7
---	---------

Oyster River Cooperative School District

K-12 Health Curriculum

Curriculum Standards and Proficiencies by Strand:

Alcohol and Other Drugs (AOD)

Injury Prevention (INJ)

Nutrition (NUT)

Physical Activity (PA)

Family Life and Sexuality (FLS)

Tobacco (TOB)

Mental Health (MH)

Personal and Consumer Health (PCH)

Community and Environmental Health (CEH)

Alcohol and Other Drugs (AOD)

Kindergarten

Students will:

show understanding of which problems students can take care of, which ones they must get an adult for (including the use of medicines), and which situations are emergencies **1, 3, 5**

Grade 4

Students will:

identify the negative effects of alcohol and tobacco **3, 4**

Grade 5

Students will:

differentiate between medications and illegal substances **2, 3**
 understand the concept of gateway drugs **1, 3**
 understand concept of drug addiction **1**
 describe the harmful effects of alcohol, marijuana, and inhalants **1, 3, 5**
 comprehend and summarize the benefits of being drug free **1, 3, 6, 7**

Grade 6

Students will:

demonstrate healthy ways to express emotions, have fun, manage stress and maintain ATOD-free friendships. **3, 5**
 identify the differences between the short-term and long-term effects of drug use **1**
 list the internal and external factors that impact their choices **1, 3, 6**
 brainstorm refusal skills and practice them in classroom scenarios **1, 3**
 analyze the impact that the substance abuse on decision-making **1, 6**
 describe the benefits of being drug free **1, 7**

Grade 7

Students will:

describe the physical, social, mental, and emotional effects of AOD use **1**
 explain the effects of substance abuse on the mind and body **1, 3, 5**
 recognize the stages of alcoholism and addiction **1**
 identify the effects of substance abuse on society **1, 4**
 identify a trusted adult or professional that they can turn to for help **2, 7**
 continue to practice refusal skills **3, 5, 6**
 describe the benefits of being drug free **1, 6**

Grade 8

Students will:

identify personal goals that will assist them in maintaining a drug free lifestyle **3, 7**
 examine the manner in which peers, culture and media may influence ATOD **4**

Alcohol and Other Drugs (AOD)

NH Standard #

Grade 8 Continued

describe addictions to drugs and methods for intervention, treatment, and cessation	1, 2, 7
demonstrate methods of refusal skills that can be used in risky situations	3, 7
locate and utilize reliable resources that can assist in making healthy decisions	2, 4

Grades 9-12

Students will:

distinguish between dependency and addiction	1
summarize the physical, social and emotional effects of AOD	1
explain the effects of the use and abuse of AOD on the body	1
explain the relationship between AOD use and transportation injuries	1
recognize the importance of taking medicine as prescribed	1
describe the necessity of using caution in taking multiple medicines	1
recognize positive and negative influences on AOD use	4
demonstrate refusal skills	3, 5, 6
show how to help others and yourself	2
give examples of the different stages of addiction	1
describe the effects of alcohol on the fetus	1

Injury Prevention (INJ)

Kindergarten

Students will:

show an understanding of how to keep germs from spreading (stay home when sick, cover mouth with arm or tissue if coughing or sneezing, keep fingers out of mouth and nose, and hand washing)	1, 3
verbalize an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult	3, 5, 7
show understanding of which problems students can take care of, which ones they must get an adult for, including the use of medicines, and which situations are emergencies.	1, 3, 5

Grade 1

Students will:

show an understanding of how to keep germs from spreading (stay home when sick, cover mouth with arm or tissue if coughing or sneezing, keep fingers out of mouth and nose, hand washing)	1, 3
show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies	5, 7
show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult	2, 3, 5, 7
demonstrate when and how to use 911 and verbalize fire safety information and sun protection information	1, 2, 3, 5, 7

Injury Prevention (INJ)

NH Standard #

Grade 2

Students will:

- be exposed to information regarding inappropriate touching **3, 5, 7**
- demonstrate an understanding of how to take care of cuts and bumps, how to use 911 and fire safety procedures **3, 5, 7**
- show an understanding of when they can take care of problems, when they need to check with an adult and what an emergency is **3, 5, 7**
- be introduced to the importance of safe choices in reference to the protection of their skeletal system **3, 6**
- become aware of personal safety skills **1, 2, 3, 5, 7**

Grade 3

Students will:

- demonstrate how to help someone who is choking **3, 5, 6**
- understand basic first aid care of self, when to get an adult, how to respond in an emergency **3, 5, 6**
- receive information on best practices away from home, checking first with an adult and buddy system **3, 5, 6**

Grade 4

Students will:

- demonstrate an understanding of personal safety (telling an adult about inappropriate touching, their rules regarding being home alone, safety away from home, buddy system and online safety) **3, 4, 5, 7**

Grade 5

Students will:

- demonstrate a simple emergency procedure **1, 3, 5, 6**
- participate in a basic aid training program that could lead to certification **1, 2, 3, 5, 6, 7**

Grade 6

Students will:

- recognize an unsafe condition and take appropriate action to reduce the risk **1, 3, 5, 6**
- identify steps used in conflict resolution **1, 5**

Grade 7

Students will:

- describe strategies to stay physically and emotionally safe **1, 3, 5, 6**
- identify the causes, symptoms and prevention methods of communicable and non-communicable diseases **1, 2**
- identify skills to avoid, cope and resolve risky and unsafe situations **1, 3, 7**

Grade 8

Students will:

- identify factors that contribute to harassment and abuse **1, 2, 7**

Injury Prevention (INJ)

NH Standard #

Grade 8 Continued

identify resources available in the school and community that will assist them in receiving help with violence	4, 7
recognize how AOD can lead to violence	1, 7

Grades 9-12

Students will:	
explain the relationship between AOD use and driving under the influence	4
demonstrate refusal skills	3, 5, 6
recognize signs of sexual harassment	1, 4, 5
prevent assault and violence in dating situations	3, 5
point out signs of depression and mental illness	1
show how to get help for oneself and others	2, 3, 7
recognize the signs for suicide	1
identify resources available in the school that will assist students	2, 5, 7

Nutrition (NUT)

Kindergarten

Students will:	
understand that you need a variety of foods and be able to name some foods that are good choices	3

Grade 1

Students will:	
understand that you need a variety of foods and verbalize some foods that are good choices	3
be exposed to the food pyramid and the value of exercise as it relates to nutrition	3

Grade 2

Students will:	
review information about healthy food choices within the food pyramid and understand the importance of diversity in their diets	1, 2, 3, 4, 6
be introduced to the value of nutrition in the development of the body including the heart, lungs, and bones	3

Grade 3

Students will:	
receive an introduction to various nutrients, their food sources as they relate to the food pyramid and their impact on the body	1, 2, 3
be exposed to general information on anatomy and physiology of the digestive system	1
be introduced to reading food labels	2, 4

Nutrition (NUT)

NH Standard #

Grade 5

Students will:

- discuss how family and friends influence one's food choices 1, 4, 6, 7
- interpret the food pyramid 1, 2, 4
- identify the benefits of healthy eating and fitness 1, 3, 6

Grade 6

Students will:

- understand how eating properly can reduce health risks 1, 6, 7
- name the various nutrients found in food 1
- identify eating concerns 1, 2
- identify resources available in the school and community that will assist them in healthy nutritional choices 1, 2, 4, 6
- identify the importance of proper nutrition for an active lifestyle 1, 6, 7

Grade 7

Students will:

- identify factors that contribute to a healthy body image 1, 4
- state the benefits of a healthy diet and exercise 3, 5, 6
- analyze personal nutrition needs, preferences and practices 1, 2, 3, 4, 6, 7
- understand how genetics and metabolism effect weight 1, 2, 7
- explain the consequences of unhealthy dieting and eating disorders 1, 3, 6

Grade 8

Students will:

- identify psychological factors that contribute to the development of eating concerns/disorders 1, 4
- list personal goals for maintaining a healthy diet and to identify physical fitness activities that they can enjoy throughout their lives 1, 3, 6, 7
- recognize factors that contribute to obesity 1, 5

Grades 9-12

Students will:

- critique their eating habits 2, 3
- evaluate personal nutritional needs, preferences, and practices 2, 3
- analyze food labels 1, 3, 4
- apply dietary guidelines into their daily life 1
- compare different influences, cultural, advertising, mood and emotions, play a role in our food choices 1, 2, 4
- select healthful weight management practices 3
- calculate energy from food products 1

Physical Activity (PA)

NH Standard #

Grade 1

Students will:

- understand that you need a variety of foods and name some foods that are good choices 3
- show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies 5, 7
- show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult 1, 2, 3, 5, 7
- demonstrate when and how to use 911 and verbalize fire safety information and sun protection information 1, 2, 3, 5, 7
- be exposed to the food pyramid and value of exercise as it relates to nutrition 3

Grade 2

Students will:

- be introduced to the value of physical exercise in the development of the body including the heart, lungs, and bones 3

Grade 5

Students will:

- identify the benefits of daily physical activity 1, 2, 4
- identify the 2 types of exercise 1

Grade 6

Students will:

- demonstrate the ability to balance ones daily food intake with energy expended 1, 2, 3, 4, 5, 6, 7
- identify appropriate exercise methods and program 1, 2, 3, 4, 6, 7

Grade 7

Students will:

- state the benefits of a healthy diet and exercise 1, 6
- identify personal fitness levels 1, 2, 3, 6, 7
- explain the term BMI 1

Grade 8

Students will:

- design an individual fitness plan 1, 2, 3, 4, 5, 6, 7

Grades 9-12

Students will:

- compare information on supplements and performance-enhancing drugs of the body 2
- describe the effects of tobacco, alcohol and other drugs on performance 1

Family Life and Sexuality

Kindergarten

Students will:
be exposed to social expectations of how to respect oneself and others 3, 7

Grade 1

Students will:
demonstrate an understanding of how to communicate respect for oneself and others (recognize diversity) 4, 5, 7
demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques 1, 4, 7

Grade 2

Students will:
be exposed to and demonstrate personal and social coping strategies 1, 3, 5, 7

Grade 4

Students will:
receive information regarding relationships (families and genetics), choices (including drugs) and physical (hormones) and emotional feelings) changes experienced during puberty 1, 2, 3, 4, 5, 6, 7
demonstrate an understanding of personal safety (telling an adult about inappropriate touching, their rules regarding being home alone, safety away from home, buddy system and online safety) 3, 4, 5, 7
differentiate between communicable and contagious diseases, and be introduced to a few conditions such as cancer and HIV 1, 3, 7
be able to tell why it is difficult to contract HIV 1, 3

Grade 5

Students will:
describe physical, emotional, and social changes that occur during puberty 1
state the importance of proper hygiene 1, 3, 6, 7

Grade 6

Students will:
be introduced to the stages of human growth and development 1
identify the structure and function of the male and female anatomy, and understand puberty 1, 3
identify changes that occur during adolescents 1, 2

Family Life and Sexuality (FLS)

NH Standard #

Grade 7

Students will:

identify abstinence as the most effective prevention strategy and how practicing abstinence will contribute to a healthy adolescence	1, 6
describe the characteristics of a healthy relationship	1, 3, 6, 7
list various influences that can affect choices related to risky sexual activity	1, 2
identify methods of transmission related to HIV and other STI's	1, 2, 4
identify some common signs and symptoms of STI's	1
describe the effects of AOD use on sexual behavior	1, 3
describe how practicing abstinence will contribute to a healthy adolescence	1, 7

Grade 8

Students will:

explain the benefits of abstinence and postponing sexual behavior	1, 3, 5, 6, 7
identify methods of communication that can set healthy sexual limits and boundaries	1, 3, 5, 6, 7
recognize factors that may contribute to potential risky sexual situations	1, 2, 4
identify the consequences of unintended pregnancy and STI's	1, 6, 7
identify message tactics, strategies, and specific refusal skills that will assist them in maintaining abstinence	1, 2, 4, 5, 6, 7
identify the various resources available that will provide valid and reliable information	1, 2, 4

Grades 9-12

Students will:

differentiate the different types of abuse	1
practice ways to communicate respect for oneself and others	5, 7
demonstrate refusal skills	3, 5, 6
recite statistics for unintended pregnancy and disease with unprotected sex	2
summarize the risks of multiple partners	1
explain situations that may lead to sex	1, 3
compare different signs, symptoms and treatment of HIV and other STD's	1, 2
list the different routes of transmissions for HIV and other STD's	1
evaluate the effectiveness of abstinence and other contraceptive methods	1, 2
show how to get valid help for oneself and others	2, 3, 7
identify the reproductive organs	1
state the different stages of prenatal care and development	1

Tobacco (TOB)

Grade 4

Students will:

be able to list why people use or don't use tobacco	1, 3, 4, 6
---	------------

Tobacco (TOB)

NH Standard #

Grade 4 Continued

receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty	1, 2, 3, 4, 5, 6, 7
be exposed to the general anatomy and physiology of the respiratory system, smoking, and second hand smoke	1, 3, 4, 6

Grade 5

Students will:

list the harmful effects of tobacco use	1
identify the various types of tobacco products	1
identify the benefits of being tobacco free	1, 6

Grade 6

Students will:

differentiate between the short-term and long-term effects of tobacco use	1, 6
recognize the many influences that contribute to tobacco use	1, 3, 4, 6, 7
review and practice refusal techniques	1, 3, 6
name methods to help others become or remain tobacco free	1, 5, 6
identify the benefits of being tobacco free	1, 6

Grade 7

Students will:

identify the advertising strategies and media influences on tobacco use	1, 2, 4
identify the legal factors involved in tobacco use	1, 2, 4
identify the benefits of being tobacco free	1, 6
identify the health risks of secondhand smoke	1, 2, 7

Grade 8

Students will:

recognize the personal and financial benefits of being tobacco free	1, 2, 4, 6, 7
recognize the importance of being a positive role model for other youth	1, 3, 6, 7
describe some personal healthy alternatives to tobacco use	1, 3, 5, 6, 7

Grades 9-12

Students will:

explain the addictive effects of nicotine	1
describe the effects of tobacco on the fetus	1
distinguish between different advertising strategies, influences and legal factors effecting tobacco use	4
select different alternatives to tobacco use	2, 3
explain the cost of smoking	7

Tobacco (TOB)

Grades 9-12 Continued

- show how to get valid help for oneself and others 2, 3, 7
- identify the barriers and skills needed to quit smoking 1, 2, 5, 6

Mental Health (MH)

Grade 1

Students will:

- demonstrate an understanding of how to communicate respect for oneself and others 4, 5, 7
- demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques 1, 4, 7

Grade 2

Students will:

- be able to explain how to seek a trusted adult and sharing feelings can help a person feel better 5, 7
- be exposed to information regarding inappropriate touching 3, 5, 7
- show an understanding of when they can take care of problems, when they need to check with an adult, and what constitutes an emergency 3, 5, 7
- be exposed to and demonstrate personal and social coping strategies 1, 3, 5, 7

Grade 3

Students will:

- identify positive ways to cope with stress, disappointment, fear, and anxiety 5, 7
- review information regarding inappropriate touching, conflict resolution, bullying, and when to seek trusted adults 3, 5, 7

Grade 4

Students will:

- identify conflict resolution skills and how to apply them to situations such as bullying 5, 7
- receive information regarding relationships (positive human qualities), choices (including drugs), physical and emotional changes experienced during puberty, and how to seek trusted adults for information and problem solving 1, 2, 3, 4, 5, 6, 7

Grade 5

Students will:

- label the 3 components of the health triangle 1, 3, 5, 6
- define positive self-image 1, 2
- identify positive ways to handle and express emotions 1, 6

Mental Health (MH)

NH Standard #

Grade 6

Students will:

- consider factors that can contribute to one's overall self-concept/self-esteem
- establish goals and skills that will assist in creating a strong self-esteem
- learn how to be an advocate for their own personal health

1, 2, 4
1, 4, 5, 6, 7
1, 2, 3, 4, 5, 6, 7

Grade 7

Students will:

- identify what it means to be mentally and emotionally healthy
- examine stressors and how the body reacts
- identify the importance of how to build and maintain healthy friendships/relationships
- list healthy coping strategies for reducing stress.
- describe the negative effects of AOD on mental/emotional health

1, 2, 3, 4, 5, 6, 7
1, 6
1, 3, 5, 6, 7
1, 3, 5, 6, 7
1, 3, 5, 6

Grade 8

Students will:

- discuss the value and benefits of expressing and sharing one's emotions
- identify signs, behaviors and symptoms of depression and other mental illnesses
- recognize how adolescent development can contribute to mental and emotional health
- demonstrate an understanding of how to obtain appropriate assistance for their own or family members' emotional needs

1, 3, 5, 6, 7
1, 2, 4, 5, 6, 7
1, 2
1, 2, 7

Grades 9-12

Students will:

- describe what makes up a person's personality
- recognize the positive and negative effects on a person's self-esteem
- describe behaviors, symptoms and treatments of depression and other mental illnesses
- summarize the signs, symptoms, and effects of eating disorders
- show how to get valid help for oneself and others
- recognize types of stressors
- apply coping strategies (including exercise) to reduce stress
- select different ways of stress reduction on oneself
- explain how different types of stress cause fatigue
- give examples of different types of mental disorders

1
3, 5
1
1, 4, 7
2, 3, 7
1
3
3
1
1

Personal and Consumer Health (PCH)

Grade 1

Students will:

- be able to verbalize how they can help to keep their teeth healthy
- demonstrate an understanding of how to communicate respect for oneself and others including people with allergies, diseases and physical differences

1, 3
1, 3, 4, 5, 7

Personal and Consumer Health (PCH)

NH Standard #

Grade 1 Continued

demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques

1, 4, 7

Grade 2

Students will:

be able to list 4 ways to keep themselves and their classroom healthy

1, 3

be exposed to and demonstrate personal and social coping strategies including self-advocacy, respect for diversity, and positive ways to deal with stressful situations

1, 3, 5, 7

Grade 3

Students will:

will be able to demonstrate proper hand washing to reduce the presence of germs

1, 3, 7

discuss ways of reducing contagious diseases such as staying home when sick

1, 3, 7

be introduced to reading food labels

2, 4

Grade 4

Students will:

receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty

1, 2, 3, 4, 5, 6, 7

Grade 5

Student will:

review the importance of proper hygiene during adolescence

1, 2

describe how to use prescribed and over the counter medicines appropriately

1, 2, 3

Grade 6

Students will:

identify reasons for selecting health care products

1, 2, 6

learn how to evaluate a fast food menu

1, 2, 4, 6

Grade 7

Students will:

develop knowledge necessary to determine whether advertising claims are accurate, misleading or deceptive

1, 2, 4, 6

Grade 8

Students will:

describe the skills needed to become a healthy consumer

1, 2, 3, 4, 5, 6, 7

Personal and Consumer Health (PCH)

NH Standard #

Grades 9-12

Students will:

- receive a hearing and vision screening (School Nurse) 2, 3
- recognize the importance of immunizations 1
- appraise the role of genetics in the family history of disease 1
- demonstrate prevention strategies associated with primary health care 5, 7
- evaluate options for health care and services for oneself 2, 3, 5, 7

Community and Environmental Health (CEH)

Grade 1

Students will:

- show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult 1, 2, 3, 5, 7
- demonstrate when and how to use 911 and verbalize fire safety information and sun protection information 1, 2, 3, 5, 7

Grade 2

Students will:

- be exposed to information regarding inappropriate touching 3, 5, 7
- show an understanding of when they can take care of problems, when they need to check with an adult and what constitutes an emergency 3, 5, 7

Grade 5

Students will:

- be exposed to community health professionals and agencies 1, 2

Grade 6

Students will:

- learn about environmental health factors and risks 1, 4, 7
- recognize the importance of protecting the environment 1, 4, 7

Grade 7

Students will:

- recognize the value of a safe and healthy environment 1, 5, 7

Grade 8

Students will:

- advocate for a healthy environment for individuals, families and society 1, 3, 7

Community and Environmental Health (CEH)

NH Standard #

Grade 8 Continued

analyze the influence that technology has on the world

1, 2, 4, 7

Grades 9-12

Students will:

apply information about a disaster plan

3, 4, 7