

## **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**

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b> <b>NH Standards: 1, 3, 5</b></p>	<p>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</p>		
<p><b>Injury Prevention</b> <b>NH Standard: 1, 3,5,7</b></p>	<p>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) verbalize an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult 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</p>		
<p><b>Nutrition</b></p>	<p>understand that you need a variety of foods and be able to name some foods that are good choices</p>		
<p><b>Family Life and Sexuality</b></p>	<p>be exposed to social expectations of how to respect oneself and others</p>		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Injury Prevention</b>  <i>NH Standard: 1,2, 3,5,7</i></p>	<p>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)</p> <p>show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies</p> <p>show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult</p> <p>demonstrate when and how to use 911 and verbalize fire safety information and sun protection information</p>		
<p><b>Nutrition</b>  <i>NH Standard:3</i></p>	<p>understand that you need a variety of foods and verbalize some foods that are good choices</p> <p>be exposed to the food pyramid and the value of exercise as it relates to nutrition</p>		
<p><b>Physical Activity</b>  <i>NH Standard: 1, 2, 3, 5, 7</i></p>	<p>understand that you need a variety of foods and name some foods that are good choices</p> <p>show understanding of which problems students can take care of, which ones they must get an adult for and which ones are emergencies</p> <p>show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult</p> <p>demonstrate when and how to use 911 and verbalize fire safety information and sun protection information</p>		



	<p>be exposed to the food pyramid and value of exercise as it relates to nutrition</p>		
<p><b>Family Life and Sexuality</b> <i>NH Standard: 1, 4, 5, 7</i></p>	<p>demonstrate an understanding of how to communicate respect for oneself and others (recognize diversity)</p> <p>demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques</p>		
<p><b>Mental Health</b> <i>NH Standard:1,4,5, 7</i></p>	<p>demonstrate an understanding of how to communicate respect for oneself and others</p> <p>demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques</p>		
<p><b>Personal and Consumer Health</b> <i>NH Standards: 1,3,4,5,7</i></p>	<p>be able to verbalize how they can help to keep their teeth healthy</p> <p>demonstrate an understanding of how to communicate respect for oneself and others including people with allergies, diseases and physical differences</p> <p>demonstrate an understanding of healthful habits (hygiene, exercise, and nutrition), behaviors and techniques</p>		
<p><b>Community and Environmental Health</b> <i>NH Standards:1,2,3,5,7</i></p>	<p>show an understanding of safety rules in and out of school and understand that inappropriate touching needs to be reported to an adult</p> <p>demonstrate when and how to use 911 and verbalize fire safety information and sun protection information</p>		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Injury Prevention</b></p> <p><b>NH Standard: 1, 2, 3, 5, 7</b></p>	<p>be exposed to information regarding inappropriate touching</p> <p>demonstrate an understanding of how to take care of cuts and bumps, how to use 911 and fire safety procedures</p> <p>show an understanding of when they can take care of problems, when they need to check with an adult and what an emergency is</p> <p>be introduced to the importance of safe choices in reference to the protection of their skeletal system</p> <p>become aware of personal safety skills</p>		
<p><b>Nutrition</b></p> <p><b>NH Standard: 1, 2, 3, 4, 6</b></p>	<p>review information about healthy food choices within the food pyramid and understand the importance of diversity in their diet</p> <p>be introduced to the value of nutrition in the development of the body including the heart, lungs, and bones</p>		
<p><b>Physical Activity</b></p> <p><b>NH Standard: 3</b></p>	<p>be introduced to the value of physical exercise in the development of the body including the heart, lungs, and bones</p>		
<p><b>Family Life and Sexuality</b></p> <p><b>NH Standard: 1, 3, 5, 7</b></p>	<p>be exposed to and demonstrate personal and social coping strategies</p>		
<p><b>Mental Health</b></p> <p><b>NH Standard: 1, 4, 5, 7</b></p>	<p>be able to explain how to seek a trusted adult and sharing feelings can help a person feel better</p> <p>be exposed to information regarding inappropriate touching</p> <p>show an understanding of when they can take care of problems, when they need to check with an adult, and what constitutes an emergency</p> <p>be exposed to and demonstrate personal and social coping strategies</p>		

<p><b>Personal and Consumer Health</b> <b>NH Standards: 1,3,4,5,7</b></p>	<p>be able to list 4 ways to keep themselves and their classroom health be exposed to and demonstrate personal and social coping strategies including self-advocacy, respect for diversity, and positive ways to deal with stressful situations</p>		
<p><b>Community and Environmental Health</b> <b>NH Standards:1,2,3,5,7</b></p>	<p>be exposed to information regarding inappropriate touching show an understanding of when they can take care of problems, when they need to check with an adult and what constitutes an emergency</p>		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<b>Injury Prevention</b>  <b>NH Standard: 3,5,6</b>	demonstrate how to help someone who is choking  understand basic first aid care of self, when to get an adult, how to respond in an emergency  receive information on best practices away from home, checking first with an adult and buddy system		
<b>Nutrition</b>  <b>NH Standard:1,2,3,4</b>	receive an introduction to various nutrients, their food sources as they relate to the food pyramid and their impact on the body  be exposed to general information on anatomy and physiology of the digestive system  be introduced to reading food labels		
<b>Mental Health</b>  <b>NH Standard:3,5,7</b>	identify positive ways to cope with stress, disappointment, fear, and anxiety  review information regarding inappropriate touching, conflict resolution, bullying, and when to seek trusted adult		
<b>Personal and Consumer Health</b>  <b>NH Standards: 1,2,3,4,7</b>	will be able to demonstrate proper hand washing to reduce the presence of germs  discuss ways of reducing contagious diseases such as staying home when sick  be introduced to reading food labels with stressful situations		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b>  <i>NH Standard: 3,4</i></p>	<p>identify the negative effects of alcohol and tobacco</p>		
<p><b>Injury Prevention</b>  <i>NH Standard: 3,4,5,7</i></p>	<p>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)</p>		
<p><b>Family Life and Sexuality</b>  <i>NH Standard: 1, 2,3,4, 5,6,7</i></p>	<p>receive information regarding relationships (families and genetics), choices (including drugs) and physical (hormones)and emotional feelings) changes experienced during puberty  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)  differentiate between communicable and contagious diseases, and be introduced to a few conditions such as cancer and HIV  be able to tell why it is difficult to contract HIV</p>		
<p><b>Tobacco</b> <i>NH</i>  <i>Standard:1,2,3,4,5,6,7</i></p>	<p>be able to list why people use or don't use tobacco  receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty  be exposed to the general anatomy and physiology of the respiratory system, smoking, and second hand smoke</p>		
<p><b>Mental Health</b> <i>NH</i>  <i>Standard:1,2,3,4,5,6,7</i></p>	<p>identify conflict resolution skills and how to apply them to situations such as bullying  receive information regarding relationships (positive human qualities),</p>		

<p><b>Personal and Consumer Health</b>  <b>NH</b>  <b>Standard:1,2,3,4,5,6,7</b></p>	<p>choices (including drugs), physical and emotional changes experienced during puberty, and how to seek trusted adults for information and problem solving</p> <p>receive information regarding relationships, choices (including drugs) and physical and emotional changes experienced during puberty</p>		
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Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<b>Alcohol and Other Drugs</b>  <i>NH Standard:1,2,3,5,6,7</i>	differentiate between medications and illegal substances  understand the concept of gateway drugs  understand concept of drug addiction  describe the harmful effects of alcohol, marijuana, and inhalants  comprehend and summarize the benefits of being drug free		
<b>Injury Prevention</b>  <i>NH Standard:1,2,35,6,7</i>	demonstrate a simple emergency procedure  participate in a basic aid training program that could lead to certification		
<b>Nutrition</b>  <i>NH Standard:1,2,3,4,6,7</i>	discuss how family and friends influence one's food choices  interpret the food pyramid  identify the benefits of healthy eating and fitness		
<b>Physical Activity</b>  <i>NH Standard:1,2,4</i>	identify the benefits of daily physical activity  identify the 2 types of exercise		
<b>Family Life and Sexuality</b>  <i>NH Standard:1,3,6,7</i>	describe physical, emotional, and social changes that occur during puberty  state the importance of proper hygiene		
<b>Tobacco</b>  <i>NH Standard:1,6</i>	list the harmful effects of tobacco use  identify the various types of tobacco products		

	<p>identify the benefits of being tobacco free</p>		
<p><b>Mental Health</b> <i>NH Standard:1,2,3,5,6</i></p>	<p>label the 3 components of the health triangle define positive self-image identify positive ways to handle and express emotions</p>		
<p><b>Personal and Consumer Health</b> <i>NH Standard:1,2,3</i></p>	<p>review the importance of proper hygiene during adolescence describe how to use prescribed and over the counter medicines appropriately</p>		
<p><b>Community and Environmental Health</b> <i>NH Standard:1,2</i></p>	<p>be exposed to community health professionals and agencies</p>		



Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b></p> <p><b>NH Standard:1,3,5,6,7</b></p>	<p>demonstrate healthy ways to express emotions, have fun, manage stress and maintain ATOD-free friendships</p> <p>identify the differences between the short-term and long-term effects of drug use</p> <p>list the internal and external factors that impact their choices</p> <p>brainstorm refusal skills and practice them in classroom scenarios</p> <p>analyze the impact that the substance abuse on decision-making</p> <p>describe the benefits of being drug free</p>		
<p><b>Injury Prevention</b></p> <p><b>NH Standard:1,3,5,6</b></p>	<p>recognize an unsafe condition and take appropriate action to reduce the risk</p> <p>identify steps used in conflict resolution</p>		
<p><b>Nutrition</b></p> <p><b>NH Standard:1,2,6,7</b></p>	<p>understand how eating properly can reduce health risks</p> <p>name the various nutrients found in food</p> <p>identify eating concerns</p> <p>identify resources available in the school and community that will assist them in healthy nutritional choices</p>		

	<p>Identify the importance of proper nutrition for an active lifestyle</p>		
<p><b>Physical Activity</b>  <b>NH</b>  <b>Standard:1,2,3,4,5,6,7</b></p>	<p>demonstrate the ability to balance ones daily food intake with energy expended</p> <p>identify appropriate exercise methods and program</p>		
<p><b>Family Life and Sexuality</b>  <b>NH Standard: 1, 2,3</b></p>	<p>be introduced to the stages of human growth and development</p> <p>identify the structure and function of the male and female anatomy, and understand puberty</p> <p>identify changes that occur during adolescents</p>		
<p><b>Tobacco</b>  <b>NH Standard:1,3,4,6,7</b></p>	<p>differentiate between the short-term and long-term effects of tobacco use</p> <p>recognize the many influences that contribute to tobacco use</p> <p>review and practice refusal techniques</p> <p>name methods to help others become or remain tobacco free</p> <p>identify the benefits of being tobacco free</p>		
<p><b>Mental Health</b>  <b>NH</b>  <b>Standard:1,2,3,4,5,6,7</b></p>	<p>consider factors that can contribute to one's overall self-concept/self-esteem</p> <p>establish goals and skills that will assist in creating a strong self-esteem</p> <p>learn how to be an advocate for their own personal health</p>		

<p><i>Personal and Consumer Health</i> <b>NH Standard:1,2,4,6</b></p>	<p>identify reasons for selecting health care products  learn how to evaluate a fast food menu</p>		
<p><i>Community and Environmental Health</i> <b>NH Standard:1,4,7</b></p>	<p>learn about environmental health factors and risks  recognize the importance of protecting the environment</p>		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b></p> <p><b>NH Standard: 1,2,3,4,5,6,7</b></p>	<p>describe the physical, social, mental, and emotional effects of AOD use</p> <p>explain the effects of substance abuse on the mind and body</p> <p>recognize the stages of alcoholism and addiction</p> <p>identify the effects of substance abuse on society</p> <p>identify a trusted adult or professional that they can turn to for help</p> <p>continue to practice refusal skills</p> <p>describe the benefits of being drug free</p>		
<p><b>Injury Prevention</b></p> <p><b>NH Standard:1,2,3,5,6,7</b></p>	<p>describe strategies to stay physically and emotionally safe</p> <p>identify the causes, symptoms and prevention methods of communicable and non-communicable diseases</p> <p>identify skills to avoid, cope and resolve risky and unsafe situations</p>		
<p><b>Nutrition</b></p> <p><b>NH</b></p> <p><b>Standard:1,2,3,4,5,6,7</b></p>	<p>identify factors that contribute to a healthy body image</p> <p>state the benefits of a healthy diet and exercise</p>		

	<p>analyze personal nutrition needs, preferences and practices</p> <p>understand how genetics and metabolism effect weight</p> <p>explain the consequences of unhealthy dieting and eating disorders</p>		
<p><b>Physical Activity</b> <i>NH Standard: 1,2,3,6,7,</i></p>	<p>state the benefits of a healthy diet and exercise</p> <p>identify personal fitness levels</p> <p>explain the term BMI</p>		
<p><b>Family Life and Sexuality</b> <i>NH Standard:1,2,3,4,6,7</i></p>	<p>identify abstinence as the most effective prevention strategy and how practicing abstinence will contribute to a healthy adolescence</p> <p>describe the characteristics of a healthy relationship</p> <p>list various influences that can affect choices related to risky sexual activity</p> <p>identify methods of transmission related to HIV and other STI's</p> <p>identify some common signs and symptoms of STI's</p> <p>describe the effects of AOD use on sexual behavior</p> <p>describe how practicing abstinence will contribute to a healthy</p>		

	adolescence		
<b>Tobacco</b> <i>NH Standard:1,2,4,6,7</i>	<p>identify the advertising strategies and media influences on tobacco use</p> <p>identify the legal factors involved in tobacco use</p> <p>identify the benefits of being tobacco free</p> <p>identify the health risks of secondhand smoke</p>		
<b>Mental Health</b> <i>NH Standard:1,2,3,4,5,6,7</i>	<p>identify what it means to be mentally and emotionally healthy</p> <p>examine stressors and how the body reacts</p> <p>identify the importance of how to build and maintain healthy friendships/relationships</p> <p>list healthy coping strategies for reducing stress.</p> <p>describe the negative effects of AOD on mental/emotional health</p>		
<b>Personal and Consumer Health</b> <i>NH Standard:1,2,4,6</i>	<p>develop knowledge necessary to determine whether advertising claims are accurate, misleading or deceptive</p>		

<b>Community and Environmental Health</b> <b>NH Standard:1,5,7</b>	recognize the value of a safe and healthy environment		
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Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b></p> <p><b>NH Standard:1,2,3,4,7</b></p>	<p>identify personal goals that will assist them in maintaining a drug free lifestyle</p> <p>examine the manner in which peers, culture and media may influence ATOD</p> <p>describe addictions to drugs and methods for intervention, treatment, and cessation</p> <p>demonstrate methods of refusal skills that can be used in risky situations</p> <p>locate and utilize reliable resources that can assist in making healthy decisions</p>		
<p><b>Injury Prevention</b></p> <p><b>NH Standard:1,2,4,7</b></p>	<p>identify factors that contribute to harassment and abuse</p> <p>identify resources available in the school and community that will assist them in receiving help with violence</p> <p>recognize how AOD can lead to violence</p>		
<p><b>Nutrition</b></p> <p><b>NH Standard:1,2,4,5,6,7</b></p>	<p>identify psychological factors that contribute to the development of eating concerns/disorders</p> <p>list personal goals for maintaining a healthy diet and to identify physical fitness activities that they can enjoy throughout their lives</p> <p>recognize factors that contribute to obesity</p>		



<p><b>Physical Activity</b>  <b>NH</b>  <b>Standard:1,2,3,4,5,6,7</b></p>	<p>design an individual fitness plan</p>		
<p><b>Family Life and Sexuality</b>  <b>NH Standard:1,3,4,5,6,7</b></p>	<p>explain the benefits of abstinence and postponing sexual behavior</p> <p>identify methods of communication that can set healthy sexual limits and boundaries</p> <p>recognize factors that may contribute to potential risky sexual situations</p> <p>identify the consequences of unintended pregnancy and STI's</p> <p>identify message tactics, strategies, and specific refusal skills that will assist them in maintaining abstinence</p> <p>identify the various resources available that will provide valid and reliable information</p>		
<p><b>Tobacco</b>  <b>NH Standard:1,2,4,6,7</b></p>	<p>recognize the personal and financial benefits of being tobacco free</p> <p>recognize the importance of being a positive role model for other youth</p> <p>describe some personal healthy alternatives to tobacco use</p>		
<p><b>Mental Health</b>  <b>NH Standard:1,2,3,5,6,7</b></p>	<p>discuss the value and benefits of expressing and sharing one's emotions</p> <p>identify signs, behaviors and symptoms of depression and other mental</p>		

	<p>illnesses</p> <p>recognize how adolescent development can contribute to mental and emotional health</p> <p>demonstrate an understanding of how to obtain appropriate assistance for their own or family members' emotional needs</p>		
<p><b>Personal and Consumer Health</b></p> <p><b>NH Standard:1,2,3,4,5,6,7</b></p>	<p>describe the skills needed to become a healthy consumer</p>		
<p><b>Community and Environmental Health</b></p> <p><b>NH Standard:1,2,3,4,7</b></p>	<p>advocate for a healthy environment for individuals, families and society</p> <p>analyze the influence that technology has on the world</p>		

Content Cluster	Skills & Strategies: Students will:	Learning Activities/Supporting Materials	Assessment
<p><b>Alcohol and Other Drugs</b></p> <p><b>NHStandard:1,2,3,4,5,6</b></p>	<p>distinguish between dependency and addiction</p> <p>summarize the physical, social and emotional effects of AOD</p> <p>explain the effects of the use and abuse of AOD on the body</p> <p>explain the relationship between AOD use and transportation injuries</p> <p>recognize the importance of taking medicine as prescribed</p> <p>describe the necessity of using caution in taking multiple medicines</p> <p>recognize positive and negative influences on AOD use</p> <p>demonstrate refusal skills</p> <p>show how to help oneself and others</p> <p>give examples of the different stages of addiction</p> <p>describe the effects of alcohol on the fetus</p>		
<p><b>Injury Prevention</b></p> <p><b>NH</b></p>	<p>explain the relationship between AOD use and driving under the influence</p>		

<p><b>Standard:1,2,3,4,5,6,7</b></p>	<p>demonstrate refusal skills</p> <p>recognize signs of sexual harassment</p> <p>prevent assault and violence in dating situations</p> <p>point out signs of depression and mental illness</p> <p>show how to get help for oneself and others</p> <p>recognize the signs for suicide</p> <p>identify resources available in the school that will assist students</p>		
<p><b>Nutrition</b> <b>NH Standard:1,2,3,4</b></p>	<p>critique their eating habits</p> <p>evaluate personal nutritional needs, preferences, and practices</p> <p>analyze food labels</p> <p>apply dietary guidelines into their daily life</p> <p>compare different influences, cultural, advertising, mood and emotions, play a role in our food choices</p> <p>select healthful weight management practices</p>		

	<p>calculate energy from food products</p>		
<p><b>Physical Activity</b> <i>NH Standard:1,2</i></p>	<p>compare information on supplements and performance-enhancing drugs of the body  describe the effects of tobacco, alcohol and other drugs on performance</p>		
<p><b>Family Life and Sexuality</b> <i>NH Standard:1,2,3,5,6,7</i></p>	<p>differentiate the different types of abuse  practice ways to communicate respect for oneself and others  demonstrate refusal skills  recite statistics for unintended pregnancy and disease with unprotected sex  summarize the risks of multiple partners  explain situations that may lead to sex  compare different signs, symptoms and treatment of HIV and other STD's  list the different routes of transmissions for HIV and other STD's  evaluate the effectiveness of abstinence and other contraceptive methods</p>		

	<p>show how to get valid help for oneself and others</p> <p>identify the reproductive organs</p> <p>state the different stages of prenatal care and development</p>		
<p><b>Tobacco</b> <i>NH Standard:1,2,3,5,6,7</i></p>	<p>explain the addictive effects of nicotine</p> <p>describe the effects of tobacco on the fetus</p> <p>distinguish between different advertising strategies, influences and legal factors effecting tobacco use</p> <p>select different alternatives to tobacco use</p> <p>explain the cost of smoking</p> <p>show how to get valid help for oneself and others</p> <p>identify the barriers and skills needed to quit smoking</p>		
<p><b>Mental Health</b> <i>NH Standard:1,2,3,4,5,7</i></p>	<p>describe what makes up a person's personality</p> <p>recognize the positive and negative effects on a person's self-esteem</p> <p>describe behaviors, symptoms and treatments of depression and other</p>		

	<p>mental illnesses</p> <p>summarize the signs, symptoms, and effects of eating disorders</p> <p>show how to get valid help for oneself and others</p> <p>recognize types of stressors</p> <p>apply coping strategies (including exercise) to reduce stress</p> <p>select different ways of stress reduction on oneself</p> <p>explain how different types of stress cause fatigue</p> <p>give examples of different types of mental disorders</p>		
<p><b>Personal and Consumer Health</b> <b>NH Standard:1,2,3,5,7</b></p>	<p>receive a hearing and vision screening (School Nurse)</p> <p>recognize the importance of immunizations</p> <p>appraise the role of genetics in the family history of disease</p> <p>demonstrate prevention strategies associated with primary health care</p> <p>evaluate options for health care and services for oneself</p>		
<p><b>Community and</b></p>	<p>apply information about a disaster plan</p>		

<b>Environmental Health</b> <i>NH Standard: 3, 4, 7</i>			
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