

HEALTH CURRICULUM with HIV / AIDS COMPONENT

**National Standards
for Health Education
Grades Pre-K-12**



ACKNOWLEDGEMENTS

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RATIONALE FOR THE STUDY OF HEALTH

Effective health education has a vital role in enhancing students' knowledge, attitudes, skills, and behaviors. The Joint Committees on National Health Education have developed educational standards to 1) increase students' capacities to obtain, interpret, and understand basic health information and services, and 2) increase students' competence to use the health information and services effectively.

The Centers for Disease Control and Prevention have identified factors that contribute to leading causes of disability and death in the United States: behaviors leading to intentional or unintentional injuries; alcohol and other drug abuse; sexual behaviors leading to sexually transmitted diseases - HIV infection and unintended pregnancy; poor nutrition; a lack of physical activity. Other significant issues are mental and emotional health; overall access to health care including preventive services; environmental quality; and disparities in health literacy.

Education efforts that focus on these major health-risk behaviors, identify appropriate health-enhancing responses and behaviors, and provide accurate and in-depth information about the relationship between behaviors and health are crucial. Consistent, sequential education, beginning in childhood, that promotes good health, is likely to provide a foundation for choosing a healthy lifestyle.

The Office of Catholic Schools wants all students in the schools of the Archdiocese to have the opportunity to engage in learning about promoting healthy living and preventing unhealthy and unsafe behaviors.

Research evidences that students' health significantly affects their school achievement, social outcomes, and quality of life. As a result, the Office of Catholic Schools developed a tool to assist teachers, students, and parents in making contributions to this important work of health education.

The design of the tool occurred through the work of two sources. Sister Susan Stucki, a registered nurse with extensive experience in nursing children and a Master's degree in nursing education from Teachers College, Columbia University. The second source of assistance consisted of elementary and high school teachers who served as responders.

This tool – the Health Curriculum – has been researched and designed to provide consistency and rigor in the content and the skills of teaching about health throughout the schools of the Archdiocese.

It is expected that each school will integrate the standards and goals of the Health Curriculum in the delivery of health content, concepts, and skills.

EXPECTATIONS FOR THE MASTERY OF HEALTH STANDARDS

All students will:

- Show evidence of health literacy and proficiency in health-related skills and behaviors.
- Think logically, critically, and ethically.
- Express and interpret ideas orally, and in writing, using correct terminology.
- Apply learned skills and behaviors to real-world situations; identify and solve problems within the situation.
- Integrate learning into their everyday lives and effectively deal with health-risk situations.
- Learn and contribute productively as individuals and as members of groups.
- Utilize appropriate instruments, electronic equipment, and networks to access information, process ideas, and communicate learning.
- Recognize and apply connections of important information and ideas within and among learning disciplines.
- Demonstrate an understanding and practice of the Catholic social teachings.

All teachers will:

- Differentiate instruction to meet the diverse needs present in the student population.
- Utilize a variety of materials, resources, and assessments appropriate to student age, development, and the teaching/learning process.
- Provide varied learning situations such as flexible grouping, cooperative groups, and peer leadership.
- Use appropriate instruments, electronic equipment, and networks to support and integrate teaching and learning.
- Address social and media influences on student behaviors.
- Collaborate with colleagues at all levels to ensure the continuum of learning.
- Participate in ongoing professional development.
- Be skilled and certified in their discipline.
- Access appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula in general and their child's progress in particular.

All Administrators will:

- Monitor and regularly assess the written and taught curriculum.
- Monitor instruction and evaluation through regular classroom observation and the review of lesson plans.
- Provide appropriate professional and instructional resources, including technology, for all teachers.
- Design and monitor appropriate communication venues to inform parents of the goals, objectives, and outcomes of the school's curricula in general and their child's progress in particular.
- Create an environment permeated with the Gospel spirit of love and joy.
- Model and nurture Catholic values and beliefs.

All Parents/Guardians will:

- Understand and embrace their role(s) as primary educator.
- Encourage and exemplify the reality of life long learning.
- Access all opportunities for communication with school personnel appropriately and adequately.
- Partner with school personnel in a spirit of trust and collaboration.
- Be actively involved within the school community.
- Model and nurture Catholic values and beliefs.

The Office of Catholic Schools will:

- Provide the vision for curriculum.
- Initiate, develop, and publish curricula in collaboration with experts in the field, administrators, and teachers.
- Offer professional development opportunities and disseminate information regarding other available opportunities and resources for teachers and administrators.
- Encourage regular articulation between educators at all levels.
- Act as liaison with national and state departments of education regarding curricular standards and expectations for student learning.

INTRODUCTION TO THE HEALTH CURRICULUM

The Archdiocese of Chicago Health Curriculum provides Catholic schools and teachers with a blueprint or road map for student learning in Health Education from Pre-School through grade 12. The curriculum is in alignment with the National Learning Standards for Health Education and the State of Illinois Learning Standards.

This curriculum provides the specific knowledge and skills students need to learn and practice health-enhancing behaviors and to avoid known health risks. In the primary grades the student learns about personal health, incorporating a variety of skills needed to establish and integrate good health habits. The relationship of one's own health and that of family and friends is introduced early in the curriculum and developed through the middle grades and high school, exploring the impact of health on the broader community and the world.

Students are guided in assessing and evaluating health products and services to become wise consumers. The impact of health-related media and technology is examined and students utilize age-appropriate health resources throughout the curriculum.

Content strands found throughout the curriculum include:

- Personal health and fitness
- Mental and emotional health
- Family, community, and environmental health
- Growth and development
- Nutrition and healthy eating
- Substance use and abuse
- Disease prevention and control
- Safety and first aid
- Responsibility as consumer and advocate

BENEFITS TO SCHOOLS

This curriculum helps schools:

1. Include all National Standards for Health Education (NSHE) and the Illinois Learning Standards (ILS) for Physical Development and health at each grade level.
2. Sequence Health Education content and skills for the seven National Standards and the three Illinois State Learning Goals without undo repetition from grade to grade.
3. Prioritize the importance of specific Health Education content and skills at each grade level, identifying what is critical for mastery at the grade, what is significant for mastery, and what is useful to master if time allows.
4. Use sample assessments to help teachers clarify and understand the desired learning stated in each outcome/standard.
5. Spark ideas for making connections with other subject areas, and Catholic identity and core values.
6. Support efficient and effective communication between teachers on the same grade level and from grade level to grade level. The curriculum also helps with sequencing and reinforcing learning, with developing student assessments, and with working together to design and use teaching materials.
7. Collaborate with other Catholic schools in developing effective assessments and learning activities at each grade level.

UNDERSTANDING THE HEALTH CURRICULUM

The following points of information will help schools understand and use the Health Curriculum:

- The Health Curriculum (HC) is organized by grade level (Pre-School through grade 12), and by the National Standards for Health Education. It also references to the Illinois Learning Standards for Physical Development and Health, goals 22-24.
 - The curriculum is available to schools in two formats: 1) CD, organized by grade level; 2) on the Archdiocesan Website (www.archchicago.org/schools), ready to download either as a Word document or a PDF file, sorted by grade level.
 - For each goal at each grade level, the curriculum identifies the Learning Standards/Outcomes for that grade level, aligned with the NHSE. The State of Illinois standards are referenced under each National Standard as well. The Outcomes are sorted by importance into three categories: 1) critical for mastery at the grade level; 2) significant to develop; and 3) useful to work on. If there are no Standards/Outcomes in one of these categories at a particular grade level, that category will not appear.
 - Each Standard/Outcome has been assigned a unique identifying number for easy reference wherever the Standard/Outcome appears. The first digit in the Standard/Outcome ID represents the grade level (P, K, 1, 2, 3 and so on) followed by a period. The second digit represents the National Standard (1 - 7) followed by a period. The third digit represents the number of the outcome within a particular goal at a particular grade level. For example, Standard/Outcome 1.9.3 refers to grade 1, goal 9, outcome 3. Standard/Outcome 6.8.10 refers to grade 6, goal 8, outcome 10.
- The number/letter combination in parenthesis after each National Standard indicates the Benchmark Learning Standard from the ILS for that Outcome.

Teachers may ignore this reference in using the curriculum. It is included so that schools may demonstrate easily to accreditation review teams that the Health Education Curriculum includes all the relevant ILS at each grade level. It is also helpful for reviewing alignment with *standardized* testing in relation to ILS.
 - For each Standard/Outcome the curriculum provides a sample Assessment to clarify the teacher's understanding of what students should do in order to demonstrate the knowledge and skills contained in the Standard/Outcome. In some instances, two Assessments are given for a single Standard/Outcome.
 - Sample Assessments reflect a variety of assessment formats in keeping with best practices. For example, assessments using real life problems and information, assessments using technology, assessments requiring students to work in teams, assessments requiring students to write about or explain their thinking, and assessments requiring multiple steps and applications.
 - Within each National Standard at a grade level, the curriculum suggests possible *connections* with other subject areas, with real life experiences, and/or with Catholic identity and core values. These *connections* are by no means complete. Their intent is to spark teacher creativity in planning health education instruction in ways that integrate learning from other subject areas, from students' experiences outside of school, from their families and communities, and from Gospel values that are at the core of Catholic schools.

USING THE HEALTH CURRICULUM IN YOUR SCHOOL

The following guidelines will help teachers use the Health Curriculum in planning instruction at their schools:

- **The Health Curriculum provides the starting point and the ending point for health education instruction at each grade level.** At a minimum, teachers should provide instruction that students can demonstrate **solid mastery of all the *critical* Standards/Outcomes** at the grade level. Students also should be able to demonstrate at least a beginning **mastery of all the *significant* Standards/Outcomes**. The *useful* Standards/Outcomes will help students prepare for the next year's learning and should be included whenever time permits.
- Teachers can refer to the sample assessments for each Standard/Outcome to verify their understanding of what they need to observe students doing. These assessments show the student's level of mastery of the Standard/Outcome. Teachers may choose to use the sample assessments given and/or they may design their own, following the model. During the instructional process, teachers can also use other assignments and assessments to see how well students are learning the knowledge and skills stated in the Standard/Outcome.
- Teachers can refer to the *connections* identified at each grade level to help them plan their health education instruction. Planning instruction should integrate health education with other subjects they teach and/or with school events, service projects, and student experiences.
- Teachers may plan Health Education instruction around topics, pulling information and activities from multiple sources.

USING LEARNING-CENTERED CURRICULUM DECISION-MAKING: "BACKWARDS DESIGN"

The Health Curriculum supports instructional planning in the "Backwards Design" model. In this model, the teacher plans instruction by repeatedly asking and answering three questions, **in this order**:

1. **What is the intended learning?**
(**Outcome/objective:** What should students know, understand and be able to do? The answer to this question should be written as an observable behavior beginning with an action verb.)
2. **What will count as evidence that students can do it?**
(**Assessment:** What will students do to show me that they have acquired and can use the knowledge, skill and understanding in the outcome?)
3. **What will I do to help them be ready to show me the evidence of their learning? (Strategies:** What teaching and learning activities, resources, field trips, etc. will help me teach the knowledge, skill, and understanding in the outcome so that students will be able to give the evidence of learning asked for in the assessment(s) I have designed?)

The Health Curriculum provides the *starting and ending answers* for questions 1 and 2. Teachers will develop intermediate mastery objectives and matching assessments as they teach specific knowledge and skills throughout the year. The S/Os will make it much easier for teachers to develop the intermediate objectives, and the S/Os will provide a final checkpoint to ensure that teachers have included everything that is important on the grade level.

The sample *assessments* and *connections* in the Health Curriculum offer suggestions and cues about useful and appropriate strategies.

SOURCES USED IN THE DEVELOPMENT OF THE HEALTH CURRICULUM

- American Association for Health Education
- *Awareness, Prevention, Compassion*, the HIV/AIDS Curriculum Guide for the schools of the Archdiocese of Chicago
- Centers for Disease Control and Prevention Adolescent and School Health
- Chicago Public Schools K-12 Health Education Standards
- Comprehensive School Health Sourcebook, Lloyd-Kolkin and Hunter
- Healthy People 2010: Leading Health Indicators
- HealthTeacher Comprehensive K-12 Curriculum
- Illinois Standards for Physical Development and Health
- Maine State Health and Physical Education
- Michigan Model for Comprehensive Health
- National Standards for School Health Education
- New Jersey Comprehensive Health Education Standards and Progress Indicators
- North Carolina Healthful Living Curriculum
- Rhode Island Health Education Standards
- South Dakota K-12 Health Education Standards and Rationale
- Totally Awesome Health Program, Meeks Heit Publishing Company

NATIONAL STANDARDS FOR HEALTH EDUCATION

- National Standard 1:** The student will identify and demonstrate health promotion and disease prevention concepts.
- National Standard 2:** The student will learn to access and utilize valid health information and health promoting products and services.
- National Standard 3:** The student will practice behaviors that promote health and reduce health risks.
- National Standard 4:** The student will analyze the influence of culture, media, technology and other factors on health.
- National Standard 5:** The student will utilize social and communication skills to enhance health.
- National Standard 6:** The student will use goal-setting and decision-making skills to enhance health.
- National Standard 7:** The student will advocate for personal, family and community health.

ILLINOIS STANDARDS FOR HEALTH EDUCATION

Goal 22: Health Promotion, Prevention and Treatment: Understand principles of health promotion and the prevention of treatment of illness and injury.

Why This Goal is Important:

Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize health habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well being by making informed wellness decisions now and throughout their lives.

As a result of their schooling Early Elementary students will be able to:

- A. Explain the basic principles of health promotion, illness prevention and safety.
 - 22.A.1a: Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).
 - 22.A.1b: Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).
 - 22.A.1c: Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).
- B. Describe and explain the factors that influence health among individuals, groups and communities.
 - 22.B.1: Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).
- C. Explain how the environment can affect health.
 - 22.C.1: Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).

As a result of their schooling Late Elementary students will be able to:

- A. Explain the basic principles of health promotion, illness prevention and safety.
 - 22.A.2a: Describe benefits of early detection and treatment of illness.
 - 22.A.2b: Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).
 - 22.A.2c: Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).

- B. Describe and explain the factors that influence health among individuals, groups and communities.
22.B.2: Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).
- C. Explain how the environment can affect health.
22.C.2: Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

As a result of their schooling Middle/Junior High School students will be able to:

- A. Explain the basic principles of health promotion, illness prevention and safety.
22.A.3a: Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).
22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks to cancer and heart disease).
22.A.3c: Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).
22.A.3d: Identify various careers involved in health promotion, health care and injury prevention.
- B. Describe and explain the factors that influence health among individuals, groups and communities.
22.B.3: Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).
- C. Explain how the environment can affect health.
22.C.3a: Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).
22.C.3b: Develop potential solutions to address environmental problems that affect the local community's health.

As a result of their schooling Early High School students will be able to:

- A. Explain the basic principles of health promotion, illness prevention and safety.
22.A.4a: Compare and contrast communicable, chronic and degenerative illnesses (e.g., influenza, cancer, arthritis).
22.A.4b: Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).
22.A.4c: Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).
22.A.4d: Research and report about a career involved in health promotion, health care and injury prevention.

- B. Describe and explain the factors that influence health among individuals, groups and communities.
22.B.4: Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).
- C. Explain how the environment can affect health.
22.C.4: Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).

As a result of their schooling Late High School students will be able to:

- A. Explain the basic principles of health promotion, illness prevention and safety.
22.A.5a: Explain strategies for managing contagious, chronic and degenerative illnesses (e.g., various treatment and support systems).
22.A.5b: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., the impact of worksite health promotion programs).
22.A.5c: Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing, control of polio, advanced surgical techniques, improved treatment for cancer, diabetes, and heart disease, worksite safety management).
- B. Describe and explain the factors that influence health among individuals, groups and communities.
22.B.5: Analyze how public health policies, laws and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).
- C. Explain how the environment can affect health.
22.C.5: Compare and contrast how individual communities and states prevent and correct health threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).

Goal 23: Human Body Systems: Understand human body systems and factors that influence growth and development.

Why This Goal is Important:

To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health.

As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

As a result of their schooling Early Elementary students will be able to:

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
23.A.1: Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).
- B. Explain the effects of health-related actions on the body systems.
23.B.1: Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).
- C. Describe factors that affect growth and development.
23.C.1: Identify individual differences in growth and development among people.

As a result of their schooling Late Elementary students will be able to:

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
23.A.2: Identify basic parts of body systems and their functions (e.g., circulatory, respiratory, nervous).
- B. Explain the effects of health-related actions on the body systems.
23.B.2: Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).
- C. Describe factors that affect growth and development.
23.C.2a: Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).
23.C.2b: Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

As a result of their schooling Middle/Junior High School students will be able to:

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
23.A.3: Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).
- B. Explain the effects of health-related actions on the body systems.
23.B.3: Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol and other drug use).
- C. Describe factors that affect growth and development.
23.C.3: Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).

As a result of their schooling Early High School students will be able to:

- A. Describe and explain the structure and functions of the human body systems and how they interrelate.
23.A.4: Explain how body system functions can be maintained and improved (e.g., exercise, nutrition, safety).
- B. Explain the effects of health-related actions on the body systems.
23.B.4: Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).
- C. Describe factors that affect growth and development.
23.C.4: Describe changes in physical health and body functions at various stages of the life cycle.

As a result of their schooling Late High School students will be able to:

- A. Explain the effects of health-related actions on the body systems.
 - 23.B.5: Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).
- B. Describe factors that affect growth and development.
 - 23.C.5: Explain how the aging process affects body systems (e.g., vision, hearing, immune system).

Goal 24: Communications and Decision-Making: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Why This Goal is Important:

From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues - and can make healthful personal decisions - will benefit as they grow and mature in school and into responsible workers and citizens.

As a result of their schooling Early Elementary students will be able to:

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
 - 24.A.1a: Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).
 - 24.A.1b: Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).
- B. Apply decision-making skills related to the protection and promotion of individual health.
 - 24.B.1: Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
 - 24.C.1: Demonstrate basic refusal skills (e.g., "Just Say No," "Stranger Danger").

As a result of their schooling Late Elementary students will be able to:

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
 - 24.A.2a: Identify causes and consequences of conflict among youth.
 - 24.A.2b: Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).
- B. Apply decision-making skills related to the protection and promotion of individual health.
 - 24.B.2: Describe key elements of a decision-making process.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
 - 24.C.2: Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs, physical abuse and exploitation).

As result of their schooling Middle/Junior High School students will be able to:

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
 - 24.A.3a: Describe possible causes and consequences of conflict and violence among youth in schools and communities.
 - 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).
 - 24.A.3c: Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.
- B. Apply decision-making skills related to the protection and promotion of individual health.
 - 24.B.3: Apply a decision-making process to an individual health concern.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
 - 24.C.3: Apply refusal and negotiation skills to potentially harmful situations.

As a result of their schooling Early High School students will be able to:

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
 - 24.A.4a: Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families and communities.
 - 24.A.4b: Formulate strategies, prevent conflict and resolve differences.
- B. Apply decision-making skills related to the protection and promotion of individual health.
 - 24.B.4: Explain how decision-making affects the achievement of individual health goals.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
 - 24.C.4: Formulate a plan to achieve individual health goals.

As a result of their schooling Late High School students will be able to:

- A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
24.A.5: Compare and contrast strategies to prevent conflict and resolve differences.
- B. Apply decision-making skills related to the protection and promotion of individual health.
24.B.5: Explain immediate and long-term impacts of health decisions to the individual, family and community.
- C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.
24.C.5: Evaluate progress toward the attainment of a health goal.