

IMPORTANT NOTICE

Please note that teachers may access the complete Health Course of Study through our web site

www.medina-esc.k12.oh.us.

Click on the link **Course of Study** under **Teacher Resources**
Then select the Health link
You will have access to all grade levels.

It is sound educational practice for teachers to be aware of what is taught in the grade level before, as well as the grade level after their assigned grade level.

Medina County Schools

Health Course of Study

Grades:
Kindergarten
Through Twelve



William J. Koran
Superintendent

2004

Health
Graded Course of Study
K-12

William J. Koran, Superintendent

Approved by:
Governing Board of the Medina County Schools'
Educational Service Center
2004

Mission Statement

The Medina County Schools'
Educational Service Center
will be the leader in providing
services and products that promote
excellence in education.

Acknowledgements

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HEALTH EDUCATION PHILOSOPHY

The Medina County Health Education program is based on the understanding that quality of life and good health practices are related, and can be influenced by our actions and choices. Health Education is about helping students to understand these relationships and encouraging them to engage in health promoting activities.

HEALTH PROGRAM GOALS

The goal of the Health Education program is that all students will acquire health knowledge and personal skills that will enable them to make health responsible decisions. By developing positive health habits and promoting life-long wellness practices it is hoped that all students will become productive and successful members of our society today and in the future.

NATIONAL HEALTH EDUCATION STANDARDS

The Medina County Health Education program aligns with the National Health Education Standards. The following goals are integrated into the county curriculum objectives:

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

MEDINA COUNTY HEALTH EDUCATION PROGRAM GOALS

Nutrition:

The students will understand the fundamentals of nutrition and how to make good decisions about food.

Alcohol, Tobacco and Other Drugs:

The student will develop skills and attitudes needed to avoid tobacco use and alcohol and drug abuse.

Growth and Development:

The student will develop skills and knowledge needed to maintain physical well being as well as healthy personal relationships.

Disease Prevention and Control:

The students will recognize the role of physical activity and practice health-promoting strategies in order to maintain a healthy body.

Conflict Management and Injury Prevention:

The student will understand the factors which contribute to their emotional health and how to prevent personal violence in order to remain safe.

Kindergarten

Medina County Schools'

Course of Study

For

Health

2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Standards Connections/Instructional Activities/Resources
H-KG-N-1	1. Recognize the parts of the food pyramid.	<u>Classroom</u> — healthy snacks discussion — display picture of the food pyramid
H-KG-N-2	2. Compare and contrast healthy and unhealthy food choices.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-KG-ATOD-1	1. Identify the Poison symbol.	
H-KG-ATOD-2	2. Classify safe and unsafe substances (e.g., poisons, legal and illegal drugs).	
H-KG-ATOD-3	3. Differentiate between food and medicine.	
H-KG-ATOD-4	4. Demonstrate rules for taking medicines.	
H-KG-ATOD-5	5. Discover sources of help and information about alcohol, tobacco and drugs at home, school, and in the community.	
H-KG-ATOD-6	6. Explain harmful effects of the abuse of alcohol, tobacco, and drugs.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-KG-G&D-1	1. Describe personal habits that affect growth and development positively and negatively (e.g., sleep, food, exercise).	<p><u>Life Science Indicator #3</u>: Describe how plants and animals usually resemble their parents.</p> <p><u>Life Science Indicator #4</u>: Investigate variations that exist among individuals of the same kind or species.</p>
H-KG-G&D-2	2. Practice manners and how to get along with others.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-KG-DP&C-1	1. Demonstrate healthy behaviors that reduce the risk of disease to self and others (e.g., washing hands, brushing and flossing, covering mouth and nose, and sleeping).	
H-KG-DP&C-2	2. Name the way germs are spread and ways to reduce the spread of disease.	
H-KG-DP&C-3	3. Describe ways to properly take care of teeth.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-KG-CM&IPC-1	1. Determine actions for personal safety.	“Safety Town” — recommended
H-KG-CM&IPC-2	2. Demonstrate how to ensure personal safety (e.g., traffic, pedestrian, bicycle) and practice how to get help with different emergencies at home, school and in the community.	ESC “Buster the Bus”
H-KG-CM&IPC-3	3. Identify dangerous situations at home, school, and community, including when to tell an adult (e.g., strangers, secrets, bullies, and conflicts).	

First Grade
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-1-N-1	1. Categorize food into groups using the food pyramid.	<u>Life Science Indicator #2</u> : Explain that food comes from sources other than grocery stores (e.g., farm crops, farm animals, oceans, lakes and forests).
H-1-N-2	2. Compare and contrast healthy and unhealthy snacks.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-1-ATOD-1	1. Demonstrate the avoidance of poisons and illegal drugs.	
H-1-ATOD-2	2. Classify safe and unsafe substances (e.g., poisons, legal and illegal drugs).	
H-1-ATOD-3	3. Demonstrate rules for taking medicine.	
H-1-ATOD-4	4. State the harmful effects of using tobacco products.	
H-1-ATOD-5	5. State the purpose of tobacco advertisements and advocate personal messages for saying “no.”	
H-1-ATOD-6	6. Explain the harmful effects of alcohol.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-1-G&D-1	1. Promote health of the human body and its components.	<u>Life Science Indicator #1</u> : Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.
H-1-G&D-2	2. Explore basic self-care practices (i.e., tooth care, skin care, hair care).	
H-1-G&D-3	3. Examine similarities and differences between friends and family members.	
H-1-G&D-4	4. Practice manners and how to get along with others through the language of kindness and respect.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-1-DP&C-1	1. Demonstrate self care in a variety of ways (e.g., washing hands, brushing and flossing, covering mouth and nose, sleeping).	
H-1-DP&C-2	2. Name the ways germs are spread and how to reduce the spread of disease.	
H-1-DP&C-3	3. Describe how to properly take care of teeth.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional	Instructional Indicators	Resource/Instructional Activity
H-1-CM&IPC-1	1. Demonstrate what to do in case of fire at home, at school, or play.	<u>Fire Safety Week</u>
H-1-CM&IPC-2	2. Practice refusal skills.	
H-1-CM&IPC-3	3. Identify dangerous, disturbing, and destructive situations in the home, school, and community, including when to tell an adult (e.g., strangers, secrets, bullies, conflict resolution).	<u>Physical Education</u> — safety rules on the playground

Second Grade
Medina County Schools'
Course of Study
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Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-2-N-1	1. Identify how different foods from the food pyramid, when eaten in moderation, build a healthy body.	<u>Life Science Indicator #5</u> : Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.). <u>Buehlers program</u>
H-2-N-2	2. Investigate the relationship between food groups and effects on the body.	
H-2-N-3	3. Develop awareness of peer pressure in social situations in making healthy food choices.	
H-2-N-4	4. Plan a meal using food from each food group.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-2-ATOD-1	1. Classify beverages as alcoholic and non alcoholic.	
H-2-ATOD-2	2. Explain the harmful effects of alcohol and tobacco (including second-hand smoke).	
H-2-ATOD-3	3. Practice saying “no” to alcohol and tobacco products in a variety of situations.	
H-2-ATOD-4	4. Demonstrate the safe use of medicines.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional	Instructional Indicators	Resource/Instructional Activity
H-2-G&D-1	1. Investigate how the five senses help protect and maintain body systems.	<u>Classroom — Life Science Indicator #6:</u> Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves and roots).
H-2-G&D-2	2. Demonstrate how to make friends in different situations, at school, at home, and in the community.	
H-2-G&D-3	3. Practice effective listening skills for healthy relationships.	
H-2-G&D-4	4. Identify and describe different family structures, roles, responsibilities, and changes in the home.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-2-DP&C-1	1. Implement behaviors which are health promoting and examine behaviors which lower the risk of disease.	
H-2-DP&C-2	2. Investigate role of diet and exercise in prevention of diabetes, obesity, and other health (quality of life) issues.	
H-2-DP&C-3	3. Practice different ways to prevent the spread of germs through skills of self-hygiene (e.g., bathing, hand washing, covering mouth, discarding tissues, not sharing food utensils, and hair brushes).	
H-2-DP&C-4	4. Describe how to properly take care of teeth through proper brushing and flossing, including how to prevent injury to teeth.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-1-CM&IPC-1	1. Investigate a range of stress reducing strategies.	
H-1-CM&IPC-2	2. Describe ways to protect the skin from the sun.	
H-1-CM&IPC-3	3. Demonstrate what to do in potentially dangerous situations dealing with strangers.	
H-1-CM&IPC-4	4. Describe potential dangers of weapons in the community and at home.	

Third Grade
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-3-N-1	1. Create a balanced meal using appropriate serving sizes based on the food pyramid.	
H-3-N-2	2. Identify foods which help build and repair the body.	
H-3-N-3	3. Identify serving sizes for different foods.	
H-3-N-4	4. Demonstrate how your personal nutrition choices in a meal, at school or at home, contributes to your daily diet.	
H-3-N-5	5. Explore body image perceptions and realistic expectations.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-3-ATOD-1	1. List the physical, social, financial, and environmental effects of tobacco products on self and others.	
H-3-ATOD-2	2. Describe the physical, emotional and addictive effects of abusing alcohol, inhalants and medication.	
H-3-ATOD-3	3. Model saying “no” to alcohol and other harmful drugs when approached with stressful situations.	
H-3-ATOD-4	4. Compare the benefits of using medicinal products and the potential dangers for abuse.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-3-G&D-1	1. Explore systems of the body (simple overview) and their functions in relation to personal growth and development.	<u>Classroom — Life Science Indicator #1:</u> Compare the life cycles of different animals including birth to adulthood, reproduction and death (e.g., egg-tadpole-frog, egg-caterpillar-chrysalis-butterfly).
H-3-G&D-2	2. Discover the characteristics of growth from infancy to a young child.	
H-3-G&D-3	3. Set a personal health goal and track progress toward its achievement.	
H-3-G&D-4	4. Demonstrate ways to make friends using listening and communication skills.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-3-DP&C-1	1. Distinguish between communicable and non-communicable diseases.	<u>Participate in Dental Health Week</u>
H-3-DP&C-2	2. Identify parts of a tooth and describe the effects of plaque and tooth decay.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-3-CM&IPC-1	1. Practice personal safety choices in a variety of situations.	
H-3-CM&IPC-2	2. Distinguish between positive and negative influences (e.g., peer, media, community) on social health behaviors.	
H-3-CM&IPC-3	3. Demonstrate ways to avoid conflict.	

Fourth Grade
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-4-N-1	1. Categorize different foods as carbohydrates, proteins, or fats.	
H-4-N-1	2. Identify different types of fats in various food products.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-4-ATOD-1	1. Examine the physical, mental, and emotional effects of alcohol, tobacco, drugs, and inhalants on the body.	
H-4-ATOD-2	2. Demonstrate different ways to say “no” to alcohol, tobacco, and other drugs in a variety of situations.	
H-4-ATOD-3	3. Evaluate different media approaches for alcohol and other drug products.	
H-4-ATOD-4	4. Practice communication strategies for dealing with peers or family members who abuse alcohol.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-4-G&D-1	1. Discover the functions of the brain.	Physical Education class Suggest: Morely Health Center Brain Unit is available
H-4-G&D-2	2. Examine the need for changing self care practices associated with growth and development.	
H-4-G&D-3	3. Identify exercise, sleep, and rest as positive ways to handle stress and promote a healthy body (heart, muscle, bones).	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-4-DP&C-1	1. Practice healthy strategies that reduce disease during daily activities (e.g., meals, bathroom, sharing items).	
H-4-DP&C-2	2. Describe the anatomy of a tooth and identify where tooth decay and plaque are likely to occur.	
H-4-DP&C-3	3. Practice care for teeth through brushing and flossing.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-4-CM&IPC-1	1. Investigate strategies which prevent violence.	Model in Classroom or in Physical Education Class
H-4-CM&IPC-2	2. Practice decision making skills in unsupervised situations.	
H-4-CM&IPC-3	3. Demonstrate effective communication and listening skills with peers and adults in a variety of social settings.	
H-4-CM&IPC-4	4. Identify and describe different family structures, roles, responsibilities, and changes in the community.	
H-4-CM&IPC-5	5. Describe positive and negative characteristics of friendships.	
H-4-CM&IPC-6	6. Practice using safety measures during recreational activities.	

Fifth Grade
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-5-N-1	1. Identify different types of fats/oils in various food products.	Make a list of healthy and unhealthy fats and oils ie., saturated, unsaturated, olive oil, sesame oil, hydrogenated, palm . . .
H-5-N-2	2. Identify healthy foods in relation to the body systems.	
H-5-N-3	3. Analyze food labels to identify the amounts of fats and sugars in a variety of foods, including those advertised in the media (e.g., fruit rollups, juice, cereal, and snacks).	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-5-ATOD-1	1. Investigate the consequences of alcohol abuse on family, community, and self.	Personal Interview of a Smoker
H-5-ATOD-2	2. List harmful effects of alcohol on different body systems (e.g., circulatory, nervous, and respiratory).	
H-5-ATOD-3	3. List harmful effects of tobacco on different body systems (e.g., circulatory and respiratory).	
H-5-ATOD-4	4. Describe the effects of using inhalants and communicate a no-use message.	
H-5-ATOD-5	5. Demonstrate types of peer pressure and responses for resisting peer pressure.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-5-G&D-1	1. Examine the progressive stages of human growth and development.	<u>Classroom</u> Morely Health Center Family Living Unit
H-5-G&D-2	2. Explore human reproductive system.	
H-5-G&D-3	3. Identify the growth and development changes (physical, social, and emotional) that occur during puberty.	
H-5-G&D-4	4. Practice manners and how to get along with others.	
H-5-G&D-5	5. Demonstrate effective communication skills.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-5-DP&C-1	1. Describe environmental issues which impact personal and community health.	<u>Classroom</u> <u>Earth Science Indicator #6</u> : Investigates ways Earth's renewable resources (e.g., fresh water, air, wildlife and trees) can be maintained.
H-5-DP&C-2	2. Investigate the process of communicable disease transmission.	
H-5-DP&C-3	3. Plan and implement actions to modify an undesirable habit.	<u>Life Science Indicator #4</u> : Summarizes that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has a different ecosystems and distinct ecosystems support the lives of different types of organisms.
H-5-DP&C-4	4. Identify exercise, sleep, and rest as positive ways to handle stress and promote a healthy body.	
H-5-DP&C-5	5. Analyze the health benefits of exercise.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-5-CM&IPC-1	1. Define conflict, danger, and violence.	
H-5-CM&IPC-2	2. Demonstrate how to identify and avoid trouble in conflict situations (bully situations).	
H-5-CM&IPC-3	3. List factors from the environment, media, and technology that contribute to violence.	
H-5-CM&IPC-4	4. Demonstrate how to resolve conflicts peacefully and be able to settle conflicts without arguing and fighting.	
H-5-CM&IPC-5	5. Explain the importance of self confidence in making healthy choices and achieving personal goals.	
H-5-CM&IPC-6	6. List signs of stress and illustrate positive ways to handle stress.	

Sixth Grade
Medina County Schools'
Course of Study
For
Health
2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-6-N-1	1. Explain how a balance of food consumption (nutrition) and energy expenditure (exercise) contribute to better health.	
H-6-N-2	2. Describe eating habits that will promote a healthy cardiovascular system.	
H-6-N-3	3. Analyze the nutrition information on food labels and identify heart healthy foods.	
H-6-N-4	4. Examine economic factors that affect the health and nutrition of people around the world.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER

Instructional	Instructional Indicators	Resource/Instructional Activity
H-6-ATOD-1	1. Demonstrate different ways to resist peer pressure and say “no” to alcohol, tobacco, and drugs.	Write an Editorial Summarizing the Harmful Effects of Alcohol
H-6-ATOD-2	2. Analyze advertising strategies used to sell different alcohol and tobacco products.	
H-6-ATOD-3	3. Summarize the harmful effects of alcohol from different perspectives (e.g., physical, social, emotional health).	
H-6-ATOD-4	4. Describe the short-term consequences of tobacco use, and recognize the long-term consequences of tobacco addiction.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-6-G&D-1	1. Identify the physical growth and developmental changes that occur during puberty.	<u>Classroom</u> Morely Health Center Family Living Unit
H-6-G&D-2	2. Examine the different social and emotional changes related to puberty and adolescent changes.	<u>Life Science Indicator #6:</u> Describe that in sexual reproduction an egg and sperm unite and some traits come from each parent, so the offspring is never identical to either of its parents.
H-6-G&D-3	3. Compare and contrast the difference between the male and female reproductive systems.	<u>Life Science Indicator #7:</u> Recognize that likenesses between parents and offspring are inherited. Other likenesses are learned.
H-6-G&D-4	4. Set realistic expectations for growth changes.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-6-DP&C-1	1. Identify the causes and risks of selected communicable diseases.	<u>Classroom</u> <u>Earth Science Indicator #6:</u> Investigates ways Earth's renewable resources (e.g., fresh water, air, wildlife and trees) can be maintained.
H-6-DP&C-2	2. Interpret the emotional and social consequences that occur when an individual contracts disorders and diseases.	
H-6-DP&C-3	3. Practice the benefits of responsible decision making in different situations.	<u>Life Science Indicator #4:</u> Summarizes that organisms can survive only in ecosystems in which their needs can be met (e.g., food, water, shelter, air, carrying capacity and waste disposal). The world has a different ecosystems and distinct ecosystems support the lives of different types of organisms.
H-6-DP&C-4	4. Identify and use ways to communicate feelings associated with grief, relocation, divorce, disappointments or loss.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-6-CM&IPC-1	1. Identify constructive and destructive stress.	
H-6-CM&IPC-2	2. Describe positive and negative choices for coping with stress during puberty.	
H-6-CM&IPC-3	3. Discover sources of reliable information to promote safety in a variety of environments.	
H-6-CM&IPC-4	4. Explore levels of peer pressure and peer refusal techniques.	
H-6-CM&IPC-5	5. Discover non-violent conflict resolution strategies.	

Middle School (7 or 8)

Medina County Schools'

Course of Study

For

Health

2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-N-1	1. Summarize the health benefits of eating a variety of foods from the food pyramid.	Ohio Extension Services
H-MS-N-2	2. Analyze the influence of food labels, food packaging, advertising claims, and nutritional information including the influence of media and technology, for accuracy.	Medina County Health Department
H-MS-N-3	3. Compare and contrast the roles of environment and heredity, food selection and activity level, in planning to maintain and/or improve weight control.	
H-MS-N-4	4. Analyze factors (e.g., advertising images, self concept, peer pressure) that have an impact on satisfaction with body weight (self image).	
H-MS-N-5	5. Refute myths and misperceptions about weight loss and body building products.	
H-MS-N-6	6. Describe short and long-term benefits of healthy eating and physical activity on the mind and body and consequences of unhealthy choices.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-ATOD-1	1. Critically analyze the influence of advertising to promote the use of alcohol, tobacco, and other drugs.	Medina County Sheriff Department
H-MS-ATOD-2	2. Explain the effects of alcohol, tobacco, and other drug use on risk-taking, such as injury, violence, and sexual decision-making.	Alateen MCDAC — Agencies
H-MS-ATOD-3	3. Identify and refute myths and misperceptions about alcohol, tobacco and drug use.	Lung Association
H-MS-ATOD-4	4. Locate reliable sources of information and assistance for alcohol, tobacco, and drug related issues.	
H-MS-ATOD-5	5. Explain dangers of riding with an impaired driver.	
H-MS-ATOD-6	6. Summarize the signs and symptoms of alcohol and drug use and abuse.	
H-MS-ATOD-7	7. Discuss the appropriate use of medicines and the dangers of drug interactions.	
H-MS-ATOD-8	8. Access examples of tobacco advertising and counter-advertising (e.g., Truth ads).	
H-MS-ATOD-9	9. Explain that most middle school students do not use tobacco.	
H-MS-ATOD-10	10. Describe short-and long-term effects of tobacco use.	
H-MS-ATOD-11	11. Analyze the health, legal, social, and financial issues related to tobacco use.	

**STANDARD 2: ALCOHOL, TOBACCO AND OTHER
DRUGS (Cont.)**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-ATOD-12	12. Describe healthy alternatives to tobacco use.	
H-MS-ATOD-13	13. Describe ways to support those in your social environment who are trying to stop smoking.	
H-MS-ATOD-14	14. Make a personal commitment to live drug free and advocate for drug free messages.	
H-MS-ATOD-15	15. Role-play strategies to avoid, get out of, or stay safe in middle school alcohol, tobacco, and other drug risk situations.	
H-MS-ATOD-16	16. Show strategies for getting help in an alcohol or other drug risk situations (e.g., calling someone for a ride home, carrying money for cab fare).	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-G&D-1	1. Define abstinence and its importance in good health.	<p><u>Life Science Indicator #1:</u> Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.</p>
H-MS-G&D-2	2. Develop strategies to support sexual abstinence.	
H-MS-G&D-3	3. Practice ways of saying “no” assertively to pressures and influences related to sexual behavior.	
H-MS-G&D-4	4. Describe strategies for preventing pregnancy and STD’s, including HIV infection.	<p><u>Life Science Indicator #2:</u> Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organism’s chances for survival.</p>
H-MS-G&D-5	5. Explain that most middle school students are not having sex.	
H-MS-G&D-6	6. Identify messages given to young people about sexual involvement on television and in movies.	<p><u>Life Science Indicator #3:</u> Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.</p>
H-MS-G&D-7	7. Examine health risks, pressures, choices, and consequences concerning sex, sexuality transmitted diseases, including HIV/AIDS.	
H-MS-G&D-8	8. Formulate situations requiring professional health services, related to sexual/STD’s concerns, and provide resources for information and help.	<p><u>Life Science Indicator #4:</u> Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).</p>
H-MS-G&D-9	9. Examine myths and fallacies regarding physical development and reproduction.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-DP&C-1	1. Appraise the outcomes of regular physical activity to achieve long-term health benefits.	
H-MS-DP&C-2	2. Evaluate a disease from a systemic perspective based on personal risk factors.	
H-MS-DP&C-3	3. Project potential consequences of personal lifestyle choices, environmental problems, and global issues.	
H-MS-DP&C-4	4. Analyze the characteristics and impact of healthy and harmful relationships.	
H-MS-DP&C-5	5. Examine how different components of physical fitness affect disease prevention, stress management, metabolic rate and weight control.	
H-MS-DP&C-6	6. Establish and monitor personal goals for maintaining and/or increasing physical activity.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-1	1. Recognize importance of preparedness (check, call, clear).	Red Cross
H-MS-CM&IPC-2	2. Awareness of responsibility and limitations of a person giving CPR/First Aid.	Guidance/Intervention Specialist
H-MS-CM&IPC-3	3. Demonstrate and practice First Aid/CPR skills.	
H-MS-CM&IPC-4	4. Identify products that can help prevent injury (e.g., helmets).	
H-MS-CM&IPC-5	5. Develop and apply a viable decision-making process for avoiding, getting out of, or staying safe in situations that involve injury risk (e.g., calling parents to come and get you rather than riding with a drinking high school friend).	
H-MS-CM&IPC-6	6. Examine, apply and evaluate the skills and strategies (e.g., decision-making, problem solving, stress management) needed to resolve conflicts, manage intimidation, and maintain personal safety related to violence prevention.	
H-MS-CM&IPC-7	7. Demonstrate verbal and nonverbal communication and resistance skills to avoid, get out of, or stay safe in potentially violent situations.	
H-MS-CM&IPC-8	8. Show how to ask for help.	
H-MS-CM&IPC-9	9. Demonstrate stress and anger management and conflict resolution skills.	

STANDARD 5: CONFLICT MANAGEMENT AND INJURY PREVENTION AND CONTROL (Cont.)

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-10	10. Examine characteristics and conditions associated with positive self-esteem.	
H-MS-CM&IPC-11	11. Describe the signs and symptoms of mental health problems, such as depression and eating disorders, and discuss ways of getting help.	
H-MS-CM&IPC-12	12. Tell what it means to have a healthy body image.	
H-MS-CM&IPC-13	13. Describe new feelings in adolescence and healthy ways to deal with feelings.	
H-MS-CM&IPC-14	14. Advocate for a healthy social environment in your school (e.g., no teasing, harassment, or bullying).	
H-MS-CM&IPC-15	15. Show how to deal with bullying.	
H-MS-CM&IPC-16	16. Demonstrate healthy “self-talk” for mental and emotional health.	
H-MS-CM&IPC-17	17. Discuss stress management and coping skills.	
H-MS-CM&IPC-18	18. Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.	

STANDARD 5: CONFLICT MANAGEMENT AND INJURY PREVENTION AND CONTROL (Cont.)

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-19	19. Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media, and develop strategies that support effective decision-making and safe behavior.	
H-MS-CM&IPC-20	20. Demonstrate personal coping strategies when things do not go as planned or when things “don’t go our way.”	
H-MS-CM&IPC-21	21. Demonstrate strategies for maintaining friendships.	
H-MS-CM&IPC-22	22. Establish a support group of family, friends, and others for mental and emotional health.	
H-MS-CM&IPC-23	23. Identify resources for help with stress or anger management and conflict resolution.	
H-MS-CM&IPC-24	24. Identify school and community mental health services.	

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STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-N-1	1. Establish a rationale for eating a variety of foods with respect to nutrients and their functions.	Hospital
H-HS-N-2	2. Analyze the impact of advertising and the media on food and health product choices.	Nutritionist Guest speakers
H-HS-N-3	3. Examine nutrition-related disease tendencies and prevention strategies affecting cultural groups.	Health Department
H-HS-N-4	4. Explore the influence of lifestyle on eating behaviors.	
H-HS-N-5	5. Explore career options in the field of food, nutrition, and health.	
H-HS-N-6	6. Research a chronic disease (cancer, heart disease, diabetes) using valid sources of information, and produce a report that addresses the management aspects, including diet modifications, of the disease.	
H-HS-N-7	7. Identify myths for personal weight loss or gain and set goals for healthy weight loss or gain.	
H-HS-N-8	8. Examine the impact of food intake or restricted intake on physical performance.	
H-HS-N-9	9. Evaluate the reliability of sources of information.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER DRUGS

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-ATOD-1	1. Examine the physical, mental, emotional, social, and economic consequences of the use and abuse of alcohol, tobacco, and other drugs.	MADD AA
H-HS-ATOD-2	2. Apply assertive communication, refusal and problem solving skills to situations related to alcohol and other drug use among adolescence.	Police/State Patrol Attorney/prosecutor
H-HS-ATOD-3	3. Explore the impact of alcohol, tobacco, and drug use and abuse on future life and career goals.	Judge
H-HS-ATOD-4	4. Identify consequences for own choices and decisions regarding the use of legal and illegal drugs.	Media Internet/movies
H-HS-ATOD-5	5. Propose alternative activities to promote an alcohol, tobacco, and drug free environment.	State of Ohio Liquor Control
H-HS-ATOD-6	6. Examine the progression of the disease of addiction on the individual and families.	
H-HS-ATOD-7	7. Explore behavior change strategies for the treatment of drug abuse and addiction.	
H-HS-ATOD-8	8. Discover how the use and abuse of alcohol, tobacco, and drugs affects a healthy, attractive body.	
H-HS-ATOD-9	9. Develop skills to abstain from tobacco use and support others who choose to abstain.	
H-HS-ATOD-10	10. Examine the rights of a nonsmoker.	

**STANDARD 2: ALCOHOL, TOBACCO AND OTHER
DRUGS (Cont.)**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-ATOD-11	11. Investigate community resources that promote smoking cessation programs.	
H-HS-ATOD-12	12. Analyze the forces in society which influence the use or non-use of alcohol, tobacco, and other drugs.	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-G&D-1	1. Investigate the diverse changes which occur from adolescence to adulthood.	Health Department
H-HS-G&D-2	2. Examine and refine decision-making behaviors relative to family life.	Catholic Charities (abstinence)
H-HS-G&D-3	3. Evaluate different types of social relationships (e.g., platonic, infatuation, dating, and love).	Media/Internet
H-HS-G&D-4	4. Develop skills of communication with someone in a dating situation.	AIDS Task Force
H-HS-G&D-5	5. Analyze skills and strategies to deal with sexual advancement and sexual harassment.	Medical Hospital
H-HS-G&D-6	6. Examine aspects of abuse including physical, verbal, emotional, and sexual.	Rape Crisis Center
H-HS-G&D-7	7. Analyze risk behaviors that may lead to unwanted pregnancies, STD's, and HIV/AIDS and its impact on personal and community health.	
H-HS-G&D-8	8. Discover individual responsibility and care giving behaviors to improve and protect personal and community health status.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-DP&C-1	1. Identify the most serious causes of personal stress and construct a plan for coping positively with stress.	Health Department
H-HS-DP&C-2	2. Investigate a variety of health-enhancing and disease-prevention practices for healthy living.	American Heart Association
H-HS-DP&C-3	3. Practice health-promoting behaviors which reduce the likelihood of contracting diseases.	Hospital
H-HS-DP&C-4	4. Explore outward signs and symptoms of risky health behaviors.	Lung Association
H-HS-DP&C-5	5. Strive to be a safe and responsible family and community member.	Life Banc — organ and tissue donation
H-HS-DP&C-6	6. Discover techniques for becoming an informed consumer of health products and services.	
H-HS-DP&C-7	7. Discover how personal behaviors positively or negatively impact the environment.	
H-HS-DP&C-8	8. Investigate health promotion and disease prevention concepts and health-enhancing behaviors.	
H-HS-DP&C-9	9. Evaluate resources from home, school, and the community that provide valid health information about treatment of diseases.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-CM&IPC-1	1. Demonstrate effective communication skills to avoid and reduce threatening situations and promote safety.	Grafton Prison
H-HS-CM&IPC-2	2. Examine emergency survival skills for natural and man-made disasters.	Hospice
H-HS-CM&IPC-3	3. Examine personal precautions necessary when administering emergency first aid to others.	Hospital
H-HS-CM&IPC-4	4. Examine first aid and CPR.	Local EMS
H-HS-CM&IPC-5	5. Identify professionals, agencies, and organizations in the community that promote healthy behaviors and injury prevention.	American Heart Association
H-HS-CM&IPC-6	6. Analyze possible causes of conflict in schools, families, and communities.	Red Cross
H-HS-CM&IPC-7	7. Practice skills and strategies for resolving conflicts, managing stress, and preventing violence.	
H-HS-CM&IPC-8	8. Identify the most serious causes of personal stress and construct a plan for coping positively with stress.	
H-HS-CM&IPC-9	9. Evaluate the connections between personal stress and physical health, including social and emotional consequences	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL (Cont.)**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-HS-CM&IPC-10	10. Propose effective strategies for dealing with losses.	
H-HS-CM&IPC-11	11. Recognize the symptoms of suicide and prepare a plan for prevention using problem solving, goal setting, and stress management.	
H-HS-CM&IPC-12	12. Evaluate strategies for treating depression.	