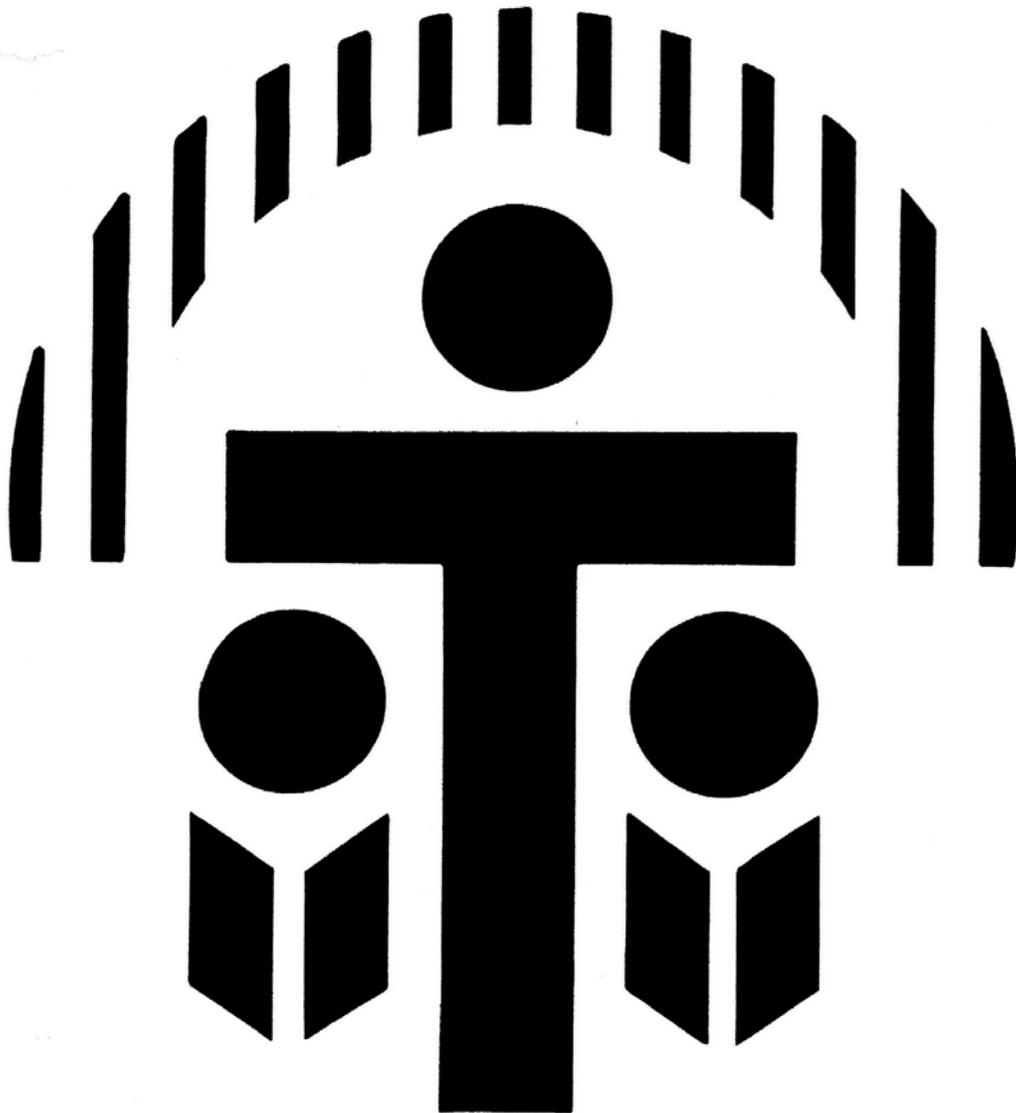


**Health  
Course of Study  
2015**

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# Introduction

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*“More precious than gold is health and well-being  
contentment of spirit than coral.  
No treasure greater than a healthy body; no  
Happiness, than a joyful heart.”*

*Sirach 30:14-16*

The following document is the K-12 Health Course of Study for the Catholic Diocese of Columbus. This course of study was developed by a committee of elementary and secondary health education teachers who used current research in healthEducation and their knowledge in teaching health concepts.

The health education program provides students the opportunity to acquire knowledge, skills, and the development of positive attitudes to use throughout the course of their lives. The development of a healthy body and a healthy mind is extremely important in helping students live active, successful lives. Through this course of study, students will learn to appreciate God’s gift of life and how to preserve and respect it.

The Course of Study is composed of six content areas.

The six content areas are:

- The Body
- Fitness
- The Body Systems
- Safety
- Communities
- Self-Concepts

# Philosophy

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The Office of Catholic Schools promotes the concept that the human body is God's creation and a temple of the Holy Spirit. The purpose of health education is to enable students to integrate the social, physical, and mental/emotional health dimensions and achieve and maintain a quality lifestyle. In our Catholic schools, health education is a partnership between the home and the school that encompasses the total well being of the student, including the spiritual dimensions. At the heart of this curriculum is the decision making process. Health education must enable students to make informed decisions, based upon Catholic values that will enhance their capacity for growth, their reverence for life, their self respect and their respect for others. Students need to be well informed. They must be aware of available resources and appropriate technology and possess the skills to use them in order to make good decisions that are the basis for a healthy lifestyle.

# How to read the standards

The 2015 Health Course of Study is to be fully implemented at the beginning with the 2015-2016 school year. This course of study contains the standards for health classes in grades kindergarten through high school.

This document presents the standards beginning with the content area. The content area is further separated into specific topics. After the topics, you will find the standards. An essential question is included for each topic in order to help teachers in their planning.

The course of study is separated into two sections. The first is a sequential list of the standards by content area. The purpose of this to allow teachers to see the progression of the health standards as a student moves through different grade levels.

The second section lists the standards by grade level. This is for ease of planning for the teacher. In most cases, the standards are listed on two pages. Also included in this section are the codes that teachers may use in lesson plans or assessments to indicate standards being taught or assessed.

# The Body

	Topic	Standards	Essential Question(s)
k	Where does food come from?	Students are able to describe how vegetables and fruit are grown, that meat comes from animals and where dairy comes from.	What kinds of foods come from a farm?
1	Healthy vs. unhealthy foods	Discuss healthy and unhealthy diets. Discuss food as healthy vs. unhealthy	What foods are good for my body?
2	Introduction to food groups	Have a basic understanding of the USDA's food guidelines and its importance to a healthy diet.	Why do I need to eat a variety of foods?
3	Food groups and nutrients	Name the nutrients found in food. Sort foods according to the USDA's food guidelines List and describe the functions of nutrients.	Why do I need to eat a variety of foods?
4	Specific nutrients, reading food labels, evaluating food choices	List and describe the functions of nutrients. Locate and read nutrition facts and ingredients on a food product. Recognize and explain how carbohydrates and sugars fuel the body. Explain how proteins and fats are important to the body. Identify how water and fiber are important to the body. Keep a log of foods eaten for a week and evaluate the log From the log, identify the best choices of food eaten during one day and explain why the choices were good. Evaluate the eating choices to determine which choices provided the body with the best sources of energy.	Why do I need to eat a variety of foods?
5	Calories and Energy	Explain the significance of calories in a person's diet. Draw conclusions about eating locations and the types and amount of food consumed.	How does food provide our energy?

6	The link between eating and the immune system.	<p>Explain how proper food handling can prevent disease.</p> <p>Explain the relationship between healthy eating habits.</p>	How do my choices affect my overall wellness?
7	Heart disease, diabetes, cancer	<p>Know the difference between the two types of diabetes</p> <p>Explain the importance of diet in prevention of heart disease and cancer</p> <p>Explain how cancer develops and ways to reduce the risk</p> <p>Describe the main kinds of heart attacks and lists steps to reduce the risks.</p>	How might my eating choices help prevent diseases?
8	Design a nutritional and balanced diet for a specific period of time	<p>Know the six nutrients and how the body uses them.</p> <p>Know the sources of different nutrients.</p> <p>Design a proper and safe diet for a scheduled period of time using the USDA's food guidelines.</p>	How do my food choices affect my wellness?
HS	Nutrition/calories/amount/self-control/Macro- or Micro- nutrients	<p>Classify foods according to the USDA's food guidelines.</p> <p>Understand what foods are unhealthy and why they are unhealthy.</p> <p>Recognize balanced meals and snacks and be able to evaluate choices.</p> <p>List the six nutrients that body needs and their functions.</p> <p>Comprehend and discuss cultural and environmental differences that results in varying eating habits.</p> <p>Use information on packaged food labels to develop a balanced meal plan.</p> <p>Define and evaluate fast foods.</p> <p>Understand the importance of diet in prevention of heart disease and cancer. Understand the relationship of diet to physical appearance (i.e. weight, skin, etc.). Identify eating disorders, their symptoms, causes and agencies that can help.</p> <p>Understand the relation between calories and weight.</p>	

# Fitness

Health teachers are encouraged to collaborate with the physical education teacher(s) in this area.

	Topic	Standard	Essential Question(s)
k	Sleep/outdoor play	<p>Discuss how much sleep a person needs a night.</p> <p>Identify the need for outdoor play.</p> <p>Compare how you feel after different types of activities (i.e. active vs. inactive).</p>	<p>Why does your body need to sleep?</p> <p>Why is it important to play outside?</p>
1	The relationship between rest, wellness, and physical activity	<p>Discuss how rest, exercise and fitness are related.</p> <p>List winter activities and spring activities.</p> <p>Compare ways to stay fit in any season.</p>	How is rest and physical activity related to wellness?
2	Physical activities and overall wellness	<p>Identify physical activities and how they improve overall wellness</p> <p>Name some physical activities that you can do.</p>	Why are physical activities important?
3	Physical activities and overall wellness	List physical activities that make a person feel good and explain why.	Why are physical activities important?
4	<p>Describe activities that promote rest exercise and fitness.</p> <p>Techniques that properly take care of the body.</p>	<p>Rest, exercise, and fitness: Define rest, exercise and fitness.</p> <p>List activities that promote rest, exercise and fitness.</p> <p>Grooming: State what components are part of personal grooming.</p> <p>Demonstrate knowledge of personal grooming and relationships through role playing.</p>	What can I do to keep my body healthy?
5	The principles of fitness (flexibility, balance, strength, endurance, balance, coordination and agility.)	<p>Identify the parts of physical fitness and how they impact mental well being.</p> <p>Recognize that development of physical fitness can impact self-concept.</p>	What can I do to take care of my body?

6	How rest can help with disease prevention.	Explain how rest and being physically fit can promote disease prevention.	How does rest affect my wellness?
7	How fitness can help with disease prevention.	Describe the relationship between exercise and the feeling of physical and mental well-being, which promotes disease prevention.	How does fitness affect my wellness?
8	Appropriate personal physical fitness plans that includes diet, exercise, and rest.	<p>Exercise regularly as documented by a teacher, or evidenced in personal journals, personal record keeping etc.</p> <p>Demonstrate how exercise is one means of reaching relaxation and managing stress.</p> <p>List the parts of physical fitness and determine how to set reasonable physical fitness goals. Develop a physical fitness plan that includes diet, exercise and rest.</p>	How does my decisions affect my wellness?
H S	Current and future fitness needs, interests, and opportunities and connection to overall wellness.	<p>Understand the relationship between rest, exercise and fitness.</p> <p>Understand the relationship between physical and mental well-being.</p>	How being physically healthy affect your overall wellness through life?

# The Body Systems

Health teachers are encouraged to collaborate with the theology education teacher(s) in this area.

	Topic	Standards	Essential Question(s)
<b>k</b>	Senses	Name & describe the 5 senses.	How do you use your five senses?
<b>1</b>	Oral Hygiene	Explain how to care for your teeth & gums.	How do we keep our teeth healthy?
<b>2</b>	Respiratory System	Name the organs of the respiratory system and their jobs.	How does the respiratory system work?
<b>3</b>	Skeletal System	Explain how the skeletal system helps and protects the body.	How does the skeletal system work?
<b>4</b>	Digestive System	Name the organs of the digestive system and their jobs.	How does the digestive system work?
<b>5</b>	Reproductive System	Identify and describe the reproductive system and all of its components. (Include the Catholic Church's teaching on sexuality and morality.)	How does the reproductive system work?
<b>6</b>	Immune System	Identify and describe the immune system and all of its components.	How does the immune system work?
<b>7</b>	Circulatory System	Identify and describe the circulatory system and all of its components. Be sure to include heart disease.	How does the circulatory system work?
<b>8</b>	Nervous System	Identify and describe the nervous system and all of its components.	How does the nervous system work?
<b>HS</b>	Review all of the body's systems with an emphasis on reproduction		

# Safety

The two topics for this area are physical safety and physical safety.

	Physical Safety Standards	Personal Safety Standards	Essential Question(s)
k	<p>Demonstrate safety in: fire prevention, stranger danger, poison/household cleaners, medicine, pedestrian/bike/car/bus safety, good touch/bad touch,</p> <p>Recognize safety signs/signals.</p> <p>Know phone number/address.</p> <p>Know how to report an accident to an adult.</p>	<p>Recognize safety signs and signals</p> <p>Know bicycle, skating and pedestrian safety rules.</p> <p>Know proper phone techniques when home alone.</p> <p>Know about car safety practices (i.e. seat belts, crossing rules</p> <p>Demonstrate safety practices</p> <p>Understand "stranger danger."</p> <p>Know the difference between "good" and "bad" touch.</p> <p>Know phone number and address.</p> <p>Practice escape routes from home or building in case of fire</p> <p>Practice fire prevention and fire safety (i.e. stop, drop and roll</p> <p>Recognize dangerous implements and poisons and explain how to handle them properly.</p> <p>Identify safe and unsafe behavior as seen on television or in movies.</p> <p>Recognize the danger of household cleaning products.</p>	<p>How can you stay safe at home, school, on the bus, and while out playing?</p> <p>How do you stay safe on the bus?</p>
1	<p>Know how to call 911 and communicate to the operator.</p>	<p>Understand the differences between prescription and non prescription drugs</p> <p>Demonstrate proper procedures for making 911 calls.</p> <p>Explain the procedure for reporting an accident in different situations.</p> <p>Demonstrate safety practices (i.e. bus, field trip).</p>	<p>What do you do in case of emergency?</p> <p>What is a medicine?</p> <p>How do you stay safe on the bus?</p>

2	<p>Identify common household accidents and prevention techniques.</p>	<p>Demonstrate safety practices (i.e. bus, field trip).</p> <p>Make a list of those people who should be called during an emergency, and discuss where those phone numbers should be kept.</p> <p>Explain the consequences of safe, risky and harmful bus behavior as well as behavior during any safety drill.</p> <p>Identify common household accidents and discuss ways that they could be prevented.</p>	<p>How can you stay safe at home?</p> <p>How do you stay safe on the bus?</p>
3	<p>Demonstrate basic first aid techniques for minor injuries.</p> <p>Distinguish between minor and major injuries.</p> <p>Know when to call 911</p>	<p>Demonstrate safety practices (i.e. bus, field trip).</p> <p>Identify basic first aid techniques for minor injuries.</p> <p>Distinguish between a minor and severe injury.</p> <p>Recognize that heart attacks, seizures and strokes are life threatening situations requiring immediate attention.</p> <p>List the steps to take in an emergency situation.</p> <p>Identify the people to contact in an emergency situation, and recognize when it is appropriate to call 911.</p>	<p>How do you stay safe on the bus?</p> <p>How do I help someone that is hurt?</p>
4	<p>Identify the three degrees of burns</p> <p>Identify/describe symptoms of allergic reaction.</p>	<p>Describe some symptoms of severe illness or injury.</p> <p>Differentiate the three stages of burns.</p> <p>Identify signs of an allergic reaction &amp; tell an adult</p>	<p>When can you use home first-aid techniques and when should you seek medical attention?</p>
5	<p>Identify signs of choking</p>		<p>When can you use home first-aid techniques and when should you seek medical attention?</p>
6	<p>Know procedures in case of serious injury - review all procedures</p>	<p>Explain the effects of tobacco and alcohol use on the user and their relationships.</p> <p>Describe and list long term and short term effects of tobacco and alcohol.</p> <p>Read labels on health care products (Including medicines) for proper use.</p>	<p>When can you use home first-aid techniques and when should you seek medical attention?</p> <p>How do substances affect the body?</p>

7	Identify symptoms of heart attack, stroke, seizure	Explain the effects of drug use.	When should you seek medical attention? (Resources: Mount Carmel's Stroke Program)  How do substances affect the body?
8	Identify signs of and follow advice for treating injuries such as concussion, sprain, swelling.	Explain the effects of addiction on the addict and their relationships	When should you seek medical attention?  How do substances affect the body?
HS	Demonstrate life saving techniques such as Heimlich, AED, CPR.  Identify signs and symptoms of a life-threatening illness.  Demonstrate protocol for reporting criminal incidents such as assault, rape, etc.	Legal vs. illegal substances and their interactions.  Identify responsible decision making behaviors for health enhancing behaviors	

# Communities

	Topic	Standards	Essential Question(s)
k	Treating others with respect.	Recognize the importance of treating others with respect.  Demonstrate how to share and take turns in the classroom and on the playground.	How should we treat others?
1	Fact vs. Fiction  Roles of health care workers in the community.	Explain how situations on television and movies are often not realistic.  Know the role of health care workers in the community.	What situations in television, movies, media etc. are realistic and unrealistic?  What are the roles of health care (doctors, nurses, dentists, etc.) workers in the community?
2	Families	Describe how a family influences personal health (i.e. doctor visits, bedtime routines, healthy eating habits).	What influences our choices in health products?
3	Private vs. public information	List information that should be kept private such as .last name, phone number, address, email address.  List information that is safe to share.	What information is safe to share with others?
4	Influence of media  Bullying	Explaore how mass media affects personal decision making  Distinguish between what is bullying behavior and other conflicts. And understand when to seek the help of an adult.	What are the subtle influences that affect your decision making?  How does bullying affect our community?
5	Knows and demonstrates respectful words and actions	IIIa6	How do I strengthen my community through my words and actions?
6	Responsible use of technology including photos	Understands the consequences of sending, forwarding, and not reporting inappropriate behaviors both on and off-line/.	How can someone be harmed through use of technology?
7	Cyberbullying .	List the effects of cyberbullying on an adolescent.  List the types of technology that could be used for cyberbullying.  Demonstrate techniques for dealing with bullying, including cyber bullying, and peer pressure	How do I deal with bullying?

8	Appropriate use of social media	<p>Understand appropriate use of social media.</p> <p>Develop possible responses to different technology situations and be aware of consequences related to those situations.</p>	How can my media choices affect me and my community?
HS		<p>Advocate for moral and ethical behaviors that demonstrate behaviors that demonstrate being a responsible member of the community.</p> <p>Topics may include bullying, social media, and/or Human Trafficking, relational aggression.)</p>	How can my behaviors help others?

# Self-Concepts

	Topic	Standards	Essential Question(s)
k	All children are gifts from God	Recognize ways a student is unique	How are we gifts from God?
1	Appropriate ways to express emotions. Thing about which you can be proud of.	Demonstrate appropriate ways to express emotions.  Explore ways to express anger, choice of words and actions (i.e. it is okay to walk away).  Recognize when adult help is needed to resolve a problem.  Identify things of which each student can be proud.	How can I express my feelings appropriately?  How have I used God's gifts?
2	Goal setting  Personal, mental, and physical protection	Set a simple goal and plan steps to meet the goal.  Define a carbohydrate and identify some carbohydrates  Identify some situations that could cause personal physical, or emotional harm.  List strategies to avoid situations that could cause personal, physical, or emotional harm.	How does goal setting help me?  How can you protect yourself?  What can I do if I am being mistreated?
3	Components of self concept (personality, emotions, self-esteem)	Identify the components of self-concept (personality, emotions, self-esteem).  Identify a classroom problem and strategize ways to solve it.  Analyze strategies connected to a classroom problem and identify socially acceptable and non-acceptable solutions.  Develop rules for cooperative learning that reflect Catholic values.	What makes a positive self-concept?

4	<p>Personal strengths and weaknesses. Choose a weakness and plan strategies and improve.</p>	<p>List personal strengths and weaknesses.</p> <p>Explain that a person must have a positive self-concept to have good self-esteem.</p> <p>Chart one week's progress and report results for the improvement plan.</p> <p>Describe ways to resolve conflict that reflect Catholic values.</p>	<p>What are my talents and challenges?</p>
5	<p>Positive stress and negative stress</p> <p>Stress management techniques</p>	<p>Define stress.</p> <p>Define distress.</p> <p>List stress management techniques</p>	<p>How does stress affect me?</p>
6	<p>Self-concept and self esteem</p> <p>Decision making skills</p> <p>Goals</p>	<p>Explain how self-concept and self esteem are related</p> <p>What are the steps to making a good decision?</p> <p>Develop personal responses to future situations that may involve a difficult decision based on your values.</p> <p>Write goals that realistic and obtainable.</p>	<p>How does how I view myself affect my wellness?</p> <p>What's involved in making a good decision?</p> <p>How do I set a realistic goal?</p>
7	<p>Mental and emotional disorders.</p>	<p>Research different mental or emotional disorders</p>	<p>What does an emotionally healthy person look like?</p>
8	<p>Eating disorders and body issues</p>	<p>Understand how eating disorders impact growth and development. Identify eating disorders, their symptoms, causes, and agencies that can help.</p>	<p>How does my self image affect my wellness?</p>
HS	<p>Global influences on the self-concept and behaviors that promote Catholic Values</p>	<p>Identify and understand global influences on the self-concept and behaviors that promote Catholic Values</p>	<p>What are the global influences on the self-concept and behaviors that promote Catholic Values?</p>

# Kindergarten Standards

## The Body

Topic	Standards	Essential Question(s)
Where does food come from?	Students are able to describe how vegetables and fruit are grown, that meat comes from animals and where dairy comes from. (K.B.1)	What kinds of foods come from a farm?

## Fitness

Topic	Standards	Essential Question(s)
Sleep/outdoor play	<p>Discuss how much sleep a person needs a night. (K.F.1)</p> <p>Identify the need for outdoor play. (K.F.2)</p> <p>Compare how you feel after different types of activities (i.e. active vs. inactive). (K.F.3)</p>	<p>Why does your body need to sleep?</p> <p>Why is it important to play outside?</p>

## The Body Systems

Topic	Standards	Essential Question(s)
Senses	Name & describe the 5 senses. (K.BS.1)	How do you use your five senses?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
<p>Demonstrate safety in: fire prevention, stranger danger, poison/household cleaners, medicine, pedestrian/bike/car/bus safety, good touch/bad touch. (K.PHS.1)</p> <p>Recognize safety signs/signals. (K.PHS.2)</p> <p>Know phone number/address. (K.PHS.3)</p> <p>Know how to report an accident to an adult. (K.PHS.4)</p>	<p>Recognize safety signs and signals (K.PES.1)</p> <p>Know bicycle, skating and pedestrian safety rules. (K.PES.2)</p> <p>Know proper phone techniques when home alone. (K.PES.3)</p> <p>Know about car safety practices (i.e. seat belts, crossing rules (K.PES.4)</p> <p>Demonstrate safety practices (K.PES.5)</p> <p>Understand "stranger danger." (K.PES.6)</p> <p>Know the difference between "good" and "bad" touch. (K.PES.7)</p> <p>Know phone number and address. (K.PES.8)</p> <p>Practice escape routes from home or building in case of fire. (K.PES.9)</p> <p>Practice fire prevention and fire safety (i.e. stop, drop and roll) (K.PES.10)</p> <p>Recognize dangerous implements and poisons and explain how to handle them properly. (K.PES.11)</p>	<p>How can you stay safe at home, school, on the bus, and while out playing?</p> <p>How do you stay safe on the bus?</p>

	<p>Identify safe and unsafe behavior as seen on television or in movies. (K.PES.12)</p> <p>Recognize the danger of household cleaning products. (K.PES.13)</p>	
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### Communities

Topic	Standards	Essential Question(s)
Treating others with respect.	<p>Recognize the importance of treating others with respect. (K.C.2)</p> <p>Demonstrate how to share and take turns in the classroom and on the playground. (K.C.2)</p>	How should we treat others?

### Self-Concepts

Topic	Standards	Essential Question(s)
All children are gifts from God	Recognize ways a student is unique. (K.SC.1)	How are we gifts from God?

# First Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Healthy vs. unhealthy foods	Discuss healthy and unhealthy diets. (1.B.1) Discuss food as healthy vs. unhealthy (1.B.2)	What foods are good for my body?

## Fitness

Topic	Standards	Essential Question(s)
The relationship between rest, wellness, and physical activity	Discuss how rest, exercise and fitness are related. (1.F.1) List winter activities and spring activities. (1.F.2) Compare ways to stay fit in any season. (1.F.3)	How is rest and physical activity related to wellness?

## The Body Systems

Topic	Standards	Essential Question(s)
Oral Hygiene	Explain how to care for your teeth & gums. (1.BS.1)	How do we keep our teeth healthy?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Know how to call 911 and communicate to the operator. (1.PHS.1)	Understand the differences between prescription and non prescription drugs (1.PES.1) Demonstrate proper procedures for making 911 calls. (1.PES.2) Explain the procedure for reporting an accident in different situations. (1.PES.3) Demonstrate safety practices (i.e. bus, field trip). (1.PES.4)	What do you do in case of emergency? What is a medicine? How do you stay safe on the bus?

## Communities

Topic	Standards	Essential Question(s)
Fact vs. Fiction Roles of health care workers in the community.	Explain how situations on television and movies are often not realistic. (1.C.1) Know the role of health care workers in the community. (1.C.2)	What situations in television, movies, media etc. are realistic and unrealistic? What are the roles of health care (doctors, nurses, dentists, etc.) workers in the community?

## Self-Concepts

Topic	Standards	Essential Question(s)
Appropriate ways to express emotions. Things about which you can be proud of	Demonstrate appropriate ways to express emotions. (1.SC.1)  Explore ways to express anger, choice of words and actions (i.e. it is okay to walk away). (1.SC.2)  Recognize when adult help is needed to resolve a problem. (1.SC.3)  Identify things of which each student can be proud. (1.SC.4)	How can I express my feelings appropriately?  How have I used God's gifts?

# Second Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Introduction to food groups	Have a basic understanding of the USDA's food guidelines and its importance to a healthy diet. (2.B.1)	Why do I need to eat a variety of foods?

## Fitness

Topic	Standards	Essential Question(s)
Physical activities and overall wellness	Identify physical activities and how they improve overall wellness (2.B.2)  Name some physical activities that you can do.(2.B.3)	Why are physical activities important?

## The Body Systems

Topic	Standards	Essential Question(s)
Respiratory System	Name the organs of the respiratory system and their jobs. (2.BS.1)	How does the respiratory system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Identify common household accidents and prevention techniques. (2.PHS.1)	Demonstrate safety practices (i.e. bus, field trip). (2.PES.1)  Make a list of those people who should be called during an emergency, and discuss where those phone numbers should be kept. (2.PES.2)  Explain the consequences of safe, risky and harmful bus behavior as well as behavior during any safety drill. (2.PES.3)  Identify common household accidents and discuss ways that they could be prevented. (2.PES.4)	How can you stay safe at home?  How do you stay safe on the bus?

## Communities

Topic	Standards	Essential Question(s)
Families	Describe how a family influences personal health (i.e. doctor visits, bedtime routines, healthy eating habits). (2.C.1)	What influences our choices in health products?

## Self-Concepts

Topic	Standards	Essential Question(s)
Goal setting  Personal, mental, and physical protection	Set a simple goal and plan steps to meet the goal. (2.SC.1)  Identify some situations that could cause personal physical, or emotional harm. (2.SC.2)  List strategies to avoid situations that could cause personal, physical, or emotional harm. (2.SC.3)	How does goal setting help me?  How can you protect yourself?  What can I do if I am being mistreated?

# Third Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Food groups and nutrients	Name the nutrients found in food. (3.B.1) Sort foods according to the USDA's food guidelines (3.B.2) List and describe the functions of nutrients.(3.B.3)	Why do I need to eat a variety of foods?

## Fitness

Topic	Standards	Essential Question(s)
Physical activities and overall wellness	List physical activities that make a person feel good and explain why. (3.F.1)	Why are physical activities important?

## The Body Systems

Topic	Standards	Essential Question(s)
Skeletal System	Explain how the skeletal system helps and protects the body. (3.BS.1)	How does the skeletal system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Demonstrate basic first aid techniques for minor injuries. (3.PHS.1)	Demonstrate safety practices (i.e. bus, field trip). (3.PES.1)	How do you stay safe on the bus?
Distinguish between minor and major injuries. (3.PHS.2)	Identify basic first aid techniques for minor injuries. (3.PES.2)	How do I help someone that is hurt?
Know when to call 911 (3.PHS.3)	Distinguish between a minor and severe injury. (3.PES.3)	
	Recognize that heart attacks, seizures and strokes are life threatening situations requiring immediate attention. (3.PES.4)	
	List the steps to take in an emergency situation. (3.PES.5)	
	Identify the people to contact in an emergency situation, and recognize when it is appropriate to call 911. (3.PES.6)	

## Communities

Topic	Standards	Essential Question(s)
Private vs. public information	List information that should be kept private such as .last name, phone number, address, email address. (3.C.1) List information that is safe to share. (3.C.2)	What information is safe to share with others?

## Self-Concepts

Topic	Standards	Essential Question(s)
Components of self concept (personality, emotions, self-esteem)	Identify the components of self-concept (personality, emotions, self-esteem). (3.SC.1)  Identify a classroom problem and strategize ways to solve it. (3.SC.2)  Analyze strategies connected to a classroom problem and identify socially acceptable and non-acceptable solutions. (3.SC.3)  Develop rules for cooperative learning that reflect Catholic values. (3.SC.4)	What makes a positive self-concept?

# Fourth Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Specific nutrients, reading food labels, evaluating food choices	<p>List and describe the functions of nutrients. (4.B.1)</p> <p>Locate and read nutrition facts and ingredients on a food product. (4.B.2)</p> <p>Recognize and explain how carbohydrates and sugars fuel the body. (4.B.3)</p> <p>Explain how proteins and fats are important to the body. (4.B.4)</p> <p>Identify how water and fiber are important to the body. (4.B.5)</p> <p>Keep a log of foods eaten for a week and evaluate the log (4.B.6)</p> <p>From the log, identify the best choices of food eaten during one day and explain why the choices were good. (4.B.7)</p> <p>Evaluate the eating choices to determine which choices provided the body with the best sources of energy. (4.B.8)</p>	Why do I need to eat a variety of foods?

## Fitness

Topic	Standards	Essential Question(s)
<p>Rest, exercise, and fitness</p> <p>Techniques that properly take care of the body.</p>	<p>Define rest, exercise and fitness. (4.F.1)</p> <p>List activities that promote rest, exercise and fitness. (4.F.2)</p> <p>Grooming: State what components are part of personal grooming. (4.F.3)</p> <p>Demonstrate knowledge of personal grooming and relationships through role playing. (4.F.4)</p>	What can I do to keep my body healthy?

## The Body Systems

Topic	Standards	Essential Question(s)
Digestive System	Name the organs of the digestive system and their jobs. (4.BS.1)	How does the digestive system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Identify the three degrees of burns (4.PHS.1) Identify/describe symptoms of allergic reaction. (4.PHS.2)	Describe some symptoms of severe illness or injury. (4.PES.1) Differentiate the three stages of burns. (4.PES.2) Identify signs of an allergic reaction & tell an adult (4.PES.3)	When can you use home first-aid techniques and when should you seek medical attention?

## Communities

Topic	Standards	Essential Question(s)
Influence of media Bullying	Explore how mass media affects personal decision making (4.C.1) Distinguish between what is bullying behavior and other conflicts. And understand when to seek the help of an adult. (4.C.2)	What are the subtle influences that affect your decision making? How does bullying affect our community?

## Self-Concepts

Topic	Standards	Essential Question(s)
Personal strengths and weaknesses. Choose a weakness and plan strategies and improve.	List personal strengths and weaknesses. (4.SC.1) Explain that a person must have a positive self-concept to have good self-esteem. (4.SC.2) Chart one week's progress and report results for the improvement plan. (4.SC.3) Describe ways to resolve conflict that reflect Catholic values. (4.SC.4)	What are my talents and challenges?

# Fifth Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Calories and Energy	<p>Explain the significance of calories in a person's diet. (5.B.1)</p> <p>Draw conclusions about eating locations and the types and amount of food consumed. (5.B.2)</p>	How does food provide our energy?

## Fitness

Topic	Standards	Essential Question(s)
The principles of fitness (flexibility, balance, strength, endurance, balance, coordination and agility.)	<p>Identify the parts of physical fitness and how they impact mental well being. (5.F.1)</p> <p>Recognize that development of physical fitness can impact self-concept. (5.F.2)</p>	What can I do to take care of my body?

## The Body Systems

Topic	Standards	Essential Question(s)
Reproductive System	Identify and describe the reproductive system and all of its components. (Include the Catholic Church's teaching on sexuality and morality.) (5.BS.1)	How does the reproductive system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Identify signs of choking (5.PHS.1)		When can you use home first-aid techniques and when should you seek medical attention?

## Communities

Topic	Standards	Essential Question(s)
Knows and demonstrates respectful words and actions	Knows and demonstrates respectful words and actions (5.C.1)	How do I strengthen my community through my words and actions?

## Self-Concepts

Topic	Standards	Essential Question(s)
<p>Positive stress and negative stress</p> <p>Stress management techniques</p>	<p>Define stress. (5.SC.1)</p> <p>Define distress. (5.SC.2)</p> <p>List stress management techniques (5.SC.3)</p>	How does stress affect me?

# Sixth Grade Standards

## The Body

Topic	Standards	Essential Question(s)
The link between eating and the immune system.	<p>Explain how proper food handling can prevent disease. (6.B.1)</p> <p>Explain the relationship between healthy eating habits. (6..B.2)</p>	How do my choices affect my overall wellness?

## Fitness

Topic	Standards	Essential Question(s)
How rest can help with disease prevention.	Explain how rest and being physically fit can promote disease prevention. (6.F.1)	How does rest affect my wellness?

## The Body Systems

Topic	Standards	Essential Question(s)
Immune System	Identify and describe the immune system and all of its components. (6.BS.1)	How does the immune system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Know procedures in case of serious injury - review all procedures (6.PHS.1)	<p>Explain the effects of tobacco and alcohol use on the user and their relationships. (6.PES.1)</p> <p>Describe and list long term and short term effects of tobacco and alcohol. (6.PES.2)</p> <p>Read labels on health care products (Including medicines) for proper use. (6.PES.3)</p>	<p>When can you use home first-aid techniques and when should you seek medical attention?</p> <p>How do substances affect the body?</p>

## Communities

Topic	Standards	Essential Question(s)
Responsible use of technology including photos	Understands the consequences of sending, forwarding, and not reporting inappropriate behaviors both on and off-line. (6.C.1)	How can someone be harmed through use of technology?

## Self-Concepts

Topic	Standards	Essential Question(s)
Self-concept and self esteem Decision making skills Goals	Explain how self-concept and self esteem are related (6..SC.1) What are the steps to making a good decision? (6.SC.2) Develop personal responses to future situations that may involve a difficult decision based on your values. (6.SC.3) Write goals that realistic and obtainable. (6.SC.4)	How does how I view myself affect my wellness? What's involved in making a good decision? How do I set a realistic goal?

# Seventh Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Heart disease, diabetes, cancer	<p>Know the difference between the two types of diabetes (7.B.1)</p> <p>Explain the importance of diet in prevention of heart disease and cancer (7.B.2)</p> <p>Explain how cancer develops and ways to reduce the risk (7.B.3)</p> <p>Describe the main kinds of heart attacks and lists steps to reduce the risks.</p>	How might my eating choices help prevent diseases?

## Fitness

Topic	Standards	Essential Question(s)
How fitness can help with disease prevention.	Describe the relationship between exercise and the feeling of physical and mental well-being, which promotes disease prevention. (7.F.1)	How does fitness affect my wellness?

## The Body Systems

Topic	Standards	Essential Question(s)
Circulatory System	Identify and describe the circulatory system and all of its components. Be sure to include heart disease. (7.BS.1)	How does the circulatory system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Identify symptoms of heart attack, stroke, seizure	Explain the effects of drug use. (7.S.1)	<p>When should you seek medical attention?</p> <p>How do substances affect the body?</p>

## Communities

Topic	Standards	Essential Question(s)
Cyberbullying .	<p>List the effects of cyberbullying on an adolescent. (7.C.1)</p> <p>List the types of technology that could be used for cyberbullying. (7.C.2)</p> <p>Demonstrate techniques for dealing with bullying, including cyber bullying, and peer pressure (7.C.3)</p>	How do I deal with bullying?

## Self-Concepts

Topic	Standards	Essential Question(s)
Mental and emotional disorders.	Research different mental or emotional disorders (7.SC.1)	What does an emotionally healthy person look like?

# Eighth Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Design a nutritional and balanced diet for a specific period of time	<p>Know the six nutrients and how the body uses them. (8.B.1)</p> <p>Know the sources of different nutrients. (8.B.2)</p> <p>Design a proper and safe diet for a scheduled period of time using the USDA's food guidelines. (8.B.3)</p>	How do my food choices affect my wellness?

## Fitness

Topic	Standards	Essential Question(s)
Appropriate personal physical fitness plans that includes diet, exercise, and rest.	<p>Exercise regularly as documented by a teacher, or evidenced in personal journals, personal record keeping etc. (8.F.1)</p> <p>Demonstrate how exercise is one means of reaching relaxation and managing stress. (8.F.2)</p> <p>List the parts of physical fitness and determine how to set reasonable physical fitness goals. (8.F.3)</p> <p>Develop a physical fitness plan that includes diet, exercise and rest. (8.F.4)</p>	How does my decisions affect my wellness?

## The Body Systems

Topic	Standards	Essential Question(s)
Nervous System	Identify and describe the nervous system and all of its components. (8.BS.1)	How does the nervous system work?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Identify signs of and follow advice for treating injuries such as concussion, sprain, swelling. (8.PHS.1)	Explain the effects of addiction on the addict and their relationships (8.PES.1)	<p>When should you seek medical attention?</p> <p>How do substances affect the body?</p>

## Communities

Topic	Standards	Essential Question(s)
Appropriate use of social media	<p>Understand appropriate use of social media. (8.C.1)</p> <p>Develop possible responses to different technology situations and be aware of consequences related to those situations. (8.C.2)</p>	How can my media choices affect me and my community?

## Self-Concepts

Topic	Standards	Essential Question(s)
Eating disorders and body issues	Understand how eating disorders impact growth and development. Identify eating disorders, their symptoms, causes, and agencies that can help. (8.SC.1)	How does my self image affect my wellness?

# High School Grade Standards

## The Body

Topic	Standards	Essential Question(s)
Nutrition/calories/amount/self-control/Macro- or Micro- nutrients	<p>Classify foods according to the USDA's food guidelines. (HS.B.1)</p> <p>Understand what foods are unhealthy and why they are unhealthy. (HS.B.2)</p> <p>Recognize balanced meals and snacks and be able to evaluate choices. (HS.B.3)</p> <p>List the six nutrients that body needs and their functions. (HS.B.4)</p> <p>Comprehend and discuss cultural and environmental differences that results in varying eating habits. (HS.B.5)</p> <p>Use information on packaged food labels to develop a balanced meal plan. (HS.B.6)</p> <p>Define and evaluate fast foods. (HS.B.7)</p> <p>Understand the importance of diet in prevention of heart disease and cancer. (HS.B.8)</p> <p>Understand the relationship of diet to physical appearance (i.e. weight, skin, etc.). (HS.B.9)</p> <p>Identify eating disorders, their symptoms, causes and agencies that can help. (HS.B.10)</p> <p>Understand the relation between calories and weight. (HS.B.11)</p>	

## Fitness

Topic	Standards	Essential Question(s)
Current and future fitness needs, interests, and opportunities and connection to overall wellness.	<p>Understand the relationship between rest, exercise and fitness. (HS.F.1)</p> <p>Understand the relationship between physical and mental well-being. (HS.F.2)</p>	How being physically healthy affect your overall wellness through life?

## The Body Systems

Topic	Standards	Essential Question(s)
Review all of the body's systems with an emphasis on reproduction	Review all of the body's systems with an emphasis on reproduction (HS.BS.1)	What are the body systems?

## Safety

Physical Safety Standards	Personal Safety Standards	Essential Question(s)
Demonstrate life saving techniques such as Heimlich, AED, CPR. (HS.PHS.1)	Legal vs. illegal substances and their interactions. (HS.PES.1)	How do I keep myself and others safe?
Identify signs and symptoms of a life-threatening illness. (HS.PHS.2)	Identify responsible decision making behaviors for health enhancing behaviors (HS.PES.2)	
Demonstrate protocol for reporting criminal incidents such as assault, rape, etc. (HS.PHS.3)		

## Communities

Topic	Standards	Essential Question(s)
Moral and ethical behaviors	Advocate for moral and ethical behaviors that demonstrate behaviors that demonstrate being a responsible member of the community. (HS.C.1)  (Topics may include bullying, social media, and/or Human Trafficking, relational aggression.)	How can my behaviors help others?

## Self-Concepts

Topic	Standards	Essential Question(s)
Global influences on the self-concept and behaviors that promote Catholic Values	Identify and understand global influences on the self-concept and behaviors that promote Catholic Values (HS.SC.1)	What are the global influences on the self-concept and behaviors that promote Catholic Values?

