

# Health Education

*Note: The Washington State Health Education K-12 Learning Standards are organized into six core ideas that reflect typical units of study. Each core idea organizes outcomes related to the eight learning standards. Each outcome is coded to the relevant learning standard (e.g., H3 for Health Education Standard 3), core idea and topic strand (e.g., N3 for Nutrition Topic Strand 3) and grade level (e.g., 4 for grade 4). For reference, each of the Health Education core ideas and learning standards are listed below.*

## **Washington State Health Education K-12 Core Ideas:**

Wellness (W)

Safety (Sa)

Nutrition (N)

Sexual Health (Se)

Social Emotional Health (So)

Substance Use and Abuse (Su)

## **Washington State Health Education K-12 Learning Standards:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Dimensions of Health</b>	Recognize meaning of healthy and unhealthy. H1.W1.K	Understand what it means to be healthy. H1.W1.1	Describe what it means to be healthy. H1.W1.2	Recognize dimensions of health. H1.W1.3	Identify dimensions of health. H1.W1.4	Describe dimensions of health. H1.W1.5
<b>2. Hygiene</b>	Recognize basic hygiene practices. H1.W2.Ka	Describe basic hygiene practices. H1.W2.1  Understand which elements of hygiene are essential to good health. H1.W2.Kb	Describe benefits of hygiene practices. H1.W2.2	Demonstrate effective hygiene practices. H7.W2.3	Describe personal hygiene needs associated with the onset of puberty. H1.W2.4	Explain how family, peers, media, and culture influence decision-making related to hygiene practices. H1.W2.5
<b>3. Disease Prevention</b>	Understand germs can cause diseases. H1.W3.Ka  Identify ways germs are transmitted. H1.W3.Kb  Describe symptoms that occur when a person is sick. H1.W3.Kc	Describe ways to prevent the spread of germs. H1.W3.1a  Understand differences between communicable and noncommunicable diseases. H1.W3.1b	Understand bacteria and viruses are types of germs. H1.W3.2a  Describe differences between communicable and noncommunicable diseases. H1.W3.2b	Identify ways pathogens enter the body. H1.W3.3a  Identify common chronic diseases and allergies. H1.W3.3b  Explain how common childhood illnesses are treated. H1.W3.3c	List ways to prevent debilitating or life-threatening diseases. H1.W3.4a  Identify ways to keep the immune system strong. H1.W3.4b	Understand relationship between disease prevention and quality of life. H1.W3.5a  Describe how heredity can affect personal health. H1.W3.5b
<b>4. Analyzing Influences</b>	Identify how family influences health practices and	Describe how family and friends influence health practices and	Understand how media influences health decisions and	Describe how media and technology influence health	Identify how culture influences health decisions and	Analyze how family, peers, media, culture, and technology

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## Health Education Core Idea: Wellness (W)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	behaviors. H2.W4.K	behaviors. H2.W4.1	behaviors. H2.W4.2	decisions and behaviors. H2.W4.3	behaviors. H2.W4.4	influence health decisions and behaviors. H2.W4.5
<b>5. Access Valid Information</b>	Identify trusted adults and professionals who can help promote health. H3.W5.K	Identify where to locate trusted adults who can help promote health. H3.W5.1	Identify characteristics of valid health information and services. H3.W5.2	Investigate resources from home, school, and community that provide valid health information. H3.W5.3	Investigate validity of health and wellness information, products, and services. H3.W5.4	Demonstrate how to access valid information, products, and services. H3.W5.5
<b>6. Communication</b>	Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K	Identify verbal and nonverbal communication. H1.W6.1  Demonstrate ways to respond to an unwanted, threatening, or dangerous situation. H4.W6.1	Demonstrate active listening skills to enhance communication. H4.W6.2a  Identify skills for assertive communication. H4.W6.2b	Demonstrate effective refusal skills. H4.W6.3a  Recognize how to ask for needs. H4.W6.3b	Demonstrate appropriate strategies to manage or resolve conflict. H4.W6.4  Recognize steps to a decision-making model. H5.W6.4	Demonstrate appropriate interpersonal communication skills. H4.W6.5
<b>7. Decision-Making</b>	Identify situations when a health-related decision is needed. H5.W7.K	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. H5.W7.1	Identify healthy options for making a health-related decision. H5.W7.2	Predict potential short-term outcomes of a health-related decision. H5.W7.3	Predict potential long-term outcomes of a health-related decision. H5.W7.4	Apply decision-making skills to make a health-enhancing choice. H5.W7.5

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Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>8. Goal-Setting</b>	Identify a personal health goal. H6.W8.K	Identify people who can support achievement of a personal health goal. H6.W8.1	Describe steps to achieve a personal health goal. H6.W8.2	Identify resources to support achievement of a personal health goal. H6.W8.3	Create a personal health goal and track progress toward achieving it. H6.W8.4	Analyze progress toward achieving a personal health goal. H6.W8.5

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## Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>1. Dimensions of Health</b>	Describe interrelationships of dimensions of health. H1.W1.6	Assess personal health behaviors in relation to dimensions of health. H1.W1.7	Analyze interrelationships of personal dimensions of health. H1.W1.8	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS
<b>2. Disease Prevention</b>	Differentiate between communicable and noncommunicable diseases. H1.W2.6  Determine how hereditary factors and health behaviors impact health. H2.W2.6	Summarize lifestyle factors to prevent communicable and noncommunicable diseases. H7.W2.7a  Explain benefits and consequences of various health behaviors. H7.W2.7b	Analyze how personal choices contribute to communicable and noncommunicable diseases. H7.W2.8a  Assess personal health behaviors that reduce or prevent health risks. H7.W2.8b	Analyze prevention, lifestyle factors, and treatment of communicable and noncommunicable diseases. H2.W2.HSa  Assess personal risk factors and predict future health status. H2.W2.HSb
<b>3. Analyzing Influences</b>	Explain factors that influence health decisions and behaviors. H2.W3.6	Describe how peers, culture, and family influence health decisions and behaviors. H2.W3.7	Describe how values, media, and technology influence health decisions and behaviors. H2.W3.8	Analyze how a variety of factors impact personal and community health. H2.W3.HS
<b>4. Access Valid Information</b>	Describe situations that call for expert health resources and services. H3.W4.6	Analyze validity and reliability of health and wellness information and products. H3.W4.7	Investigate local valid and reliable health and wellness information. H3.W4.8	Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS
<b>5. Communication</b>	Explain effective communication skills. H4.W5.6	Use communication skills effectively with family, peers, and others. H4.W5.7	Demonstrate communication skills to enhance health and avoid or reduce health risks. H4.W5.8	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

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## Health Education Core Idea: Wellness (W)

Topic	Grade 6	Grade 7	Grade 8	High School
				H4.W5.HS
<b>6. Decision-Making</b>	Identify circumstances that help or hinder making healthy decisions related to personal health. H5.W6.6	Determine healthy alternatives for making a personal health decision. H5.W6.7	Demonstrate a decision-making model to make a personal health-enhancing choice. H5.W6.8	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS
<b>7. Goal-Setting</b>	Describe how goals can enhance health. H6.W7.6	Describe components of goal-setting to enhance health. H6.W7.7	Describe various short- and long-term goals that can be used to enhance health. H6.W7.8	Implement strategies to achieve a personal health goal. H6.W7.HS

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## Health Education Core Idea: Safety (Sa)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Injury Prevention</b>	<p>Identify safety hazards in the home. H1.Sa1.Ka</p> <p>Recognize bicycle, pedestrian, and transportation safety rules. H1.Sa1.Kb</p> <p>Identify fire, water, and sun safety rules. H1.Sa1.Kc</p> <p>Explain potential dangers of weapons. H1.Sa1.Kd</p>	<p>Identify safety hazards in the school. H1.Sa1.1a</p> <p>Understand bicycle, pedestrian, and transportation safety rules. H1.Sa1.1b</p> <p>Understand fire, water, and sun safety rules. H1.Sa1.1c</p> <p>Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d</p>	<p>Identify safety hazards in the community. H1.Sa1.2a</p> <p>Describe bicycle, pedestrian, and transportation safety rules. H1.Sa1.2b</p> <p>Describe emergency, fire, and safety plans at home and at school. H1.Sa1.2c</p> <p>Understand importance of avoiding weapons when unsupervised. H1.Sa1.2d</p>	<p>Identify ways to prevent injuries at home, at school, and in the community. H1.Sa1.3a</p> <p>Create emergency, fire, and safety plans for home. H1.Sa1.3b</p>	<p>Identify ways to prevent injuries in recreational activities. H1.Sa1.4</p> <p>Describe practices and behaviors that promote safety and reduce or prevent injuries. H7.Sa1.4</p>	<p>Identify dangerous or risky behaviors that might lead to injuries. H1.Sa1.5a</p> <p>Identify safety precautions for playing and working outdoors. H1.Sa1.5b</p> <p>Predict potential outcomes when making a decision related to injury prevention. H1.Sa1.5c</p>
<b>2. First Aid</b>	<p>Understand differences between emergency and nonemergency situations. H1.Sa2.Ka</p> <p>Identify people to ask for help in an</p>	<p>Identify people to ask for help in emergency situations. H1.Sa2.1a</p> <p>Explain and demonstrate how to call 911. H1.Sa2.1b</p>	<p>Recognize local emergency alert system. H1.Sa2.2a</p> <p>Identify people who can help when someone is injured or suddenly ill.</p>	<p>Describe safety rules to follow in a disaster. H1.Sa2.3a</p> <p>Identify basic first aid steps. H1.Sa2.3b</p>	<p>Describe how to prepare for an emergency. H1.Sa2.4a</p> <p>Understand basic first aid for minor injuries. H1.Sa2.4b</p>	<p>Explain how to respond to emergency situations. H1.Sa2.5</p>

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Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>emergency situation at school. H1.Sa2.Kb</p> <p>Identify how to call 911 in emergency situations. H1.Sa2.Kc</p>		H1.Sa2.2b			
<b>3. Violence Prevention</b>	Understand definition of violence and abuse. H1.Sa3.K	Recognize different types of violence and abuse. H1.Sa3.1	<p>Describe different types of violence and abuse. H1.Sa3.2a</p> <p>Identify healthy and unhealthy group characteristics. H1.Sa3.2b</p>	<p>Identify potentially violent situations. H1.Sa3.3a</p> <p>Differentiate between gang, clique, and club. H1.Sa3.3b</p> <p>Understand impact of violent behavior on others. H1.Sa3.3c</p>	<p>Explain how potentially violent situations can be avoided. H1.Sa3.4a</p> <p>Explain importance of communicating and interacting safely when using electronic media. H1.Sa3.4b</p> <p>Identify influences on violence and violence prevention. H2.Sa3.4</p>	<p>Describe ways to prevent, reduce, and avoid violent situations. H1.Sa3.5a</p> <p>Analyze how violent behavior impacts self and others. H1.Sa3.5b</p> <p>Describe effective communication skills to prevent, reduce, and avoid violent situations in person or on electronic media. H4.Sa3.5</p>

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Topic	Grade 6	Grade 7	Grade 8	High School
<b>1. Injury Prevention</b>	Identify guidelines related to bicycle, pedestrian, traffic, water, and recreation safety. H1.Sa1.6	Explain importance of being responsible for promoting safety and avoiding or reducing injury. H7.Sa1.7	Advocate for safety and injury prevention. H8.Sa1.8  Describe how some health risk behaviors influence safety and injury prevention practices. H2.Sa1.8	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS  Describe how to prevent occupational injuries. H1.Sa1.HS  Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
<b>2. First Aid</b>	Understand basic first aid skills. H1.Sa2.6a  Understand cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) procedures. H1.Sa2.6b	Explain basic first aid skills. H1.Sa2.7  Demonstrate CPR and AED procedures. H7.Sa2.7	Practice basic first aid skills. H7.Sa2.8a  Demonstrate CPR and AED procedures. H7.Sa2.8b	Apply basic first aid skills. H7.Sa2.HSa  Demonstrate CPR and AED procedures. H7.Sa2.HSb
<b>3. Violence Prevention</b>	Describe situations that could lead to violence. H1.Sa3.6a  Demonstrate ways to resolve conflict to prevent, reduce, and avoid violence. H4.Sa3.6	Describe how risk of violence increases with presence of weapons. H1.Sa3.7a  Demonstrate communication skills to prevent, reduce, and	Analyze causes and effects of violence on individuals, families, and communities. H1.Sa3.8a  Differentiate between passive, aggressive, and assertive	Evaluate societal influences on violence. H2.Sa3.HS  Demonstrate effective peer resistance, negotiation, and

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## Health Education Core Idea: Safety (Sa)

Topic	Grade 6	Grade 7	Grade 8	High School
	Identify potential dangers of sharing personal information through electronic media. H1.Sa3.6b	avoid violent situations. H4.Sa3.7  Understand potential dangers of sharing personal information through electronic media. H1.Sa3.7b	communication. H4.Sa3.8  Explain how bystanders can help prevent, reduce, and avoid violence. H1.Sa3.8b  Describe potential dangers of sharing personal information through electronic media. H1.Sa3.8c	collaboration skills to avoid potentially violent situations. H7.Sa3.HS  Advocate for violence prevention. H8.Sa3.HS  Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS

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## Health Education Core Idea: Nutrition (N)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Food Groups and Nutrients</b>	<p>Recognize food groups. H1.N1.Ka</p> <p>Identify healthy and unhealthy foods. H1.N1.Kb</p> <p>Recognize importance of eating breakfast. H1.N1.Kc</p>	<p>Match foods to food groups. H1.N1.1a</p> <p>Distinguish between healthy and unhealthy foods. H1.N1.1b</p> <p>Understand importance of eating breakfast and lunch. H1.N1.1c</p>	<p>Understand how to create a balanced meal. H1.N1.2a</p> <p>Describe how each food group contributes to a healthy body. H1.N1.2b</p> <p>Understand importance of eating meals throughout the day. H1.N1.2c</p>	<p>Create a balanced meal. H1.N1.3a</p> <p>Define nutrient. H1.N1.3b</p> <p>List six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.3c</p>	<p>Create a balanced daily food plan. H1.N1.4a</p> <p>Classify nutrients found in foods. H1.N1.4b</p> <p>Describe how each nutrient contributes to a healthy body. H1.N1.4c</p>	<p>Analyze a food journal to create a more balanced food plan. H5.N1.5</p>
<b>2. Beverages</b>	<p>Identify daily recommended water intake. H1.N2.Ka</p> <p>Identify healthy and unhealthy beverages. H1.N2.Kb</p>	<p>Recognize importance of drinking water. H1.N2.1</p>	<p>Identify benefits of drinking recommended intake of water. H1.N2.2</p>	<p>Explain importance of choosing healthy beverages. H1.N2.3</p>	<p>Identify impact of high-sugar and high-caffeine drinks. H1.N2.4</p>	<p>Compare beverages to make a healthy choice. H5.N2.5</p>
<b>3. Label Literacy</b>	<p><i>Developmentally appropriate outcomes first appear in grade 1.</i></p>	<p>Identify location of a Nutrition Facts label. H1.N3.1</p>	<p>Identify purpose of a Nutrition Facts label. H3.N3.2</p>	<p>Identify types of information on a Nutrition Facts label. H1.N3.3a</p>	<p>Explain how to use information found on a Nutrition Facts label. H1.N3.4</p>	<p>Differentiate between healthy and unhealthy foods according to Nutrition Facts</p>

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				Understand importance of reading a Nutrition Facts label. H1.N3.3b	Compare and contrast Nutrition Facts labels for nutrition information. H3.N3.4	labels. H3.N3.5
<b>4. Caloric Intake and Expenditure</b>	Describe body signals that tell a person when they are hungry and when they are full. H1.N4.K	Understand food provides energy for the body. H1.N4.1	Identify healthy eating patterns that provide energy and help the body grow and develop. H1.N4.2	Distinguish between different energy sources: proteins, fats, carbohydrates. H1.N4.3a  Understand the relationship between caloric intake and expenditure. H1.N4.3b	Describe why individuals have different caloric needs. H1.N4.4a  Identify ways to balance caloric intake and expenditure. H1.N4.4b	Describe how the body's function and composition are affected by food consumption. H1.N4.5
<b>5. Disease Prevention</b>	Understand that food choices affect health. H1.N5.K	Understand that food choices can contribute to a healthy body. H1.N5.1	Understand that food choices can put individuals at risk for some health problems. H1.N5.2	Identify foods that are high in sodium and added sugars. H1.N5.3a  Describe benefits of limiting consumption of sodium and added sugars. H1.N5.3b  Describe benefits of	Identify foods that are high in fat and low in fat. H1.N5.4a  Describe benefits and consequences of consuming fats. H1.N5.4b  Describe how vitamins and	Analyze how healthy eating reduces health risks and promotes growth. H1.N5.5a  Explain importance of eating in moderation to promote health. H1.N5.5b

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				consuming fruits, vegetables, and whole grains. H1.N5.3c	minerals contribute to disease prevention. H1.N5.4c	Describe how fiber contributes to disease prevention. H1.N5.5c
<b>6. Nutritional Planning</b>	Identify influences on food and beverage choices and eating behaviors. H2.N6.K	Identify how family influences food and beverage choices and eating behaviors. H2.N6.1	Identify how family, school, and community influence food and beverage choices and eating behaviors. H2.N6.2  Recognize decision-making or refusal skills that could help when making food choices. H5.N6.2	Identify how peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.3  Identify reliable resources that promote healthy eating. H3.N6.3  Develop a healthy eating goal. H6.N6.3  Demonstrate effective refusal skills to limit unhealthy food choices and promote healthy eating. H4.N6.3	Describe how family, school, community, peers, media, and technology influence food and beverage choices and eating behaviors. H2.N6.4  Identify resources that can help achieve a healthy eating goal. H3.N6.4  Develop a plan to achieve a healthy eating goal. H6.N6.4	Analyze how community, peers, media, technology, and culture influence decision-making related to food and beverage choices and eating behaviors. H2.N6.5  Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating. H4.N6.5  Assess progress toward achieving a healthy eating goal. H7.N6.5

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<b>1. Food Groups and Nutrients</b>	<p>Identify functions of the six nutrients: carbohydrates, fats, proteins, vitamins, minerals, water. H1.N1.6a</p> <p>Understand differences between reliable and unreliable sources of nutrition information. H3.N1.6</p> <p>Describe consequences of skipping meals. H1.N1.6b</p>	<p>Classify foods by food groups and nutrients. H1.N1.7a</p> <p>Summarize benefits of eating a variety of food from all food groups. H1.N1.7b</p> <p>Determine availability of valid and reliable nutrition information, products, and services. H3.N1.7</p>	<p>Compare and contrast nutritional value of fresh versus processed foods. H1.N1.8a</p> <p>Explain effects of eating patterns on growth and development, and on physical, mental, and academic performance. H1.N1.8b</p> <p>Investigate valid and reliable nutrition information, products, and services. H3.N1.8</p>	<p>Predict impact of consuming adequate or inadequate amounts of nutrients. H1.N1.HS</p> <p>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS</p> <p>Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS</p>
<b>2. Beverages</b>	<p>Summarize importance of staying hydrated. H1.N2.6</p> <p>Identify beverages that should be limited and provide evidence to support limiting intake. H3.N2.6</p>	<p>Evaluate nutritional content for a variety of beverages and describe benefits and consequences of intake. H1.N2.7</p>	<p>Develop a message to persuade someone to make healthy beverage choices. H8.N2.8</p>	<p>Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS</p>

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## Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>3. Label Literacy</b>	<p>Explain how different components of a Nutrition Facts label can be used to guide food and beverage choices. H3.N3.6a</p> <p>Distinguish between serving size and portion size. H3.N3.6b</p>	<p>Demonstrate how to use Nutrition Facts labels to make healthier choices. H3.N3.7</p> <p>Demonstrate how to calculate nutritional value based on serving sizes. H1.N3.7</p>	<p>Draw conclusions from Nutrition Facts labels and make recommendations for healthy choices. H3.N3.8</p>	<p>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS</p> <p>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS</p>
<b>4. Caloric Intake and Expenditure</b>	<p>Distinguish between nutrient-dense and empty-calorie foods and identify examples of each. H1.N4.6a</p> <p>Compare and contrast caloric expenditure for a variety of physical activities. H1.N4.6b</p>	<p>Explain relationship of caloric intake and expenditure to weight management. H1.N4.7a</p> <p>Investigate strategies for healthy weight management. H1.N4.7b</p>	<p>Conduct a personal caloric needs assessment, based on age, gender, activity levels, and specific health requirements, to develop an eating plan. H7.N4.8</p>	<p>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS</p>
<b>5. Disease Prevention</b>	<p>Identify diseases often caused by nutritional choices. H1.N5.6</p>	<p>Describe impact of nutritional choices in relation to disease prevention. H1.N5.7</p>	<p>Evaluate a variety of eating plans and determine potential short-term and long-term consequences based on nutritional intake. H1.N5.8</p>	<p>Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS</p>

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## Health Education Core Idea: Nutrition (N)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>6. Nutritional Planning</b>	<p>Develop a SMART (specific, measurable, attainable, realistic, and timely) goal to improve eating behaviors. H6.N6.6</p> <p>Identify circumstances that influence healthy decision-making related to food choices and eating behaviors. H2.N6.6</p>	<p>Create a daily food plan with adequate amounts of each nutrient. H6.N6.7a</p> <p>Assess barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.7b</p> <p>Describe how peers, culture, and family influence nutritional choices. H2.N6.7</p>	<p>Assess personal food and beverage intake based on recommended individual needs. H7.N6.8</p> <p>Create short- and long-term goals to establish healthy eating patterns. H6.N6.8</p> <p>Investigate strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H3.N6.8</p> <p>Draw conclusions regarding how society, culture, and economics influence nutrition choices. H2.N6.8</p>	<p>Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.HS</p> <p>Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS</p>

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## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Anatomy and Physiology</b>	Understand boys and girls have some body parts that are the same and some that are different. H1.Se1.K	Identify medically accurate names for body parts, including external reproductive anatomy. H1.Se1.1	Use medically accurate names for body parts, including external reproductive anatomy. H1.Se1.2	Recognize medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.3	Label medically accurate names for body parts, including internal and external reproductive anatomy. H1.Se1.4	Understand functions of reproductive systems. H1.Se1.5
<b>2. Growth and Development</b>	Understand living things grow and mature. H1.Se2.K	Describe how living things grow and mature. H1.Se2.1	Understand physical changes are part of growth and development. H1.Se2.2	Understand puberty is part of the process of growth and development. H1.Se2.3	Understand physical, social, and emotional changes occur during puberty. H1.Se2.4a  Recognize puberty and physical development can vary considerably. H1.Se2.4b	Identify ways to manage physical, social, and emotional changes that occur during puberty. H7.Se.2.5  Describe how puberty and physical development can vary considerably. H1.Se2.5
<b>3. Reproduction</b>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	Understand living things can reproduce. H1.Se3.2	Understand humans can reproduce. H1.Se3.3	Understand reproductive organs allow living things to reproduce. H1.Se3.4	Recognize puberty prepares the body for reproduction. H1.Se3.5
<b>4. HIV Prevention</b>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	<i>Developmentally appropriate outcomes first appear in grade 4.</i>	Understand how communicable diseases are transmitted. H1.Se4.4	Define human immunodeficiency virus (HIV). H1.Se4.5a

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## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						Identify methods of transmission and prevention of HIV. H1.Se4.5b
<b>5. Self-Identity</b>	Understand there are many ways to express gender. H1.Se5.K	Explain that there are many ways to express gender. H1.Se5.1	Understand there is a range of gender roles and expression. H1.Se5.2a  Understand importance of treating others with respect regarding gender expression. H1.Se5.2b	Explain that gender roles can vary considerably. H1.Se5.3a  Understand importance of treating others with respect regarding gender identity. H1.Se5.3b	Identify how friends and family can influence ideas regarding gender roles, identity, and expression. H2.Se5.4  Demonstrate ways to show respect for all people. H4.Se5.4  Define sexual orientation. H1.Se5.4	Describe how media, society, and culture can influence ideas regarding gender roles, identity, and expression. H2.Se5.5a  Promote ways to show respect for all people. H8.Se5.5  Identify trusted adults to ask questions about gender identity and sexual orientation. H2.Se5.5b
<b>6. Healthy Relationships</b>	Recognize characteristics of a friend. H1.Se6.Ka	Describe characteristics of a friend. H1.Se6.1a	Identify characteristics and benefits of healthy friendships.	List characteristics of healthy and unhealthy friendships. H1.Se6.3a	Describe characteristics of healthy friendships and other	Differentiate between healthy and unhealthy relationships.

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## Health Education Core Idea: Sexual Health (Se)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<p>Recognize ways to express feelings. H1.Se6.Kb</p> <p>Identify safe and unwanted touch. H1.Se6.Kc</p> <p>Recognize people have the right to refuse giving or receiving unwanted touch. H1.Se6.Kd</p>	<p>Identify healthy ways to express feelings. H1.Se6.1b</p> <p>Explain safe and unwanted touch. H1.Se6.1c</p> <p>Describe how to tell a trusted adult about unwanted touch. H4.Se6.1</p>	<p>H1.Se6.2a</p> <p>Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a</p> <p>Explain why unwanted touches should be reported to a trusted adult. H1.Se6.2b</p> <p>Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b</p>	<p>Identify trusted adults to communicate with about relationships. H4.Se6.3a</p> <p>Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b</p> <p>Understand that a child is not at fault if an unwanted touch occurs. H1.Se6.3b</p>	<p>relationships. H1.Se6.4</p> <p>Explain importance of communicating with trusted adults about relationships. H2.Se6.4a</p> <p>Demonstrate positive ways to communicate differences of opinion and feelings while maintaining relationships. H4.Se6.4</p> <p>Understand ways family, friends, and peers can have a positive or negative influence on relationships. H2.Se6.4b</p>	<p>H1.Se6.5a</p> <p>Explain importance of using social media safely, legally, and respectfully. H1.Se6.5b</p> <p>Understand how to support a peer to recognize healthy and unhealthy relationships. H8.Se6.5</p> <p>Define sexual abuse. H1.Se6.5c</p>

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## Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>1. Anatomy, Reproduction, and Pregnancy</b>	Identify parts of the reproductive systems. H1.Se1.6	Describe reproductive systems including body parts and functions. H1.Se1.7a  Describe the stages of a pregnancy from fertilization to birth. H1.Se1.7b	Summarize reproductive systems and their functions, including the path of an egg during ovulation and the path of sperm during ejaculation. H1.Se1.8a  Identify physical, emotional, and social effects of sexual activity. H1.Se1.8b	Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa  Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS  Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb  Describe behaviors that impact reproductive health. H1.Se1.HSc  Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS
<b>2. Puberty and Development</b>	Identify physical, social, mental, and emotional changes that occur during puberty. H1.Se2.6	Recognize that there are individual differences in growth and development. H1.Se2.7	Describe the physical, social, mental, and emotional changes that occur during adolescence. H1.Se2.8	Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.HSa  Describe how sexuality and

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## Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
				sexual expression change throughout the life span. H1.Se2.HSb
<b>3. Self-Identity</b>	Understand the range of gender roles, identity, and expression across cultures. H2.Se3.6	Distinguish between biological sex, gender identity, gender expression, and sexual orientation. H1.Se3.7	Recognize external influences that shape attitudes about gender identity, gender expression, and sexual orientation. H2.Se3.8	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
<b>4. Prevention</b>	<p>Define abstinence and explain why it is the most effective method to prevent pregnancy and sexually transmitted infections (STDs), including HIV. H1.Se4.6a</p> <p>Explain how STDs are transmitted. H1.Se4.6b</p> <p>Identify examples of protective factors and risk behaviors. H1.Se4.6c</p>	<p>List and describe commonly used methods of birth control, including abstinence. H1.Se4.7a</p> <p>Describe methods to prevent the transmission of STDs/HIV, including abstinence. H1.Se4.7b</p> <p>Understand that all STDs are treatable and many are curable. H1.Se4.7c</p> <p>Identify medically accurate information about STDs. H3.Se4.7</p> <p>Identify a decision-making model that can be used to make</p>	<p>Summarize ways to prevent pregnancy and STDs. H1.Se4.8a</p> <p>List steps to using a condom correctly. H7.Se4.8</p> <p>Identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy. H3.Se4.8</p> <p>Summarize signs, symptoms, potential impact, and treatment of STDs. H1.Se4.8b</p> <p>Use a decision-making model to make a health-related decision. H5.Se4.8</p>	<p>Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa</p> <p>Demonstrate steps to using a condom correctly. H7.Se4.HS</p> <p>Identify local youth-friendly sexual health services. H3.Se4.HS</p> <p>Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb</p> <p>Advocate for STD testing and</p>

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## Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
		<p>a health-related decision. H5.Se4.7</p> <p>Describe factors that contribute to or protect against engaging in risk behaviors. H1.Se4.7d</p>	<p>Compare and contrast potential outcomes of risk behaviors and protective factors. H1.Se4.8c</p> <p>Describe personal role in protecting one’s own sexual and reproductive health. H7.Se4.8</p>	<p>treatment for sexually active youth. H8.Se4.HS</p> <p>Use a decision-making model to make a sexual health-related decision. H5.Se4.HS</p>
<b>5. Healthy Relationships</b>	<p>Explain importance of talking with a family member and other trusted adults about relationships. H3.Se5.6</p> <p>Identify ways to communicate effectively in a variety of relationships. H1.Se5.6a</p> <p>Recognize that everyone has the right to set boundaries based on personal values. H1.Se5.6b</p>	<p>Describe characteristics of healthy and unhealthy relationships. H1.Se5.7</p> <p>Demonstrate communication skills that foster healthy relationships. H4.Se5.7a</p> <p>Explain importance of setting personal boundaries and showing respect for the boundaries and values of others. H4.Se5.7b</p>	<p>Explain how to build and maintain healthy family, peer, and dating relationships. H1.Se5.8a</p> <p>Define sexual consent and identify ways that consent can be communicated and accepted. H1.Se5.8b</p> <p>Analyze the impact of technology and social media on friendships and relationships. H2.Se8.8.</p> <p>Develop a plan to communicate and maintain personal boundaries and values. H6.Se5.8</p>	<p>Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa</p> <p>Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb</p> <p>Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS</p> <p>Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS</p> <p>Identify ways to access accurate</p>

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## Health Education Core Idea: Sexual Health (Se)

Topic	Grade 6	Grade 7	Grade 8	High School
				information and resources for survivors of sexual offenses. H3.Se5.HS
<b>6. Washington State Laws</b>	<p>Understand which sexual health care services are available to youth. H1.Se6.6a</p> <p>Understand that there are behaviors that constitute sexual offenses. H1.Se6.6b</p> <p>Understand that it is illegal to send or post sexually explicit images or messages electronically. H1.Se6.6c</p>	<p>Identify laws related to accessing sexual health care services. H1.Se6.7a</p> <p>Define sexual offenses as they relate to state law. H1.Se6.7b</p> <p>Identify consequences of sharing sexually explicit pictures or messages. H1.Se6.7c</p>	<p>Understand laws related to accessing sexual health care services. H1.Se6.8a</p> <p>Understand importance of personal responsibility for sexual decisions. H7.Se6.HS</p> <p>Identify state laws related to sexual offenses, including when a minor is involved. H1.Se6.8b</p> <p>Explain consequences of sharing sexually explicit pictures or messages. H1.Se6.8c</p>	<p>Describe laws related to accessing sexual health care services. H3.Se6.HS</p> <p>Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS</p> <p>Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa</p> <p>Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb</p>

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Self-Esteem</b>	Understand positive self-talk. H1.So1.K	Compare and contrast positive and negative self-talk. H1.So1.1	Identify personal strengths and challenges. H1.So1.2a  Recognize that practice develops confidence. H1.So1.2b	Define self-esteem. H1.So1.3a  Identify characteristics of healthy self-esteem. H1.So1.3b  Understand self-esteem can be enhanced by working through challenges. H1.So1.3c	Compare and contrast high and low self-esteem. H1.So1.4a  Understand the connection between self-esteem and healthy decision-making. H1.So1.4b	Explain how high self-esteem is a sign of emotional well-being. H1.So1.5a  Recognize how self-esteem is impacted by family and peers. H1.So1.5b
<b>2. Body Image</b>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	<i>Developmentally appropriate outcomes first appear in grade 2.</i>	Understand body size, shape, and appearance are partially determined by genetics. H1.So2.2	Identify positive and negative influences on body image. H2.So2.3	Understand influences of family, culture, and media on body image. H2.So2.4	Describe influence of peers and social media on body image. H2.So2.5
<b>3. Stress Management</b>	Identify characteristics of stress. H1.So3.K	Recognize positive and negative effects of stress. H1.So3.1  Identify basic stress management techniques. H7.So3.1	Identify causes of stress. H1.So3.2a  Describe stress management techniques. H1.So3.2b	Explain how the body reacts to stress. H1.So3.3a  Identify personal stressors. H1.So3.3b  Identify strategies to manage personal	Explain emotional reactions to stress. H1.So3.4a  Describe relationship between attitude and stress. H1.So3.4b  Explain how stress	List ways to support others in stressful situations. H8.So3.5  Compare healthy and unhealthy ways to manage stress. H7.So3.5

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				stress. H7.So3.3	management techniques positively impact health. H1.So3.4c	
<b>4. Expressing Emotions</b>	Identify different kinds of emotions. H1.So4.Ka  Identify appropriate ways to express and manage emotions. H1.So4.Kb	Describe appropriate ways to express emotions. H1.So4.1a  Recognize importance of being sensitive to others' feelings. H1.So4.1b	Demonstrate appropriate ways to express emotions. H4.So4.2  Understand relationship between emotions and behaviors. H1.So4.2	Describe importance of being aware of one's own feelings. H1.So4.3a  Identify characteristics of self-control. H1.So4.3b	Explain how expression of emotions may impact others. H4.So4.4a  Understand how to express empathy. H4.So4.4b	Understand ways to manage difficult emotions. H1.So4.5a  Identify resources for managing emotions. H1.So4.5b
<b>5. Harassment, Intimidation, and Bullying</b>	Recognize bullying and teasing. H1.So5.K  Recognize ways to respond appropriately to bullying and teasing. H4.So5.K	Distinguish between bullying and teasing. H1.So5.1a  Discuss harmful effects of bullying and teasing. H1.So5.1b  List ways to respond appropriately to bullying and teasing. H4.So5.1	Define bystanders and interveners related to bullying. H1.So5.2  Identify strategies to intervene safely when someone is being bullied or teased. H8.So5.2	Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3  Identify benefits of intervening and disadvantages of being a bystander. H8.So5.3  Recognize harassment and intimidation. H1.So5.3	Compare and contrast bullying, teasing, harassment, and intimidation. H1.So5.4  Demonstrate how to respond appropriately to bullying, harassment, and intimidation. H4.So5.4	Explain how bullying, intimidation, and harassment affect individuals. H1.So5.5a  Advocate for self and others to prevent bullying, harassment, and intimidation. H8.So5.5  Define sexual harassment.

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
						H1.So5.5b  Understand cyber-bullying. H1.So5.5c

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>1. Self-Esteem</b>	Describe factors that can influence self-esteem. H1.So1.6a  Understand how to improve one’s self-esteem. H1.So1.6b	Explain how self-esteem influences personal health choices. H1.So1.7  Describe personal choices that can positively impact self-esteem. H7.So1.7	Compare characteristics of high and low self-esteem and impacts on health. H1.So1.8  Demonstrate ability to make choices that positively impact self-esteem. H7.So1.8	Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa  Understand changes in self-esteem can occur as people mature. H1.So1.HSb
<b>2. Body Image and Eating Disorders</b>	Describe how self-esteem and body image are related. H1.So2.6a  Explain importance of a positive body image. H1.So2.6b	Explain how peers and media influence body image. H2.So2.7	Explain how body image influences eating disorders. H2.So2.8  Identify signs, symptoms, and consequences of eating disorders. H1.So2.8	Explain why people with eating disorders need support services. H3.So2.HS  Identify supportive services for people with eating disorders. H1.So2.HS  Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS
<b>3. Stress Management</b>	Define stressor, eustress, and distress. H1.So3.6a  Explain causes and effects of stress. H1.So3.6b  Understand stress management	Differentiate between eustress and distress. H1.So3.7  Compare healthy and unhealthy ways of dealing with stress. H7.So3.7	Analyze effects of eustress and distress. H1.So3.8  Evaluate personal stress management techniques. H7.So3.8	Identify physical and psychological responses to stressors. H1.So3.HS  Develop a personal stress management plan. H7.So3.HS

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
	techniques. H7.So3.6			
<b>4. Expressing Emotions</b>	<p>Explain importance of understanding other perspectives when resolving interpersonal conflicts. H1.So4.6a</p> <p>Summarize characteristics of empathy and compassion. H1.So4.6b</p> <p>Investigate resources for support when dealing with difficult emotions. H3.So4.6</p>	<p>Describe ways to manage interpersonal conflict. H1.So4.7a</p> <p>Explain how expressing emotions or feelings can influence others. H1.So4.7b</p>	<p>Demonstrate ways to manage or resolve interpersonal conflict. H4.So4.8</p> <p>Compare and contrast the influence of family, culture, and media on how emotions are expressed. H2.So4.8</p>	<p>Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS</p> <p>Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS</p> <p>Demonstrate effective communication skills to express emotions. H4.So4.HS</p>
<b>5. Harassment, Intimidation, and Bullying</b>	<p>Describe different types of harassment, intimidation, and bullying. H1.So5.6a</p> <p>Analyze harmful effects of harassment, intimidation, and bullying. H1.So5.6b</p>	<p>Determine strategies for responding to harassment, intimidation, and bullying. H5.So5.7</p> <p>Explain how harassment, intimidation, and bullying affect individuals, families, and communities. H1.So5.7</p>	<p>Describe possible consequences of harassment, intimidation, and bullying. H1.So5.8a</p> <p>Advocate for a bully-free school and community environment. H8.So5.8</p> <p>Understand connection between bullying and harmful behaviors including suicide. H1.So5.8c</p>	<p>Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS</p> <p>Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS</p>

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## Health Education Core Idea: Social Emotional Health (So)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>6. Emotional, Mental, and Behavioral Health</b>	<p>Identify signs and symptoms of depression and anxiety. H1.So6.6a</p> <p>Describe situations that call for professional emotional and mental and behavioral health services. H3.So6.6</p> <p>Identify reasons individuals may want to harm themselves. H1.So6.6b</p> <p>Understand that emotional and mental and behavioral health and well-being are as important as physical health and well-being. H1.So6.6c</p> <p>Define stigma related to mental and behavioral health. H1.So6.6d</p>	<p>Identify different emotional and mental and behavioral health disorders. H1.So6.7a</p> <p>Identify valid and reliable emotional and mental and behavioral health services. H3.So6.7</p> <p>Identify risk factors associated with self-harm and/or suicide. H1.So6.7b</p> <p>Recognize how culture and media impact access to mental and behavioral health services. H2.So6.7</p> <p>Demonstrate supportive responses to people who may be experiencing mental and behavioral health disorders. H4.So6.7</p> <p>Identify how individuals experience stigma related to mental and behavioral health. H1.So6.7c</p>	<p>Explain causes, symptoms, and effects of emotional and mental and behavioral health disorders. H1.So6.8a</p> <p>Identify valid and reliable emotional and mental and behavioral health supports and services available to youth age 13 and older. H3.So6.8</p> <p>Recognize signs that someone may be at risk of suicide. H1.So6.8b</p> <p>Recognize stigma as it relates to emotional and mental and behavioral health. H1.So6.8d</p>	<p>Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa</p> <p>Describe how self-harm or suicide impacts other people. H1.So6.HSb</p> <p>Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc</p> <p>Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa</p> <p>Describe laws related to minors accessing mental health care. H3.So6.HSb</p> <p>Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS</p>

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## Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>1. Use and Abuse</b>	<p>Understand how medicines are used correctly. H1.Su1.Ka</p> <p>Recognize differences between medicines and harmful drugs. H1.Su1.Kb</p> <p>Identify trusted adults at home and school who administer prescriptions and over-the-counter medicines. H3.Su1.Kc</p>	<p>Understand differences between safe and unwanted medicine use. H1.Su1.1a</p> <p>Identify different medicines and harmful drugs. H1.Su1.1b</p> <p>Understand tobacco and alcohol are harmful drugs. H1.Su1.1c</p>	<p>Understand differences between prescription medicines, over-the-counter medicines, and harmful drugs. H1.Su1.2a</p> <p>Understand commonly used terms for tobacco and alcohol. H1.Su1.2b</p>	<p>Compare and contrast prescription and over-the-counter medicines with harmful drugs. H1.Su1.3a</p> <p>Understand commonly used terms for marijuana. H1.Su1.3b</p> <p>Identify how family, school, and community influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.3</p>	<p>Understand differences between medically accurate use and abuse of prescriptions and over-the-counter medicines. H1.Su1.4a</p> <p>Understand tobacco, alcohol, and marijuana are illegal for minors. H1.Su1.4b</p> <p>Describe reasons people use tobacco, alcohol, and other drugs. H1.Su1.4c</p> <p>Identify how peers, media, and technology influence decisions related to tobacco, alcohol, and marijuana. H2.Su1.4</p>	<p>Identify reliable sources of information about tobacco, alcohol, and other drugs. H3.Su1.5</p> <p>Identify a variety of tobacco, alcohol, and marijuana products. H1.Su1.5a</p> <p>Recognize that tobacco, alcohol, and other drugs can be addictive. H1.Su1.5b</p> <p>Describe how family, school, community, peers, media, and technology influence decisions related to use of tobacco, alcohol, marijuana, and other drugs. H2.Su1.5</p>
<b>2. Effects</b>	<i>Developmentally appropriate outcomes</i>	Recognize effects of medicines used	Understand effects of tobacco and alcohol.	Describe effects of tobacco, secondhand	Describe harmful effects of medicines,	Recognize substances are more addictive and

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## Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	<i>first appear in grade 1.</i>	incorrectly. H1.Su2.1	H1.Su2.2	smoke, alcohol, and marijuana. H1.Su2.3	tobacco, alcohol, and marijuana. H1.Su2.4	harmful during growth and development. H1.Su2.5a  Explain how substance abuse can affect family and friends. H1.Su2.5b
<b>3. Prevention</b>	Understand importance of using medicines only with supervision of a trusted adult. H1.Su3.K	Recognize how to tell a trusted adult when offered nonprescribed medicine or harmful drugs. H4.Su3.1  Recognize importance of avoiding tobacco, secondhand smoke, and alcohol. H1.Su3.1	Describe how to use refusal skills when offered nonprescribed medicine or harmful drugs. H4.Su3.2  Identify benefits of being tobacco- and alcohol-free. H1.Su3.2  Demonstrate refusal skills in different situations. H1.Su3.2	Describe verbal and nonverbal communication skills to avoid tobacco, alcohol, and marijuana. H4.Su3.3  Identify situations and potential outcomes of decisions related to tobacco, alcohol, and marijuana. H5.Su3.3	Describe how to ask for help to avoid situations in which others are using tobacco, alcohol, or marijuana. H4.Su3.4  Determine benefits of abstaining from or discontinuing use of tobacco, alcohol, and marijuana. H1.Su3.4	Demonstrate ways to resist peer pressure to use substances. H4.Su3.5  Identify healthy alternatives for decisions related to substance use. H5.Su3.5

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## Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
<b>1. Use and Abuse</b>	<p>Explain differences between appropriate use, misuse, and abuse of substances. H1.Su1.6a</p> <p>Understand stages of addiction. H1.Su1.6b</p> <p>Describe how peers and family influence substance use and abuse. H2.Su1.6</p>	<p>Distinguish between substance use, misuse, abuse, dependency, and addiction. H1.Su1.7</p> <p>Describe how peers and media influence substance use and abuse. H2.Su1.7</p>	<p>Analyze factors that influence substance use and abuse. H2.Su1.8</p> <p>Compare and contrast sources of information on substance use. H3.Su1.8</p> <p>Explain classifications of substances. H1.Su1.8</p>	<p>Analyze why individuals choose to use or not use substances. H1.Su1.HSa</p> <p>Differentiate classifications of substances. H1.Su1.HSb</p> <p>Analyze validity of information on substance use. H3.Su1.HSa</p> <p>Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b</p>
<b>2. Effects</b>	<p>Understand short- and long-term effects of substance abuse on physical and mental health. H1.Su2.6</p>	<p>Explain short- and long-term effects of substance abuse on dimensions of health. H1.Su2.7</p>	<p>Describe how substance abuse affects dimensions of health. H1.Su2.8</p>	<p>Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa</p> <p>Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb</p>
<b>3. Prevention</b>	<p>Identify how to use refusal skills to avoid substance use. H1.Su3.6</p> <p>Identify scenarios in which</p>	<p>Demonstrate use of refusal skills to avoid substance use. H7.Su3.7a</p>	<p>Apply refusal skills to avoid substance use. H7.Su3.8a</p> <p>Demonstrate behaviors and</p>	<p>Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS</p>

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## Health Education Core Idea: Substance Use and Abuse (Su)

Topic	Grade 6	Grade 7	Grade 8	High School
	<p>substances may be present and determine strategies to avoid exposure and use. H7.Su3.6</p> <p>Promote benefits of abstaining from or discontinuing substance use. H8.Su3.6</p>	<p>Assess scenarios in which substances may be present and determine strategies to avoid exposure and use. H7.Su3.7b</p> <p>Construct a message describing benefits of being drug-free. H8.Su3.7</p>	<p>practices to prevent substance use and improve the health of oneself and others. H7.Su3.8b</p> <p>Create a drug-free message for school. H8.Su3.8</p>	<p>Design a drug-free message for a community beyond school. H8.Su3.HS</p>
<b>4. Treatment</b>	<p>Identify valid and reliable substance abuse services. H3.Su4.6</p>	<p>Describe situations that call for professional treatment for substance abuse. H3.Su4.7</p>	<p>Investigate local services for those affected by substance abuse. H3.Su4.8</p>	<p>Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.HS</p> <p>Understand how codependency relates to substance use and abuse. H1.Su4.HS</p>
<b>5. Legal Consequences</b>	<p>Identify legal and illegal substances. H1.Su5.6</p>	<p>Understand school policies related to substance possession and use. H1.Su5.7</p>	<p>Describe short- and long-term legal consequences of substance use and the effects on personal goals. H6.Su5.8</p>	<p>Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS</p>

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