

Health Education Standards and Benchmarks

Diocese of St. Petersburg

A. Health Literacy

A. Standard 1: The student comprehends concepts related to health promotion and disease prevention.

Early Childhood to 2nd Grade														
Benchmark	Performance													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.1.1. The student knows names of body parts.	H: A.1.1.1.a. identifies the head, arm, leg ,hand, foot, stomach, lungs, brain, and trunk on an outline of the body, for example, and presents his or her drawing to the class.													
	I	D	E	M										
	H: A. 1.1.1.b. is aware that there is a difference between boys and girls. Can list, for example, all the boys in the class and all the girls. Knows if their teacher is a man or woman.													
	I	D	E	M										
H: A.1.1.2. The student understands positive health behaviors that enhance wellness.	H: A.1.1.2.a demonstrates proper hand-washing techniques and explains why it is important not to touch someone else's blood (e.g., because of HIV and Hepatitis B) lists daily health habits (e.g., hygiene, nutrition, exercise) and maintains a health checklist. Lists reasons why alcohol and tobacco products are not good for people.													
	I	D	E											M
	H: A.1.1.2.b. performs oral hygiene routines.													
	I	D	E	M										
	H.A.1.1.2.c. is aware that there is a school Wellness Policy (Child Nutrition and WIC Reauthorization Act of 2004, Section 204 of Public Law 108-265 -- Local Wellness Policy, Florida Department of Education), and can explain why schools are required to have such a policy.													
	I	D			E	M								

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
H: A.1.1.3. The student recognizes that injuries may be prevented.	H: A.1.1.3.a. explains why it is important to use helmets while roller blading and bicycling. Discusses reasons for wearing seat belts in the car. Explains why toys should be put away when not in use.	I	D	E	M											
H: A.1.1.4. The student recognizes the relationship between physical and emotional health.	H: A.1.1.4.a. lists some of the physical reactions that occur when a person is afraid or sad (e.g., an upset stomach or a headache).		I	D	E		M									
H: A.1.1.4. The student recognizes the relationship between physical and emotional health.	H:A.1.1.4.b. shows that basic physical needs are met.	I	D	E		M										
	H:A. 1.1.4.c. follows basic health and safety rules.	I	D	E	M											
	H:A. 1.1.4.d. beginning to perform some self-care tasks independently.	I	D		E		M									
	H:A. 1.1.4.e. understands and participates in physical fitness activities.	I		D		E			M							
H: A.1.3.11. The student can classify food groups and food combinations according to the USDA Food Pyramid.	H: A.1.1.5.a. list the major food groups.		I			D		E							M	
H: A.1.1.5. The student understands the various responsibilities of family members for health promotion and disease prevention.	H: A.1.1.5.b. is able to name healthy food choices, especially snacks.	I	D	E		M										
	H: A.1.1.5.c. can explain verbally, the importance of a healthy diet.	I		D		E		M								
	H: A.1.1.6. The student understands the various responsibilities of family members for health promotion and disease prevention.	H: A.1.1.6.a. is able to list necessary steps to take, such as washing hands before eating, to help prevent the spreading of germs.	I		D	E	M									
H: A.1.1.6. The student understands the various responsibilities of family members for health promotion and disease prevention.	H.A. 1.1.6.b. shows familiarity with the role of primary health care provider (e.g. doctor, dentist).	I		D		E	M									

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 1.1.7. The student recognizes environmental health problems and understands possible solutions.	H: A.1.1.7.a. in poverty areas where there is poor sanitation, students can explain why there are environmental health issues.				I	D	E								
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.1.8. The student identifies common health problems and possible ways to prevent these problems.	H: A.1.1.8.a. is able to explain what obesity is and understands how better food choices and increased activity will lead to a healthier life style.				I		D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.1.9. The student understands why health problems should be recognized and treated early.	H: A.1.1.9.a. is able explain why taking care of a health problem should be treated early, such as developing a cavity.				I		D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.1.10 The student identifies contagious diseases.	H: A.1.1.10.a. lists ways to prevent the spread of contagious diseases.				I		D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 1.1.11 The student knows that his/her body, mind and spirit are gifts from God.	H: A. 1.1.11.a. creates a prayer thanking God for the wonderful gift they have received.	I	D	E											

3rd - 5th Grade

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.1 The student understands the functions of the human body systems.	H: A.1.2.1.a. works cooperatively with other students, for example, to create a diagram of the human body and to trace the blood through the heart, lungs, and body.					I	D	E			M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.2.1.b. can name the different body parts in the reproductive system after participating in a sex education class (See Religion Curriculum; Life in Christ: #18, #55-76).						I	D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.2.1.c. can explain through group discussion, for example, what is happening to their body as they mature, both physically and mentally. (See Religion Curriculum; Life in Christ: #18, #55-76).							I	D	E	M				

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.2.1.d. explains to others that having respect for oneself and others is essential in God's plan. (See Religion Curriculum; Life in Christ: #18, #55-76).					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.2. The student knows how personal health behaviors influence individual well-being.	H: A.1.2.2.a. develops an individual wellness goal for nutrition and physical activity and records progress toward that goal in a journal.							I	D	E	M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.3. The student knows the indicators of physical, mental, emotional, and social health are interrelated.	H: A.1.2.3.a. can explain attributes that indicate wellness in physical, mental, emotional and social health							I	D	E	M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.4. The student understands how the family influences personal health.	H: A.1.2.4.a. works with others in a small group to develop a list of ways in which families influence food choices, then compares this list ways in which families influence physical activity choices.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.5. The student knows the most common health problems of children.	H: A.1.2.5.a can discuss the different viral infections (e.g., colds, measles, mumps, and chicken pox) and bacterial infections (e.g., tetanus and pneumonia).					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.6. The student knows why health problems should be detected and treated early.	H: A.1.2.6.a. can discuss the importance of nutrition and fitness in the prevention of chronic diseases.					I		D	E		M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.7. The student knows how childhood injuries and illnesses can be prevented and treated.	H: A.1.2.7.a. is able to list childhood injuries, such as falling on the playground, and can explain how they can be prevented and treated.		I			D	E	M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.8. The student knows why illegal drugs should not be used and the consequences of their use.	H: A.1.2.8.a. participates in a discussion about the consequences of tobacco use and the laws regarding tobacco use during childhood.					I	D	E	M						

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.9. The student knows the nutritional values of different foods.	H: A.1.3.1.a. reads and interprets information on various food labels (e.g., identifying fat, salt, and sugar content), then writes a report on his or her interpretation on one of the labels, lists healthy choices available at fast-food restaurants and explains why these choices are healthy in a report.					I		D	E						M
H: A.1.2.10. The student can classify food groups and food combinations according to the USDA Food Pyramid.	H: A.1.2.10.a. list the major food groups and is aware of approximate daily value for each.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A.1.2.10 b. is familiar with the USDA Food Pyramid found at www.myPyramid.gov and can find it on the web.					I		D	E	M					
	H: A.1.10 .c. is able to list healthy and unhealthy snacks.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.11 The student understands that obesity is becoming an epidemic in the United States	H: A.1.2.11.a. is able to explain why obesity is on the rise and is able to provide action steps to avoid obesity.					I		D	E	M					
H: A.1.2.12 The student understands how peer pressure can influence healthful choices.	H: A. 1.2.12.a. explains how one reacts when with a group of friends at a party or fast food restaurant.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.2.13 The student understands positive health behaviors that enhance wellness.	H.A.1.3.1.a. . can list personal goals for nutrition and physical activity (Child Nutrition and WIC Reauthorization Act of 2004, Section 204 of Public Law 108-265 -- Local Wellness Policy, Florida Department of Education).					I		D	E	M					
H: A. 1.2.14 The student knows that his/her body, mind and spirit are gifts from God.	H: A. 1.2.14.a. can list the passage in the Bible that explains that the body is a temple of the Holy Spirit (I Corinthians 6:19).	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.2.14.b. discusses "self" as a gift and can also discuss others are also a gift. (See Religion Curriculum; Life in Christ: #127-127).					I		D	E	M					



6th - 12th

Benchmark		Performance													
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.3.1. The student knows how body systems work together and influence each other.	H: A.1.3.1.a. explains, for example, the muscular-skeletal system and how it is important to a healthy adolescent, develop a workout to include warm-ups, exercise, and cool down to demonstrate cardiovascular function understanding.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.3.2 The student knows eating disorders that adversely affect health.	H: A.1.3.2.a. lists the warning signs and symptoms that people who are suffering from eating disorders exhibit with others in a small group, discusses the possible reasons that people suffer from eating disorders and where they can go for help.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.3.3. The student understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.	H: A.1.3.3.a. researches and develops a presentation on how helmets prevent head injuries. Works with others in a small group to collect data on the number of students using seat belts when they arrive at school. Then the student uses these numbers to determine the percentage of students using and not using seat belts.									I	D	E	M		
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.3.3.b. demonstrates he/she is aware of sexually transmitted diseases such as HIV, AIDS, Gonorrhea, etc. by writing a report or doing an oral presentation for example.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.1.3.4. The student knows how physical, mental, emotional, and social health interrelate during adolescence.	H: A.1.3.4.a. participates in a class discussion about the relationships among physical, mental, emotional, and social health during adolescence. Then the student works with other students to determine what aspects of these relationships are important during adolescence.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.3.4.b. can explain through group discussion, for example, what is happening to their body as they mature, both physically and mentally.									I	D	E			M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A. 1.3.4.c. explains to others that having respect for oneself and others is essential in God's plan. Understands the Churches' stance on the importance of abstinence from sexual activity before marriage, by writing in a journal or participating in a debate, for example. (See Religion Curriculum; Life in Christ: #18, #55-76; #126-127; #133-136).										I	D	E		M
H: A.1.3.5. The student understands how peer pressure can influence healthful choices.	H: A.1.3.5.a. role plays refusal skills in different situations (e.g., with regard to drugs, tobacco, alcohol or sex).										I	D	E		M
H: A.1.3.6. The student understands the relationship between environment and personal health.	H: A.1.3.6.a. participates in the making of a public service ad in small groups dealing with the local school environment.										I		D	E	M
H: A.1.3.7. The student knows ways in which to reduce risks related to health problems of adolescents.	H: A.1.3.7.a. understands common health problems of adolescents by showing a documentary video and having a class discussion afterward.										I	D	E		M
H: A.1.3.8. The student knows the benefits of positive health practices and the appropriate health-care measures necessary to prevent accidents, illnesses and death.	H: A.1.3.8.a. collects local newspaper articles on DUI., weapons infractions, and other violence-related incidents and discusses how these incidents could have been prevented, explains the importance of regular, aerobic, physical activity and records his or her participation in a wellness-plan journal.										I		D	E	M
H: A.1.3.9. The student knows how lifestyle, germs, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	H: A.1.3.9.a. researches an inheritable disease (e.g., diabetes, muscular dystrophy, hemophilia, or sickle cell anemia) and presents the information in a written report.										I	D	E		M

H: A.1.3.10. The student knows various methods of health promotion and disease prevention.	H: A.1.3.10.a. creates health-promotion public-service announcements to present to other groups or classes. Formulates and implements a personal wellness plan that addresses nutrition, physical activity, mental health, social activities, and environmental health.										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
H: A.1.3.11. The student can classify food groups and food combinations according to the USDA Food Pyramid.	H: A.1.3.11.a. list the major food groups and is aware of recommended daily allotment.										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
	H: A.1.3.11.b. is familiar with the USDA Food Pyramid found at www.myPyramid.gov										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
	H: A.1.3.11.c. is able to calculate and evaluate daily food intake and activity level using the USDA Food Pyramid found at www.myPyramid.gov .										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
	H: A.1.3.11.d. is able to clearly read food labels and evaluate contents according to recommended USDA guidelines.										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
H: A.1.3.12. the student understands that obesity is becoming an epidemic in the United States	H: A.1.2.12.a. is able to explain why obesity is on the rise and is able to provide action steps to avoid obesity.										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
H: A.1.3.13 The student understands positive health behaviors that enhance wellness.	H.A.1.3.13.a. can list personal goals for nutrition and physical activity (Child Nutrition and WIC Reauthorization Act of 2004, Section 204 of Public Law 108-265 -- <i>Local Wellness Policy</i> , Florida Department of Education).										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
	H.A.1.3.13.b. can list goals for other school-based activities such as Athletic Association, field trips, snack bar requirements, etc.										I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						
	H. A. 1.3.13.c. knows the importance of prayer and can create a Special Intention Prayer, for example, to improve one's health.										I	D	E	M							
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12						

<p>H: A. 1.3.14 The student knows that he/she is to use their body for the glory of God which involves maintaining a sound mind, body, and soul, as well as a healthy spirit.</p>	<p>H: A. 1.3.14.a. can list the passages in the Bible (I Corinthians 6:19 and Romans 12:2, etc.) that relate to maintaining a healthy body, mind and spirit.</p>									I	D	E	M				
---	--	--	--	--	--	--	--	--	--	---	---	---	---	--	--	--	--

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 1.3.14.b. discusses "self" as a gift and can also discuss that "others" are also a gift. (See Religion Curriculum; Life in Christ: #127-127).									I	D	E	M		

A: Health Literacy

A. Standard 2: The student know how to access valid health information and healthy-promoting products and services.

Early Childhood - 2nd															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.1.1. The student knows sources of health information (e.g. people, places, and products) and how to locate them.	H: A.2.1.1.a. can explain the purpose of hospitals, drug stores, ambulances, etc. and how to reach them in an emergency (911).	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.1.2. The student identifies advertisements for health products.	H: A.2.1.2.a. lists ways to advertise health products (e.g., bandages), for example, creates an advertisement for a health product and presents it to the class.		I		D	E	M								
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.1.3 The student knows how the media influence the selection of health information, products and services.	H: A.2.1.3.a. can bring in an advertisement from a magazine or discuss a commercial they saw regarding a hospital, or medication for example.			I	D	E	M								
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.1.4. The student knows the meaning of warning labels and signs on hazardous substances.	H: A. 2.1.4.a. can recognize the sign of skull and crossbones on poisonous materials.	I	D	E	M										
3rd to 5th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.2.1. The student knows how to locate resources from home, school, and community that provide valid health information.	H: A.2.2.1.a. list five places in the community where health information can be found. Is able to work on such projects as; creates a mural that depicts community health helpers.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A.2.2.1.b. can explain what stress is and can list techniques to release stress.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.2.2. The student knows how to analyze the validity of health resources, products, and services.	H: A.2.2.2.a. uses food labels to decide which foods have the most nutrients and lists the numbers of each nutrient and the percentage of total fat found on the label.					I	D	E	M						

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.2.3. The student knows how to access a variety of technologies for health information.	H: A. 2.2.3.a. can do a search using the Internet to find information (e.g. smoking, the effects of alcohol, www.mypyramid.gov.).						I	D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.2.4. The student knows how to compare the costs of health products in order to assess value.	H: A.2.2.4.a. is able to compare the price of two vitamin brands, for example, to see which is the best value.						I	D	E						M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.2.5. The student knows how to locate health products and services.	H: A.2.2.5.a. is able to locate health products and services by using the phone book, the Internet, magazine and newspapers.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.2.6. The student identifies situations requiring professional health services.	H: A.2.2.6.a. is able to list at least five situations and how and where to get professional services (e.g. infected tooth, broken leg, depression, immunizations, skin rash, etc.)					I	D	E							M
6th - 12th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.1. The student knows how to analyze the validity of health information, products and services.	H: A.2.3.1.a. collects health information articles while working in groups, analyzes these articles for validity, and presents the findings in an oral presentation.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.2. The student knows how to use resources from the home, school and community that provide valid health information.	H: A.2.3.2.a. interviews local health professionals to determine what information they might have to share with adolescents and presents findings in an oral or written report.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.3. The student knows how to access a variety of technologies for health information.	H: A.2.3.3.a. accesses the Internet with other students to find several sources of information on different health problems and shares this information with the class in an oral or written report.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.4. The student identifies situations requiring professional health services.	H: A.2.3.4.a. writes a story, or gives a report, or example, centering around a situation in which some type of professional health service is required.								I	D	E				M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A. 2.3.5. The student understands potential controversy regarding the validity of health information, products, and services.	H: A.2.3.5.a. is involved in a situation, such as a debate, where health information, products and services are discussed.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.6. The student knows resources from home, school, and community that provide valid health information.	H: A.2.3.6.a. provides a written report or oral presentation, for example, of the services in their county.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H:A.2.3.7. The student knows how to access school and community health services for self and others.	H: A.2.3.8. is able to explain to a new student, for example, the health services provided by the school.		I					D		E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.8. The student knows how to compare the costs of health products in order to assess value.	H: A.2.3.8.a. is able to evaluate two different health clubs and compare their services and prices to assess the best value.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: A.2.3.9. The student know how to locate health products and services.	H: A.2.3.9.a. is able to compare products found in a health food store to assess which is the better value.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A.2.3.9.b. is able to critique a health food product, determine its purpose and research to see if product is of value.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: A.2.3.9.c. is able to locate health services such as drug testing facilities, immunization facilities, etc., by using the phone directory, Internet, and advertisements.										I	D	E		M

B. Responsible Health Behavior

B. Standard 1. The student knows health-enhancing behaviors and how to reduce health risks.

Early Childhood - 2nd Grade		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Benchmark	Performance														
H: B.1.1.1. The student knows and practices good personal health habits.	H: B.1.1.1.a. describes good techniques for bathing and teeth brushing and keeps track of his or her own habits on a daily-health-practice chart.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.1.2. The student identifies safe and unsafe behaviors.	H: B.1.1.2.a. identifies safe behaviors around water (e.g., not swimming alone and wearing flotation devices), describes circumstances in which taking medication is appropriate. Discusses the importance of "looking both ways" when crossing a street.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.1.3. The student knows positive ways to handle anger.	H: B.1.1.3.a. studies conflict scenarios provided by the teacher and describes positive ways to resolve these conflicts.		I	D	E						M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.1.4. The student knows and practices ways to prevent injuries.	H: B.1.1.4.a. develops, with assistance from family, a fire safety plan for home and family and shares this plan with the class.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.1.5. The student demonstrates methods of avoiding threatening situations and how to seek help in threatening situations.	H: B. 1.1.5.a. can participate in a role-play situation demonstrating examples of how to avoid threatening situations and where to get help when needed (e.g. what to do when offered a cigarette or alcohol drink).	I	D	E											M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H.B. 1.1.6. The student understands what medicine is and is aware of various drugs.	H: B. 1.1.6.a. explains possible dangers of accessing the medicine cabinet.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B.1.1.6.b. distinguishes between medicine containers and candy wrappers or containers.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H.B. 1.1.8. The student knows where the brain is located and it's basic function.	H.B. 1.1.8.a. demonstrates and can explain why wearing a helmet is important to protect the brain.	I	D	E	M										
3rd - 5th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.2.1 The student knows the importance of assuming responsibility for personal health habits.	H: B.1.2.1.a. develops a personal hygiene plan that includes care of hair, skin, nail, teeth, and feet and other body care and uses a chart to keep track of when these habits are done.			I		D	E	M							
H: B.1.2.2. The student uses strategies for improving or maintaining personal health.	H: B.1.2.2.a. charts daily intake of fat grams for a week, illustrates the results using a diagram or graph, and calculates average intake for the week. The student analyzes the foods eaten and plans any needed improvement to fulfill the requirements of the food guide pyramid as part of an individual wellness plan.					I	D	E							M
H: B.1.2.3. The student knows strategies for avoiding threatening or abusive situations.	H: B.1.2.3.a. role plays the steps to use in resolving conflict with others. Develops a family plan to use during threatening weather (e.g., hurricanes or floods).					I	D	E							M
H: B.1.2.4. The student knows and practices basic techniques for medical emergencies.	H: B.1.2.4.a. practices and understands basic first-aid skills.					I	D	E							M
H: B.1.2.5. The student compares behaviors that are safe to those that are risky or harmful.	H: B.1.2.5.a. role plays in different situations such as riding a bike with no hands, climbing the side of a building, entering a "No trespassing" area.			I		D	E		M						
H: B.1.2.6. The student knows and uses stress-management skills,	H: B.1.2.6.a. lists five activities that can lower stress, such as exercise, listening to music, taking a nap, reading a book, praying, etc.					I		D		E					M
H: B. 1.2.7. The student is aware that there are some drugs that help the body and others that do harm.	H: B. 1.2.7.a. lists proper steps to take when medicine is require to enhance health (e.g. cough medicine, aspirin, vitamins, etc.).					I	D	E							M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H:B. 1.2.7.b. can list at least five illegal drugs, explain how they effect the body, and explain why they should never experiment by trying them (e.g. marijuana, cocaine, inhalants, etc.)							I	D	E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H:B. 1.2.7.c. role plays and demonstrates that he/she knows what to say when approached to use drugs.					I		D	E		M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.2.8. The student is aware of the basic functions of the brain and how learning takes place.	H:B.1.2.8.a. explains how information comes into the brain through the senses and can explain how information is processed, stored and retrieved.					I		D	E						M
	H: B. 1.2.8.b. Can locate the amygala on a drawing and explain the importance of emotion and learning.					I		D	E						M
6th - 12th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.3.1.The student knows the importance of assuming responsibility for personal health behaviors.	H: B.1.3.1.a. leads a small group discussion about the potential risks that may be encountered at non-school-related parties (e.g., drugs, sex, and tobacco) and the consequences of risky choices, then summarizes the group's discussion for the class.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.3.2. The student knows strategies for managing stress.	H: B.1.3.2.a. writes a fictional scenario about a stressful situation, then shares the scenario with the class and discusses solutions for managing these events.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B.1.2.6.a. lists five activities that can lower stress, such as exercise, listening to music, taking a nap, reading a book, praying, etc.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.3.3. The student knows strategies for improving and maintaining personal and family health.	H: B.1.3.3.a. develops a personal exercise program, describes the health benefits of the program, and implements it over a period of time.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B.1.3.3.b. develops a nutrition plan, describes the health benefits of the plan, and describes ways to implement it.									I	D	E			M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.3.4. The student knows techniques for avoiding threatening situations.	H: B.1.3.4.a. demonstrates that the student understands how to avoid threatening situations such as: develops and implements a survey to determine how students respond to threatening situations (e.g., violence, hurricanes, floods and reckless drivers). The student then analyzes the data and writes a report or gives an oral presentation.									I	D	E			M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.3.5. The student knows injury-prevention and injury-management strategies for personal and family health.	H: B.1.3.5.a. develops and implements an injury-prevention health fair for class, school, and/or family.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B. 1.3.6. The student understands the short-term and long-term consequences of safe, risky, and harmful behaviors.	H: B.1.3.6.a. demonstrates that he/she understands that becoming involved with drugs, sex before marriage, etc., will be harmful, by writing a report, giving an oral presentation, or being involved in a debate.								I		D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 1.3.6.b. demonstrates that he/she understands the school's Drug Awareness programs by writing a report, giving an oral presentation, and/or designing a PowerPoint presentation on one of the following: Nicotine, Methamphetamine, Opiates, Steroids, Caffeine, Over the Counter Drugs, Marijuana, Prescription Drugs, Hallucinogens, Stimulants, Inhalants and/or Alcohol.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H:B. 1.3.6.c. role plays and demonstrates that he/she knows what to say when approached to use drugs.					I		D			E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 1.3.6.d. lists people and places one can seek help from when someone becomes involved with drugs.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.1.2.8. The student is aware of the basic physiology and functions of the brain.	H:B.1.2.8.a. writes a report of the latest brain research and what new discoveries have been made relating to learning.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 1.2.8.b. participates in a group discussion on the adolescent brain and the major changes occurring during this time period.								I	D	E				M

B. Responsible Health Behavior

B. Standard 2. The student analyzes the influence of culture, media, technology, and other factors on health.

PreK-2nd															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.1.1. The student recognizes the ways in which the media, technology, and other sources provide information about health.	H: B.2.1.1.a. watches a videotape for advertisements for healthy food products, then discusses the validity of the information given in these advertisements.		I	D			E				M				
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.1.2 The student knows and accepts the differences of people with special health needs.	H: B.2.1.2.a. demonstrates that he/she understands and accepts differences, for example: works in conjunction with a physical education class to plan and participate in a disabilities-awareness jamboree. Role plays a disabled person by wearing a blindfold, ear plugs, or mittens. Shares his or her experiences in an oral or written report.			I		D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.1.3. The student recognizes that individuals have different cultural backgrounds that impact health practices.	H: B.2.1.3.a. watches a movie about children in another country that do not have health care as we do in the United States.				I	D	E								M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
3rd - 5th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.2.1. The student knows how the media influence thoughts and feelings about health behavior.	H: B.2.2.1.a. identifies the types of products advertised in a sports magazine and discusses the positive and negative influences of the ads on thoughts and feelings about health.					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B. 2.2.2. The student understands how information from school and family influences personal health behaviors.	H: B.2.2.2.a. develops and completes survey about the ways in which family members handle personal health issues.					I		D		E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.2.3. The student understands the role of culture, age or gender differences impersonal health practices (e.g., fitness activities and food preferences).	H: B.2.2.3.a. interviews an elderly person and videotapes or writes a report to share with the class about the person's cultural heritage as it relates to nutrition and exercise. Explores various foods from other cultures and prepares favorites for a class sampling day.					I		D	E						M
6th - 12th Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.2.3.1. The student knows how messages from media and other sources influence health behavior.	H: B.2.3.1.a. selects two sun-care products and decides which would better meet personal needs and why. The student then shares the information orally with the class. Writes a report on how hamburger and pizza commercials influence fast-food choices.								I	D	E				M
H: B.2.3.2. The student knows how information from peers influences health.	H: B.2.3.2.a. role plays refusal skills regarding peer pressure to use alcohol and/or tobacco.								I	D	E				M
H: B.2.3.3. The student identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.	H: B.2.3.3.a. researches folk medicine and home remedies, writes a report, and gives an oral presentation to the class.								I	D	E				M
H: B.2.3.4. The student understands emotional and social health risks caused by prejudice in the community.	H: B.2.3.4.a. role plays a situation which shows, for example, a certain minority group not getting the proper health care coverage they need.								I	D	E				M

B. Responsible Health Behavior

B: Standard 3. The student knows how to use effective interpersonal communication skills that enhance health.

Early Childhood - 2nd														
Benchmark	Performance													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.1. The student knows the various kinds of verbal and nonverbal communication (e.g., hand gestures and facial expressions).	I	D	E											M
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.2. The student knows how to use positive communication skills when expressing needs, wants, and feelings.	I	D	E											M
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.3. The student knows various ways of communicating care and consideration of others (e.g., sharing and saying "please" and "thank you").	I	D	E			M								
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.4. The student listens attentively (e.g., does not talk while others are talking).	I	D	E											M
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.5. The student knows refusal skills to use in potentially harmful or dangerous situations (e.g., refusing to ride a bike without a helmet).	I		D	E				M						
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.6. The student knows various ways in which to resolve conflict using positive behavior.	I		D	E										M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.7. The student identifies healthy ways to handle feelings.	H: B.3.1.7.a. describes various things to do to feel better when he or she is upset (e.g., talking with a friend or playing with a favorite toy).	I		D	E										M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.1.8. The student knows the skills needed to be a responsible friend and family member (e.g. doing chores and helping others).	H: B.3.1.8.a. lists chores that he/she does to help their family.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B.3.1.8.b. works with classmates to help around the school year, such as picking up trash, putting lunch trays in their proper place, plants flowers, etc.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B. 3.1.9. The student knows that laughter, play, exercise, sleep and prayer are all important and good for the body.	H: B. 3.1.9.a. can explain how they feel after hearing a story that is sad as compared to hearing a funny story.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 3.1.9.b. can explain a time that they did not get enough sleep, for example, and are able to describe how they felt.	I	D	E	M										

3rd - 5th Grades

Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.1. The student understands the relationship between verbal and nonverbal communication (e.g., body language).	H: B.3.2.1.a. lists the various messages one can communicate through body language. Communicates a message to a classmate verbally, then nonverbally.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.2. The student exhibits attentive listening skills to enhance interpersonal communication.	H: B.3.2.2.a. practices effective listening skills by interviewing another student about favorite activities and sharing information from that interview with the class.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.3. The student knows refusal and negotiation skills to use in potentially harmful or dangerous situations (e.g., refusing to use illegal drugs).	H: B.3.2.3.a. role plays a situation in which the student resists pressure to use illegal drugs, alcohol, or tobacco products.					I	D	E	M						

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.4. The student knows the skills needed to be a responsible friend and family member (e.g. communication and sharing).	H: B.3.2.4.a. responds to various situations of how to react towards family members and friends (e.g. helping classmate who is having problems, record their homework assignments, etc.)					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.5. The student knows nonviolent, positive behaviors for resolving conflict (e.g. peer mediation).	H: B.3.2.5.a. role plays how to handle a fight on the playground, for example.					I	D	E							m
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.6. The student knows various ways to communicate care, consideration, and acceptance of self and others (e.g. cooperating).	H: B.3.2.6.a. describes at least three ways to show an individual cares for one another, for example, allows everyone to take turns being the leader of the game, gives special consideration and assistance to handicapped classmates, etc.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.7. The student knows the difference between negative and positive behaviors used in conflict situations (e.g. talking vs. hitting, passivity vs. action)	H: B.3.2.7.a. role plays in various situations such as how to react if some took their MP3 player. For example you hit them, explain how upset you are with them, or get assistance.)					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.8. The student knows ways to manage grief caused by disappointment, separation, or loss (e.g. loss of a pet).	H.B.3.2.8.a. can list ways to manage grief, such as prayer, talking to an adult, being with family and friends, etc.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.2.9. The student knows that laughter, play, exercise, sleep and prayer are all important to maintain a healthy body.	H: B. 3.2.9.a. can give examples of a day without laughter, exercise, sleep and prayer can all effect how we feel.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 3.2.9.b. can list places in the Bible that discuss the importance of laughter, positive attitude, exercise, etc. (Proverbs 17:22; Proverbs 23:7).					I	D	E							M

6th - 12th Grades

Benchmark		Performance													
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.3.1. The student knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).	H: B.3.3.1.a. role plays effective and ineffective use of nonverbal communication skills.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.3.2. The student knows various ways to communicate care, consideration, and acceptance of self and others (e.g. respect, trust, kindness as an expression of love).	H:B.3.3.2.a. can give examples of how to develop trust and respect from classmates and friends.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H:B.3.3.3. The student knows skills for building and maintaining positive interpersonal relationships (e.g. compromising).	H.B.3.3.3.a. role plays in various situations where compromising is the best solution.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H.B.3.3.4. The student understands how the behavior of family members and peers affects interpersonal communication.	H:B.3.3.4.a. role plays how individual would respond if their best friend's parent was arrested.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B. 3.3.5. The student demonstrates attentive communication skills (i.e. eye contact, hand and body gestures).	H:B.3.3.5.a. can demonstrate both good and poor attentive communication skills and explains how it feels to be on the receiving end of the conversation.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B. 3.3.6. The student knows strategies for avoiding potentially harmful situations (i.e. refusal skills ad resistance to peer pressure.)	H: B.3.3.6.a. role plays and gives various responses for avoiding situations that include things like alcohol, smoking, taking drugs.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.3.7. The student understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.	H: B.3.3.7.a. participates in a discussion involving gangs and gang activities in the community and gives suggestions of how such conflict can be prevented.									I	D	E			M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.3.8. The student know communication strategies for managing grief caused by disappointment, separation, or loss.	H:B.3.3.8.a. list various ways to deal with grief and disappointment such as prayer, listening to music, talking to counselors, taking to other adults, etc.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 3.3.8.b. can name the passage (2 Corinthians 1:3-4) that God "...will console in every trouble." The student knows to turn to prayer in difficult times.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: B.3.3.9. The student knows that laughter, play, exercise, sleep and prayer are all important to maintain a healthy body.	H: B. 3.3.9.a. conducts research, for example, and writes a report on the effects of laughter, exercise, sleep and/or prayer and how they affect physical health.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: B. 3.3.9.b. writes in a journal, for example, and correlates Bible passage that relates to their personal life experiences (Proverbs 17:22; Proverbs 23:7; Corinthians 1:3-4).								I	D	E				M

C. Advocate and Promote Healthy Living

C: Standard 1. The student knows how to use goal-setting and decision-making skills that enhance health.

Early Childhood - 2nd															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C. 1.2.1. The student identifies health problems that require the help of a trusted adult (e.g. child abuse).	H: C.1.2.1.a. is able to list five adults, like the five fingers on one hand, that they can go to and trust.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.1.2.2. The student recognizes that decisions about personal behavior may be healthy or unhealthy (e.g. obeying pedestrian rules).	H: C: 1.2.2.a. is able to articulate why it is important to cover one's mouth when coughing, proper sneezing techniques, holding hands when crossing the road, etc.	I	D	E	M										
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
3rd - 5th															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C. 1.2.3. The student know how to apply decision-making process to health issues and problems.	H: C.1.2.3.a. role plays various situations when decisions about health issues need to be addressed, such as being offered tobacco products, skateboarding down a busy street, not wearing a helmet when bike riding, etc.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.1.2.4. The student knows appropriate sources of information for making health-related decisions (e.g., talking to parents concerning growth and development issues).	H: C.1.2.4.a. discusses why the family is an essential source of information regarding health issues.					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.1.2.5. The student knows how to make progress toward achieving a personal goal (e.g., talking to parents concerning growth and development issues).	H: C.1.2.5.a. discusses why the family is an essential source of information regarding health issues.					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12

6th - 12th Grade

Benchmark		Performance													
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.1.3.1. The student knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., by creating an action plan for individual wellness plan).	H: C.1.3.1.a. uses a decision-making process to select items from a fast-food menu. Participates in a debate about smoking, drinking alcohol, sexual activity, skipping school or vandalizing others' property.									I	D	E			M
H: C.1.3.2. The student understands the role that individual, family, community, and cultural attitudes play when people make health-related decision (e.g. when making food choices).	H: C.1.3.2.a. lists the ways in which family, peers, and popular culture influence individual health.									I	D	E			M
H: C.1.3.3. The student understands the various consequences of health-related decisions.	H: C.1.3.3.a. discusses the negative effects on body functions of poor eating habits and/or inactivity.									I	D	E			M
H: C.1.3.4. The student knows strategies and skills needed to attain a personal health goal.	H: C.1.3.4.a. keeps a daily log of physical activities as part of an individual wellness plan for physical fitness.									I	D	E			M
H: C.1.3.5. The student knows the outcomes of good personal health habits.	H: C.1.3.5.a. lists the positive benefits of making a commitment to lifelong personal wellness by analyzing the impact of various health habits on personal wellness.									I	D	E			M
H: C.1.3.6. The student know priorities, changing abilities, and responsibilities influence setting health goals.	H: C.1.3.6.a. does a personal needs assessment of food intake and activity level, as well as other health conditions.									I	D	E			M
H: C.1.3.7. The student knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.	H.C.1.3.7.a. can explain that as the individual matures, interests begin to change and influence behavior, such as the desire to make the varsity basketball team...proper nutrition, a good night's rest, and extra practice are all important decisions to be made so the athlete is in top physical condition.									I	D	E			M

C. Advocate and Promote Healthy Living

C. Standard 2. The student knows how to advocate for personal, family and community health.

Early Childhood - 2nd Grade															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.1.1. The student knows various ways to share health information (e.g., talking to peers about healthy snacks).	H: C.2.1.1.a. identifies healthy and unhealthy snacks. Works in a small group to grow a "healthy snack garden" for the class.	I	D	E	M										
H: C.2.1.2 . The student knows methods for assisting others in making positive choices (e.g., about safety belts).	H: C.2.1.2.a. demonstrates the proper use of a safety belt and discusses ways to convince and help others to use safety belts.	I	D	E	M										
H: C.2.1.3. The student works with one or more people toward a common goal.	H: C.2.1.3.a. works with others in a small group, such as, to put together healthy snacks to be shared with the class.	I	D	E	M										
H: C. 2.1.4. The student knows various ways to convey accurate health information and ideas to both individuals and groups.	H: C.2.1.4.1. does an activity, such as making a poster, regarding health information.	I	D	E	M										
H: C.2.1.5. The student knows the community agencies that support healthy families, individuals, and communities.	H: C.2.1.5. does an activity such as writing a thank you letter to the doctors at a hospital, or EMTs that ride in an ambulance, etc.	I	D	E	M										
3rd - 5th															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.2.2. The student knows ways to effectively express feelings and opinions on health issues.	H: C.2.2.2.a. participates in a class debate about "junk" food vs. nutritious food and their effects on personal health. Participates in a class debate about physical activity vs. inactivity and their effects on personal health.					I	D	E							M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.2.3. The student knows how to positively influence others to make positive, healthy choices.	H: C.2.2.3.a. role plays a situation in which he or she convinces a friend to wear a helmet when riding a bicycle.					I	D	E	M						
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.2.4. The student knows various methods for communicating health information and ideas.	H: C.2.2.4.a. does an activity such as a written report or oral presentation, about a health issue, such as how to react if a person in the classroom has lice and how to control it.					I		D	E	M					
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.2.5. The student knows the community agencies that advocate healthy individuals, families and communities.	H: C.2.2.5.a. lists five community agencies in their county that advocate health, such as hospitals, health clubs, schools, doctor and dentists, etc..							I	D	E					M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.2.6. The student knows various ways individuals and groups can work together.	H: C.2.2.6.a. works together in a small group, for example, to make posters that can be hung in the school cafeteria regarding healthy food choices.					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C. 2.2.7. The student knows how to enlist family, school and community helpers to aid in achieving health goals.	H: C.2.2.7.a. does an activity, such as shopping with parents to help select nutritious foods such as fruits and vegetables.					I	D	E							M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
	H: C.2.2.7.b. does an activity, such as inviting a dentist to talk to the class about proper dental hygiene.					I	D	E							M
6th - 12th															
Benchmark	Performance	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.3.1. The student knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.	H: C.2.3.1.a. creates a school-wide anti-drug campaign through the use of posters and audiovisual presentations.								I	D	E				M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
H: C.2.3.2. The student knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods.	H: C.2.3.2.a. conducts research and gathers data regarding health information and does a written report, oral report or leads a discussion on topic assigned to him/her.								I	D	E				M

		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
H: C: 2.3.3. The student knows ways to effectively express feelings and opinions on health issues.	H: C. 2.3.3.a. does an activity such as holds a debate to discuss abortion, AIDS, stem-cell research to discuss the Catholic viewpoint.											I	D	E		M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
H:C.2.3.4. The student recognizes that there are barriers to effective communication of feelings and opinions on health issues when advocating for healthy living.	H: C.2.3.4.a. debates issues and explains viewpoints using data and beliefs of the Catholic Church.															M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
H: C.2.3.5. The student knows strategies for overcoming barriers when communicating information, ideas, feelings, and opinions on health issues.	H: C. 2.3.5.a. is able to explain the Catholic viewpoint on such issues as premarital sex, abortion, etc. and is aware they may differ from that of the general public.															M
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	

Please Note:

Benchmarks and Performance standards adapted from the Diocese of Orlando. Jim Cooney, Curriculum Director
 With permission from Dr. Purpur, Superintendent of Schools August, 2006.