

Central Kitsap School District

Instruction Driven by Standards

Revised
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Essential Learnings

Central Kitsap School District

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HEALTH ESSENTIAL LEARNINGS

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HEALTH

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CENTRAL KITSAP SCHOOL DISTRICT HEALTH PROGRAM STANDARDS

- 1. The student acquires the knowledge and skills necessary to maintain a healthy life.**
- 2. The student understands patterns of behavior that promote health and safety of others.**
- 3. The student analyzes and evaluates the impact of real-life influences on health.**
- 4. The student knows life management skills to deal with change.**
- 5. The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.**

Program Standards: Kindergarten Health

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.1: The student develops fundamental physical skills and progresses to complex movement activities as physically able.

Benchmark A: The student develops, as physically capable, physical skills (locomotor, nonlocomotor, and manipulative) and learns to control the body in motion.

CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 1.2: The student incorporates rules and safety procedures into physical activities.

Benchmark A: The student follows rules and safety procedures and practices sportsmanship and cooperation in supervised games and fitness activities.

CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops a fitness vocabulary while participating regularly in a variety of physical activities for fitness and play.

CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student identifies the nutrients provided by a variety of foods and describes how body and physical performance are affected by food consumption.

CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Benchmark B: The student understands the physical benefits of movement, fitness, and nutrition.

CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Kindergarten Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the structure and function of human body systems and identifies hereditary factors that affect growth.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands that living things grow and change 	<ul style="list-style-type: none"> • Social Studies/Civics 	<ul style="list-style-type: none"> • Recordkeeping of growth changes
<ul style="list-style-type: none"> • Knows personal physical characteristics (e.g., eye color, hair, height) 		<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership
Benchmark B: The student knows and explains one's right to personal and physical safety.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows basic safety rules (e.g., for fire drills, traffic, water, recreation; for interacting with strangers; earthquake drill, bus safety) 	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Head Smart • Bicycle safety • Kitsap County Sheriff

Program Standards: Kindergarten Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student identifies and demonstrates skills that help in the prevention of noncommunicable diseases and reduces the risk of contracting communicable diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows basic personal hygiene practices required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails) 		<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • Model of tooth • Video: “Gina’s Tremendous Tooth Adventure” • CKSD Health Team
<ul style="list-style-type: none"> • Knows actions that help prevent diseases/illness (e.g., regular health exams, washing hands, proper use of medicine) 		<ul style="list-style-type: none"> • <i>The Human Body</i> • Glow-Germ

Program Standards: Kindergarten Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student identifies abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows safe behaviors when finding unknown or dangerous substances (e.g., one should not taste, smell, or swallow unfamiliar substances) 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Kitsap County Sheriff
<ul style="list-style-type: none"> • Knows strategies for preventing injuries (e.g., using safety belts, helmets, what to do in case of fire) 		<ul style="list-style-type: none"> • Kitsap County Sheriff • Silverdale Fire Department • Head Smart – school nurses • Health Department
<ul style="list-style-type: none"> • Identifies appropriate and inappropriate touch 	<ul style="list-style-type: none"> • Social Studies/Civics 	<ul style="list-style-type: none"> • <i>Talking About Touching</i>
Benchmark B: The student identifies sources to ask for help in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how to ask someone for help in an emergency or crisis 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Kitsap County Sheriff • Fire Department
<ul style="list-style-type: none"> • Identifies basic feelings of self and others 	<ul style="list-style-type: none"> • Social Studies/Civics 	<ul style="list-style-type: none"> • School-wide conflict resolution program

Program Standards: Kindergarten Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student identifies the differences between harmful and helpful stress; recognizes signals of too much stress and when to ask an adult for help.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark D: The student identifies physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and applies skills to resist any harmful use of substances.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows the harmful effects of using substances (e.g., tobacco, alcohol, or other drugs) 		<ul style="list-style-type: none"> • Video - McGruff program • American Cancer Society • American Lung Association

Program Standards: Kindergarten Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student identifies environmental factors that affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows practices that are good for the environment (e.g., recycling, water conservation, not littering, composting, etc.) 	<ul style="list-style-type: none"> • Social Studies/Geography 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District
Benchmark B: The student describes the influence of nutrition on health and development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies healthy food choices 		<ul style="list-style-type: none"> • Washington State Dairy Council • Food pyramid - felt book

Program Standards: Kindergarten Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student accesses reliable information about health products and services.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows what health care workers do (nurses, dentists, doctors) 	<ul style="list-style-type: none"> • Social Studies/Civics 	<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership
<ul style="list-style-type: none"> • Knows safe and unsafe use of medicines (e.g., only parents give medicines, Mr. Yuk) 		<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • Poison Control
Benchmark B: The student identifies messages about safe and unsafe behaviors such as tobacco or alcohol advertising.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows products that are harmful to his/her health 		<ul style="list-style-type: none"> • Vision and hearing screening - school nurses • Poison Control • Smoke Enders

Program Standards: Kindergarten Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses emotions constructively and forms safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how to identify safe and unsafe situations and relationships 		<ul style="list-style-type: none"> • Social Skills kit/refusal skills
<ul style="list-style-type: none"> • Knows how to express needs, wants, and feelings 	<ul style="list-style-type: none"> • Communication • Social Studies/Economics 	<ul style="list-style-type: none"> • School-wide conflict resolution program
<ul style="list-style-type: none"> • Knows how to participate appropriately in activities with others 	<ul style="list-style-type: none"> • Communication • Science • Social Studies/Civics 	<ul style="list-style-type: none"> • School-wide conflict resolution program
Benchmark B: The student demonstrates social skills to keep out of trouble and resist pressure from others.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands and follows school rules 	<ul style="list-style-type: none"> • Science • Social Studies/Civics 	<ul style="list-style-type: none"> • <i>Talking About Touching</i>

Program Standards: Kindergarten Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student recognizes a variety of emotions and how they affect self and others; plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies basic emotions 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> School-wide conflict resolution program
<ul style="list-style-type: none"> Identifies conflict situations as they relate to self and others 	<ul style="list-style-type: none"> Communication Social Studies/Civics 	<ul style="list-style-type: none"> School-wide conflict resolution program

Program Standards: Kindergarten Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student describes the benefits of health decisions.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies wise and unwise decisions 	<ul style="list-style-type: none"> Social Studies/Civics 	
<ul style="list-style-type: none"> Identifies personal needs and resource people to meet those needs 	<ul style="list-style-type: none"> Social Studies/Economics 	<ul style="list-style-type: none"> Building staff
Benchmark B: The student identifies how fitness and healthy living are required for some careers and occupations such as a firefighter or a forest ranger.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student sets daily goals for improving health and fitness practices.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows basic hygiene (e.g., teeth brushing, washing hands) and self-help skills (getting dressed, tying shoes) 		<ul style="list-style-type: none"> American Dental Association Health Team School nurses Glow-Germ: Hand-washing video
<ul style="list-style-type: none"> Identifies and establishes short-term goals 		

Program Standards: Grade 1 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the structure and function of human body systems and identifies hereditary factors that affect growth.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies basic internal and external body parts and recognizes how they change (e.g., heart, lungs, muscles, brain) 	<ul style="list-style-type: none"> • Physical Education • Science 	<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • LSC – Human Body Book and/or Model • <i>The Magic School Bus</i> • <i>The Human Body</i> • <i>Happy Healthy Bodies</i>
<ul style="list-style-type: none"> • Understands individual differences (e.g., in terms of appearance, behavior, heredity) 	<ul style="list-style-type: none"> • Social Studies/Geography 	<ul style="list-style-type: none"> • March of Dimes • “People You’d Like to Meet” curriculum
<ul style="list-style-type: none"> • Identifies the five senses 		<ul style="list-style-type: none"> • LSC – eye model • Pacific Science Center
Benchmark B: The student knows and explains one’s right to personal and physical safety.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Uses basic safety rules (e.g., fire drill, earthquake drill, bus safety) 	<ul style="list-style-type: none"> • Art • Physical Education • Science 	<ul style="list-style-type: none"> • Head Smart - school nurses • Bicycle Safety • Kitsap County Sheriff • School-wide safety drills

Program Standards: Grade 1 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student identifies and demonstrates skills that help in the prevention of noncommunicable diseases and reduces the risk of contracting communicable diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the differences between being healthy and being ill 		<ul style="list-style-type: none"> • Hand-washing video and Glow-Germ washing lesson • <i>Body Battles</i> • <i>Germs Make Me Sick</i> • Washington State Dairy Council
<ul style="list-style-type: none"> • Identifies positive personal health practices 		<ul style="list-style-type: none"> • <i>Happy Healthy Bodies</i>

Program Standards: Grade 1 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student identifies abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies behaviors that are safe, risky, or harmful to self and others 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • School-wide conflict resolution program • Personal Safety curriculum • Health Department Bicycle Safety • Head Smart – school nurses • Vision and hearing screening
Benchmark B: The student identifies sources to ask for help in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows school and community health service providers and their roles (e.g., police, paramedics, firefighters) 	<ul style="list-style-type: none"> • Social Studies/Civics 	
<ul style="list-style-type: none"> • Knows how to recognize and respond to emergencies (e.g., uses a telephone to obtain help; knows when to dial 911) 	<ul style="list-style-type: none"> • Social Studies/Civics • Communication 	<ul style="list-style-type: none"> • Kitsap County Sheriff • Fire Department

Program Standards: Grade 1 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student identifies the differences between harmful and helpful stress; recognizes signals of too much stress and when to ask an adult for help.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies situations which cause positive/negative, comfortable/uncomfortable feelings (e.g., being afraid, bullies, family situations) and who to talk to 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Role playing
Benchmark D: The student identifies physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and applies skills to resist any harmful use of substances.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies for resisting the use of substances (saying "no," tobacco pledge) 		<ul style="list-style-type: none"> • Smoke Enders • American Cancer Society
<ul style="list-style-type: none"> • Knows the consequences of using substances (tobacco, alcohol, drugs) 		<ul style="list-style-type: none"> • American Cancer Society

Program Standards: Grade 1 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student identifies environmental factors that affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows local health and environmental issues (e.g., not littering, recycling, smog) 	<ul style="list-style-type: none"> • Social Studies/Geography • Social Studies/Civics 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District • Kitsap Land Trust • Salmon recovery • Public Utility Districts • Environmental Protection Agency • Fire Department
Benchmark B: The student describes the influence of nutrition on health and development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies food pyramid and demonstrates healthy food choices 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Washington State Dairy Council • Food pyramid - manipulatives

Program Standards: Grade 1 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student accesses reliable information about health products and services.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows appropriate sources to go to for help (e.g., adults he/she trusts) 		
<ul style="list-style-type: none"> • Understands all medicines need to be taken with adult supervision 		<ul style="list-style-type: none"> • School nurse • Principal
Benchmark B: The student identifies messages about safe and unsafe behaviors such as tobacco or alcohol advertising.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies different types of drugs and their risks (e.g., alcohol, tobacco, caffeine) 		

Program Standards: Grade 1 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses emotions constructively and forms safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies positive qualities and feelings of self and others 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Social Skills kit/refusal skills
<ul style="list-style-type: none"> Understands how to constructively express needs, wants, and feelings 	<ul style="list-style-type: none"> Communication Social Studies/Economics 	<ul style="list-style-type: none"> Social Skills kit/refusal skills School-wide conflict resolution program
<ul style="list-style-type: none"> Recognizes feelings caused by disappointment, separation or loss and methods of dealing with feelings in a positive manner 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Social Skills kit/refusal skills School-wide conflict resolution program School counselor Learning Specialist Friendship groups
Benchmark B: The student demonstrates social skills to keep out of trouble and resist pressure from others.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows behaviors that need to be reported to an adult 		<ul style="list-style-type: none"> <i>Talking About Touching</i> School-wide conflict resolution program

Program Standards: Grade 1 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student recognizes a variety of emotions and how they affect self and others; plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how to express emotions appropriately (anger management skills) 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Social Skills • <i>Love and Logic</i>
<ul style="list-style-type: none"> • Identifies appropriate techniques for making friends 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Friendship groups

Program Standards: Grade 1 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student describes the benefits of health decisions.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows the characteristics of wise decisions 	<ul style="list-style-type: none"> • Social Studies/Civics 	
Benchmark B: The student identifies how fitness and healthy living are required for some careers and occupations such as a firefighter or a forest ranger.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 1 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student sets daily goals for improving health and fitness practices.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands basic hygiene (e.g., covering mouth when coughing and sneezing, proper disposal of tissues) and self-help skills (e.g., zipping coats, remembering breakfast) 		<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • Hygiene video • School nurse
<ul style="list-style-type: none"> • Identifies goal-setting process and makes/monitors appropriate short-term goals 		
<ul style="list-style-type: none"> • Applies goal-setting process in establishing class goals for health and fitness 	<ul style="list-style-type: none"> • Physical Education 	

Program Standards: Grade 2 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the structure and function of human body systems and identifies hereditary factors that affect growth.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the cycle of growth and development in humans and other animals (height, weight) 	<ul style="list-style-type: none"> Physical Education Science/Cycles - Scale/Problem-Solving 	
<ul style="list-style-type: none"> Understands the aging process and changes that occur during the life cycle (e.g., why older adults have different needs than children) 	<ul style="list-style-type: none"> Science/Cycles Social Studies/Geography, History 	<ul style="list-style-type: none"> Naval Hospital Bremerton Partnership
<ul style="list-style-type: none"> Identifies the seven body systems (skeletal, muscular, digestive, nervous, respiratory, circulatory, and reproductive) 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Pacific Science Center van <i>The Magic School Bus</i> "Inside the Human Body" <i>The Human Body</i> <i>Happy Healthy Bodies</i>
Benchmark B: The student knows and explains one's right to personal and physical safety.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows ways to seek assistance if worried, abused, or threatened (e.g., strangers, bullies, family situations) 	<ul style="list-style-type: none"> Visual Arts Communication 	<ul style="list-style-type: none"> <i>Talking About Touching</i> Learning Specialist

Program Standards: Grade 2 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student identifies and demonstrates skills that help in the prevention of noncommunicable diseases and reduces the risk of contracting communicable diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands how sound health habits help in disease prevention (e.g., flossing teeth, washing hands, clean clothes) 		<ul style="list-style-type: none"> • Video: “Wash Those Hands” • Video: “Gina’s Tremendous Toothbrush Demonstration” • Speakers - local dentists
<ul style="list-style-type: none"> • Knows how to recognize communicable/ noncommunicable diseases 		<ul style="list-style-type: none"> • <i>Germs Make Me Sick</i>
<ul style="list-style-type: none"> • Identifies common illnesses, both communicable and noncommunicable diseases 		<ul style="list-style-type: none"> • <i>Happy Healthy Bodies</i>

Program Standards: Grade 2 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student identifies abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands that safe behaviors prevent injuries 	<ul style="list-style-type: none"> • Science/Safety • Social Studies/Civics • Physical Education 	<ul style="list-style-type: none"> • Head Smart • Capable Kids training
<ul style="list-style-type: none"> • Knows the difference between food, poisons, and medicines 	<ul style="list-style-type: none"> • Science/Safety 	<ul style="list-style-type: none"> • Capable Kids
<ul style="list-style-type: none"> • Knows precautions that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts) 	<ul style="list-style-type: none"> • Visual Arts 	<ul style="list-style-type: none"> • Capable Kids • Posters
Benchmark B: The student identifies sources to ask for help in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how to recognize and respond to emergencies (e.g., how to obtain help from police officers, firefighters, medical personnel; appropriate information to give; how to treat simple injuries such as scratches, bruises, cuts, and first-degree burns) 		<ul style="list-style-type: none"> • Capable Kids • Police/Fire Departments • School nurse • <i>Learn Not to Burn</i>

Program Standards: Grade 2 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student identifies the differences between harmful and helpful stress; recognizes signals of too much stress and when to ask an adult for help.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands and recognizes situations which may cause stress and/or positive/negative, comfortable/uncomfortable feelings, and knows who to talk to 	<ul style="list-style-type: none"> • Visual Arts • Communication 	
Benchmark D: The student identifies physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and applies skills to resist any harmful use of substances.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Uses refusal skills to resist the use of substances (e.g., tobacco, alcohol, or other drugs) 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Tobacco Cessation
<ul style="list-style-type: none"> • Understands the consequences of using tobacco, alcohol, or other drugs 		<ul style="list-style-type: none"> • Smoke Enders

Program Standards: Grade 2 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student identifies environmental factors that affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows sources and causes of pollution (e.g., air, ground, noise, water) in the community 	<ul style="list-style-type: none"> • Social Studies/Geography • Social Studies/Civics • Science/Systems/Interaction 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District • Current events • Environmental Protection Agency • Department of Natural Resources • Mayo Clinic • Marine Science kit
Benchmark B: The student describes the influence of nutrition on health and development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how the food we choose to eat can affect our health positively or negatively 		<ul style="list-style-type: none"> • Food pyramid • Washington State Dairy Council

Program Standards: Grade 2 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student accesses reliable information about health products and services.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands how health care workers contribute to the community 	<ul style="list-style-type: none"> • Science/Historical context • Social Studies/Geography 	<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • School nurse • Vision screening
Benchmark B: The student identifies messages about safe and unsafe behaviors such as tobacco or alcohol advertising.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Recognizes that messages that affect decisions come from many sources (school, peers, parents, media) 	<ul style="list-style-type: none"> • Social Studies/Civics 	<ul style="list-style-type: none"> • Health Department Bicycle Safety
<ul style="list-style-type: none"> • Knows how to interpret media messages and their impact on health 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Current events/ads

Program Standards: Grade 2 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses emotions constructively and forms safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows how mood changes and strong feelings affect thoughts and behaviors, and how they can be successfully managed 	<ul style="list-style-type: none"> Communication 	
<ul style="list-style-type: none"> Knows how to identify safe and respectful relationships 		<ul style="list-style-type: none"> School-wide conflict resolution program
<ul style="list-style-type: none"> Knows how to express personal opinions in a productive manner 	<ul style="list-style-type: none"> Social Studies/Civics Communication 	
Benchmark B: The student demonstrates social skills to keep out of trouble and resist pressure from others.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows skills to resist pressure and avoid trouble (e.g., "I statements," class meeting, tell the teacher, etc.) 		

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student recognizes a variety of emotions and how they affect self and others; plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows behaviors that show respect for the emotions of others 	<ul style="list-style-type: none"> Communication Social Studies/Civics 	

Program Standards: Grade 2 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student describes the benefits of health decisions.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Uses decision-making skills to make health-related choices 	<ul style="list-style-type: none"> • Physical Education 	
Benchmark B: The student identifies how fitness and healthy living are required for some careers and occupations such as a firefighter or a forest ranger.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student sets daily goals for improving health and fitness practices.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Sets goals for improving health and fitness (e.g., getting enough sleep, making healthy food choices, monitoring own T.V. watching) 	<ul style="list-style-type: none"> • Physical Education 	
<ul style="list-style-type: none"> • Develops personal/class goals and follows the goal-setting process toward goal achievement 	<ul style="list-style-type: none"> • Writing 2.3 • Physical Education 	
<ul style="list-style-type: none"> • Analyzes personal/class goals 		

Program Standards: Grade 3 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the structure and function of human body systems and identifies hereditary factors that affect growth.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies the seven body systems (skeletal, muscular, digestive, nervous, respiratory, circulatory, and reproductive) and the basic care of several systems 	<ul style="list-style-type: none"> • Science/Systems • Physical Education 	<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership • Anatomy coloring book • Operation game • Pacific Science Center van
<ul style="list-style-type: none"> • Demonstrates knowledge of the digestive system 		<ul style="list-style-type: none"> • <i>The Magic School Bus</i>
<ul style="list-style-type: none"> • Demonstrates knowledge of the circulatory system 		<ul style="list-style-type: none"> • <i>The Human Body</i> • <i>Happy Healthy Bodies</i>
Benchmark B: The student knows and explains one's right to personal and physical safety.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 3 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student identifies and demonstrates skills that help in the prevention of noncommunicable diseases and reduces the risk of contracting communicable diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestions, wheezing) 		<ul style="list-style-type: none"> • Hand-washing video: Glow-Germ • <i>Germs Make Me Sick</i> • <i>Body Battles</i>
<ul style="list-style-type: none"> • Identifies methods to reduce the risk of contracting noncommunicable diseases and help in the prevention of communicable diseases 		<ul style="list-style-type: none"> • <i>Happy Healthy Bodies</i>

Program Standards: Grade 3 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student identifies abusive and risky situations and demonstrates safe behaviors to prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies for preventing injuries (e.g., protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight) 	<ul style="list-style-type: none"> • Science/Safety • Social Studies/Civics • Visual Arts • Physical Education 	<ul style="list-style-type: none"> • Head Smart – school nurses • Bicycle safety • Safe behavior • Posters
<ul style="list-style-type: none"> • Knows behaviors that are safe, risky, or harmful to self and others 	<ul style="list-style-type: none"> • Social Studies/Civics • Physical Education 	<ul style="list-style-type: none"> • School-wide conflict resolution program
<ul style="list-style-type: none"> • Identifies and demonstrates conflict resolution skills 	<ul style="list-style-type: none"> • Social Studies/Civics 	
Benchmark B: The student identifies sources to ask for help in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 3 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student identifies the differences between harmful and helpful stress; recognizes signals of too much stress and when to ask an adult for help.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies coping strategies for harmful and helpful stress (e.g., exercise, quiet time) and who to ask for help 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Reading
Benchmark D: The student identifies physical, emotional, and legal consequences of using nicotine, alcohol, and other drugs and applies skills to resist any harmful use of substances.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Uses refusal skills when resisting the use of substances (e.g., tobacco, alcohol, or other drugs) 	<ul style="list-style-type: none"> Communication 	<ul style="list-style-type: none"> Smoke Enders Tobacco Cessation
<ul style="list-style-type: none"> Knows the consequences of using tobacco, alcohol, or other drugs 		<ul style="list-style-type: none"> Pacific Science Center van American Lung Association <i>Body Battles</i>

Program Standards: Grade 3 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student identifies environmental factors that affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the relationship between a healthy environment and the well-being of all living things (e.g., salmon issue) 	<ul style="list-style-type: none"> • Social Studies/Geography • Social Studies/Civics • Science/Systems/Interaction 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District • Environmental Protection Agency • Department of Natural Resources • Mayo Clinic • Bonneville Power
Benchmark B: The student describes the influence of nutrition on health and development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows factors that influence food choices (e.g., peers, family, advertising, age, activity level) 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Nutrition pyramid • Washington State Dairy Council

**Program Standards: Grade 3
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student accesses reliable information about health products and services.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows a variety of consumer influences and how those influences affect decision-making regarding health resources, products, and services (e.g., media, information from school and family, peer pressure) 	<ul style="list-style-type: none"> • Social Studies/Economics • Communication 	<ul style="list-style-type: none"> • Current events/ads
Benchmark B: The student identifies messages about safe and unsafe behaviors such as tobacco or alcohol advertising.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies for coping with situations involving alcohol, tobacco, or other drugs 		
<ul style="list-style-type: none"> • Analyzes messages (advertising) about safe and unsafe behaviors in regard to tobacco, alcohol, etc. 	<ul style="list-style-type: none"> • Communication 	<ul style="list-style-type: none"> • Current events/ads

Program Standards: Grade 3 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses emotions constructively and forms safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows behaviors that communicate care, consideration, and respect of self and others 	<ul style="list-style-type: none"> • Social Studies/Civics • Communication 4.2 	<ul style="list-style-type: none"> • School-wide conflict resolution program
Benchmark B: The student demonstrates social skills to keep out of trouble and resist pressure from others.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student recognizes a variety of emotions and how they affect self and others; plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the effects of strong emotions on health/well-being 		
<ul style="list-style-type: none"> • Knows strategies to respond to an emotional situation (taking a deep breath, counting to 10, removing self from situation) 		<ul style="list-style-type: none"> • School-wide conflict resolution program

Program Standards: Grade 3 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student describes the benefits of health decisions.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows the components of a decision-making model that can be used to assist with health-related issues and problems 	<ul style="list-style-type: none"> • Communication 3.3 • Physical Education 	<ul style="list-style-type: none"> • School-wide conflict resolution program
<ul style="list-style-type: none"> • Understands the benefits of making positive health decisions 	<ul style="list-style-type: none"> • Communication 3.3 	
Benchmark B: The student identifies how fitness and healthy living are required for some careers and occupations such as a firefighter or a forest ranger.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands that fitness and healthy living are required for careers and occupations (firefighter, forest ranger) 	<ul style="list-style-type: none"> • Reading 3.4 • Physical Education 	<ul style="list-style-type: none"> • Washington State Dairy Council
<ul style="list-style-type: none"> • Identifies skills needed for different occupations (e.g., physical strength, fitness levels) 	<ul style="list-style-type: none"> • Reading 3.4 • Physical Education 	

Program Standards: Grade 3 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student sets daily goals for improving health and fitness practices.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Sets goals for improving health and fitness 	<ul style="list-style-type: none"> • Physical Education 	
<ul style="list-style-type: none"> • Demonstrates the ability to develop health plans and predict the benefits of healthy choices 	<ul style="list-style-type: none"> • Physical Education 	

Program Standards: Grade 4 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the physical, emotional, intellectual, and social changes that occur during puberty.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the main function of each body system as related to health and fitness (skeletal, muscular, digestive, nervous, respiratory, circulatory, and reproductive) 	<ul style="list-style-type: none"> Physical Education – Circulatory only 	<ul style="list-style-type: none"> “Blood and Guts” - Pacific Science Center <i>The Magic School Bus</i> <i>Body Battles</i> <i>The Human Body</i>
<ul style="list-style-type: none"> Demonstrates knowledge of the muscular and skeletal systems 		
<ul style="list-style-type: none"> Demonstrates knowledge of the circulatory and respiratory systems 		<ul style="list-style-type: none"> Naval Hospital Bremerton Partnership
Benchmark B: The student knows the adverse physical, emotional, and economic consequences of being sexually active.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 4 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student describes health care practices, reliable sources of information, and products that result in early detection and treatment of disease.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows disease prevention practices (e.g., good personal hygiene, healthy food choices, immunization, cooperating in regular health screenings) 		<ul style="list-style-type: none"> • School nurse • <i>Germs Make Me Sick</i>
<ul style="list-style-type: none"> • Knows situations in which professional health services should be used 		<ul style="list-style-type: none"> • School nurse

Program Standards: Grade 4 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student anticipates abusive and risky situations and demonstrates safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies unhealthy situations and positive health choices, resources, and products 		<ul style="list-style-type: none"> • School-wide conflict resolution program • Assembly
<ul style="list-style-type: none"> • Knows the effects and consequences of use of specific substances on the body 		
<ul style="list-style-type: none"> • Identifies alternatives and consequences of behaviors concerning personal safety (e.g., abusive situations, alcohol and other drugs, weapons, and inappropriate touching) 		<ul style="list-style-type: none"> • School rules • School policies • School discipline
Benchmark B: The student demonstrates skills that help self and others in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows injury prevention practices and safe responses to potentially dangerous situations (e.g., methods to avoid threatening situations, such as not leaning into a car to give directions to a stranger; non-violent strategies for resolving conflicts) 		<ul style="list-style-type: none"> • School-wide conflict resolution program • <i>Talking About Touching</i> curriculum • Mediation process

Program Standards: Grade 4 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops short-term strategies to reduce harmful stress and uses helpful stress for motivation.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies personal styles used when reducing harmful stress (e.g., exercise, quiet time, adequate rest, reading) 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Relaxation audio/video tapes
Benchmark D: The student anticipates situations which involve pressure to abuse legal or use illegal drugs and plans how to reduce drug risks.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies problem situations and applies appropriate refusal skills (e.g., no and go; reverse pressure; no, thank you) 	<ul style="list-style-type: none"> Communication 2.4 	<ul style="list-style-type: none"> School-wide conflict resolution program

Program Standards: Grade 4 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one’s health.

Benchmark A: The student describes the influence of environmental factors that positively and negatively affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants) 	<ul style="list-style-type: none"> • Social Studies – Changing and Continuity questions 3 and 4 • Science/Systems/Interaction 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District • Social Studies resources • Clear Creek Salmon Hatchery
Benchmark B: The student describes how nutrition, exercise, and environmental factors influence physical growth and lifelong health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows the relationship between activity levels and food needs 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Heart Association information • Jump Rope for Heart • Fun Run • Washington State Dairy Council

Program Standards: Grade 4 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student distinguishes between safe and unsafe use of health care products.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies sources to access reliable information regarding health products and services 	<ul style="list-style-type: none"> • Reading 1.5 and 3.1 	<ul style="list-style-type: none"> • Phone book
Benchmark B: The student identifies ways people encourage healthy and unhealthy decisions, plans how to resist unhealthy messages, and creates healthy messages.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how to use “I messages” to defend own values 	<ul style="list-style-type: none"> • Communication 3.1 	<ul style="list-style-type: none"> • School-wide conflict resolution program

Program Standards: Grade 4 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses opinions and resolves conflicts constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies characteristics of a friend and knows how to develop positive friendships, including resistance and negotiation skills 	<ul style="list-style-type: none"> Communication 3.3 	<ul style="list-style-type: none"> School-wide conflict resolution program Team Mentor program
Benchmark B: The student chooses from a variety of social skills to avoid risky situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Uses refusal and negotiation skills to protect one's health and safety 	<ul style="list-style-type: none"> Communication 3.3 	<ul style="list-style-type: none"> School-wide conflict resolution program Refusal skills
<ul style="list-style-type: none"> Identifies positive and negative consequences of risky behavior (e.g., cheating, breaking rules, illegal activities) 		<ul style="list-style-type: none"> School rules District policies Classroom rules

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student describes how emotions may influence decision-making and plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Uses listening skills to relate to others' emotional needs 	<ul style="list-style-type: none"> Communication 1.1 and 1.2 	<ul style="list-style-type: none"> Classroom management
<ul style="list-style-type: none"> Demonstrates conflict resolution, anger management skills 		<ul style="list-style-type: none"> School-wide conflict resolution program Natural Helpers Peer mediation

Program Standards: Grade 4 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student assesses health practices and the positive and negative consequences of behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the consequences of a variety of health-related decisions 	<ul style="list-style-type: none"> Physical Education – Fitness only 	<ul style="list-style-type: none"> School nurse Guest speakers Pacific Science Center
Benchmark B: The student identifies workplace health and safety issues associated with occupational/career fields of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows health and safety issues in the school 		<ul style="list-style-type: none"> Assemblies, drills Health checks School rules

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops a support system and recordkeeping system to achieve health and fitness goals.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows a variety of strategies to record data 	<ul style="list-style-type: none"> Science Observation 2 Math - How to communicate 	
<ul style="list-style-type: none"> Develops and monitors both short- and long-term personal health goals 	<ul style="list-style-type: none"> Physical Education 	<ul style="list-style-type: none"> Goal-setting strategies

Program Standards: Grade 5 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the physical, emotional, intellectual, and social changes that occur during puberty.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Human Growth and Development • FLASH • KNOW • <i>Growing Up and Liking It</i> • <i>Body Battles</i>
<ul style="list-style-type: none"> • Understands the basic structures and functions of each of the seven body systems as related to health and fitness (e.g., how they are interrelated, how they function to fight disease, hereditary factors related to growth) 	<ul style="list-style-type: none"> • Physical Education • Human Growth and Development 	<ul style="list-style-type: none"> • American Heart Association • Naval Hospital Bremerton Partnership
<ul style="list-style-type: none"> • Demonstrates knowledge of the nervous system 	<ul style="list-style-type: none"> • Physical Education • Human Growth and Development 	<ul style="list-style-type: none"> • Naval Hospital Bremerton Partnership

Program Standards: Grade 5 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark B: The student knows the adverse physical, emotional, and economic consequences of being sexually active.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows behaviors that reduce the risk of infection with common communicable diseases and STDs, including HIV 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Guest speakers • Health Department • FLASH • KNOW
<ul style="list-style-type: none"> • Understands health issues related to HIV/AIDS (e.g., HIV is the virus that causes AIDS; semen, blood, vaginal secretions, and breast milk are fluids capable of transmitting HIV; abstinence is 100 percent effective protection from HIV through sexual behaviors) 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Guest speakers • Health Department • FLASH • KNOW

Program Standards: Grade 5 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student describes health care practices, reliable sources of information, and products that result in early detection and treatment of disease.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the concept of a communicable disease (e.g., hepatitis B, measles, campaign to immunize kids) 	<ul style="list-style-type: none"> Human Growth and Development 	<ul style="list-style-type: none"> Naval Hospital Bremerton Partnership Guest speakers Health Department FLASH KNOW
<ul style="list-style-type: none"> Understands health issues related to HIV/AIDS (e.g., HIV is the virus that causes AIDS; semen, blood, vaginal secretions, and breast milk are fluids capable of transmitting HIV; abstinence is 100 percent effective protection from HIV through sexual behaviors) 	<ul style="list-style-type: none"> Human Growth and Development 	<ul style="list-style-type: none"> Guest speakers Health Department FLASH KNOW
<ul style="list-style-type: none"> Knows common health problems that should be detected and treated early (e.g., tooth decay, colds, infections, rashes, lice) 		<ul style="list-style-type: none"> School nurse Naval Hospital Bremerton Partnership Guest speakers
<ul style="list-style-type: none"> Knows ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine) 	<ul style="list-style-type: none"> Reading 3.1 and 3.2 	<ul style="list-style-type: none"> Naval Hospital Bremerton Partnership

Program Standards: Grade 5 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student anticipates abusive and risky situations and demonstrates safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies high-risk substance abuse situations that pose an immediate threat to oneself, friends, or family (e.g., drunk or drugged driving, substance abuse, road rage, violent arguments), as well as how and where to obtain help 		<ul style="list-style-type: none"> • School-wide conflict resolution program • Community awareness programs
Benchmark B: The student demonstrates skills that help self and others in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood) 		<ul style="list-style-type: none"> • Red Cross • Fire Department - EMTs • Guest speakers • Safety drills • Role playing

Program Standards: Grade 5 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops short-term strategies to reduce harmful stress and uses helpful stress for motivation.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows common sources of stress for children and ways to manage stress (e.g., identifies the difference between helpful and harmful stress, knows signals of too much stress, knows when to ask an adult for help) 		<ul style="list-style-type: none"> <i>You Can Take Care of Yourself</i>
Benchmark D: The student anticipates situations which involve pressure to abuse legal or use illegal drugs and plans how to reduce drug risks.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost) 		
<ul style="list-style-type: none"> Practices refusal skills in a variety of situations (e.g., role playing) 	<ul style="list-style-type: none"> Communication 3.1 	<ul style="list-style-type: none"> School-wide conflict resolution program

Program Standards: Grade 5 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student describes the influence of environmental factors that positively and negatively affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment 	<ul style="list-style-type: none"> • Social Studies/Citizenship/Systems/Dependence, Interdependence 	<ul style="list-style-type: none"> • Super Saturday • Community service • School recycling • Water for Life • Big Beef Fishery • Bremerton Water District • Social Studies resources • Clear Creek Salmon Hatchery • Clear Creek Trail
Benchmark B: The student describes how nutrition, exercise, and environmental factors influence physical growth and lifelong health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows how environmental pollution (e.g., secondhand smoke, lead, chemicals) can harm growth and health 		<ul style="list-style-type: none"> • American Lung Association
<ul style="list-style-type: none"> • Understands the relationship between activity levels, food choices, and lifelong health 		<ul style="list-style-type: none"> • Washington State Dairy Council

Program Standards: Grade 5 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student distinguishes between safe and unsafe use of health care products.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies factors that determine the reliability of health information, products, and services 	<ul style="list-style-type: none"> Reading 3.1 	<ul style="list-style-type: none"> Label reading – real products Washington State Dairy Council
Benchmark B: The student identifies ways people encourage healthy and unhealthy decisions, plans how to resist unhealthy messages, and creates healthy messages.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Uses decision-making process to address health problems 	<ul style="list-style-type: none"> Social Studies #2: Synthesis and Creating 	

Program Standards: Grade 5 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses opinions and resolves conflicts constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies ways to resolve conflict constructively 		<ul style="list-style-type: none"> Learning Specialists – counseling School-wide conflict resolution program
<ul style="list-style-type: none"> Identifies ways to nurture healthy relationships 		<ul style="list-style-type: none"> <i>Girls' Circle</i> School-wide conflict resolution program
Benchmark B: The student chooses from a variety of social skills to avoid risky situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows strategies for resisting negative peer pressure (e.g., recognizes the power of saying “no” and still keeping friends; makes decisions ahead of time; removes oneself from the situation; spends time with other friends) 		<ul style="list-style-type: none"> Refusal skills

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student describes how emotions may influence decision-making and plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Applies anger management skills, conflict resolution skills with adult prompting 	<ul style="list-style-type: none"> Communication 3.1 and 3.3 	<ul style="list-style-type: none"> School-wide conflict resolution program
<ul style="list-style-type: none"> Understands how both verbal and nonverbal communication influence personal and group decisions 	<ul style="list-style-type: none"> Communication 1.1, 1.2, and 3.1 	<ul style="list-style-type: none"> School-wide conflict resolution program

Program Standards: Grade 5 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student assesses health practices and the positive and negative consequences of behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands that choices affect health (e.g., human sexuality and HIV/AIDS, excess calories, tobacco) 	<ul style="list-style-type: none"> Human Growth and Development 	
<ul style="list-style-type: none"> Knows how health-related problems impact the whole family (alcohol, tobacco, disease, nutrition) 		<ul style="list-style-type: none"> Current events (Scholastic News, Weekly Reader, News for Kids) Student newspaper
Benchmark B: The student identifies workplace health and safety issues associated with occupational/career fields of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies workplace health and safety issues 		<ul style="list-style-type: none"> Current events (Scholastic News, Weekly Reader, News for Kids) Student newspaper

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops a support system and recordkeeping system to achieve health and fitness goals.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Develops a support system plan for health and fitness (what type of activity, with whom, cost, etc.) 	<ul style="list-style-type: none"> Physical Education - Fitness only 	
<ul style="list-style-type: none"> Develops a system for monitoring personal health goals and revises goals when appropriate 	<ul style="list-style-type: none"> Physical Education - Fitness and Nutrition only Science (scientific method) 	

Program Standards: Grade 6 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student describes the physical, emotional, intellectual, and social changes that occur during puberty.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands similarities and differences between male and female sexuality 	<ul style="list-style-type: none"> Human Growth and Development 	<ul style="list-style-type: none"> FLASH KNOW <i>Growing Up and Liking It</i>
<ul style="list-style-type: none"> Knows the structure and function of the reproductive system and changes during puberty (e.g., physical changes, such as sexual maturation, hormones, changes in voice, acne; emotional and social changes, such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development) 	<ul style="list-style-type: none"> Human Growth and Development 	<ul style="list-style-type: none"> FLASH KNOW <i>Growing Up and Liking It</i>
Benchmark B: The student knows the adverse physical, emotional, and economic consequences of being sexually active.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows the adverse physical, emotional, and economic consequences of pregnancy 	<ul style="list-style-type: none"> Human Growth and Development 	<ul style="list-style-type: none"> FLASH KNOW <i>Growing Up and Liking It</i>

Program Standards: Grade 6 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student describes health care practices, reliable sources of information, and products that result in early detection and treatment of disease.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the care of the body systems (e.g., the relationship between diet, sleep, exercise, and the body's natural immunity) 		<ul style="list-style-type: none"> • Food pyramid • Guest speakers • Health Department
<ul style="list-style-type: none"> • Understands the progress of HIV (e.g., knows HIV is the virus that causes AIDS; knows that semen, blood, vaginal secretions, and breast milk are fluids capable of transmitting HIV; knows how opportunistic infections occur in people with weakened immune systems) 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Current events • Guest speakers • Health Department
<ul style="list-style-type: none"> • Knows health-enhancing behaviors and how to reduce health risks to the body and reproductive system (e.g., STDs, hepatitis B, and blood-borne pathogens preventing disease through immunization; identifying local, state, and federal health agencies; using stress management techniques) 	<ul style="list-style-type: none"> • Human Growth and Development 	<ul style="list-style-type: none"> • Current events • Guest speakers • Health Department

Program Standards: Grade 6 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student anticipates abusive and risky situations and demonstrates safe behaviors to minimize risk and prevent injury to self and others at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies to avoid high-risk situations 	<ul style="list-style-type: none"> • Communication 1.1 	
Benchmark B: The student demonstrates skills that help self and others in an emergency or crisis.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Demonstrates skills that help self and others in an emergency or crisis 		<ul style="list-style-type: none"> • School-wide drills

Program Standards: Grade 6 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops short-term strategies to reduce harmful stress and uses helpful stress for motivation.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Identifies personal stress “triggers” and develops a personal stress reduction plan 		
Benchmark D: The student anticipates situations which involve pressure to abuse legal or use illegal drugs and plans how to reduce drug risks.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows ways to prevent risky situations 		<ul style="list-style-type: none"> • School-wide conflict resolution program • Refusal skills
<ul style="list-style-type: none"> • Identifies a variety of safe and unsafe behaviors 		<ul style="list-style-type: none"> • <i>Healthy Choices</i> • <i>Second Step</i>
<ul style="list-style-type: none"> • Demonstrates appropriate use of refusal skills in situations involving peer pressure related to risk-taking behaviors, including use of alcohol and other drugs 	<ul style="list-style-type: none"> • Communication 3.1 	

Program Standards: Grade 6 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student describes the influence of environmental factors that positively and negatively affect health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Describes the influence of environmental factors that positively and negatively affect health 	<ul style="list-style-type: none"> • Social Studies/Culture #4 	<ul style="list-style-type: none"> • Current events
Benchmark B: The student describes how nutrition, exercise, and environmental factors influence physical growth and lifelong health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the factors necessary for healthy fetal development 	<ul style="list-style-type: none"> • Human Growth and Development 	
<ul style="list-style-type: none"> • Understands the cause and effect of food choices, exercise habits, and environmental factors in relationship to physical growth and lifelong health 	<ul style="list-style-type: none"> • Physical Education 	

Program Standards: Grade 6 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student distinguishes between safe and unsafe use of health care products.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows ways to evaluate health information, products, and services (e.g., sun blocks, dietary aids, over-the-counter medications, services provided by qualified health care workers, supported by research) 	<ul style="list-style-type: none"> • Reading 3.1 	<ul style="list-style-type: none"> • Health Department
<ul style="list-style-type: none"> • Identifies health care resources as related to pregnancy prevention and testing for pregnancy, STDs, and HIV 	<ul style="list-style-type: none"> • Human Growth and Development • Reading 3.1 	<ul style="list-style-type: none"> • Health Department
Benchmark B: The student identifies ways people encourage healthy and unhealthy decisions, plans how to resist unhealthy messages, and creates healthy messages.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertisements, misconceptions about treatment and prevention options) 	<ul style="list-style-type: none"> • Communication 4.3 • Reading 3.1C 	<ul style="list-style-type: none"> • Guest speakers

Program Standards: Grade 6 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student expresses opinions and resolves conflicts constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows behaviors that show respect and compassion for self and others (e.g., active listening) 	<ul style="list-style-type: none"> • Communication 2.3 and 2.4 	<ul style="list-style-type: none"> • Guest speakers • School-wide conflict resolution program
<ul style="list-style-type: none"> • Knows ways to form healthful and responsible relationships with peers, parents, and other adults (e.g., conflict resolutions, “I statements,” knee-to-knee) 	<ul style="list-style-type: none"> • Communication 2.3 and 2.4 	<ul style="list-style-type: none"> • Guest speakers • School-wide conflict resolution program
Benchmark B: The student chooses from a variety of social skills to avoid risky situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Chooses a variety of social skills to avoid risky situations and resist negative peer pressure 		<ul style="list-style-type: none"> • School-wide conflict resolution program • Refusal skills

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student describes how emotions may influence decision-making and plans how to act in emotional situations.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Anticipates emotional reactions to life situations (e.g., divorce, birth, death) 		<ul style="list-style-type: none"> • Guest speakers • Mental Health Department counselors

Program Standards: Grade 6 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student assesses health practices and the positive and negative consequences of behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows the stages of chemical dependency and the legal, social, and medical consequences (e.g., the reasons people use tobacco, alcohol, and other drugs; the effects of substance abuse on relationships; laws and school rules regarding the use and distribution of drugs) 		<ul style="list-style-type: none"> School/District policies Guest speakers School nurse Health Department
Benchmark B: The student identifies workplace health and safety issues associated with occupational/career fields of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Identifies workplace health and safety issues associated with occupational/career fields of interest 		

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops a support system and recordkeeping system to achieve health and fitness goals.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Evaluates support system plan for health and fitness 	<ul style="list-style-type: none"> Physical Education 	
<ul style="list-style-type: none"> Develops and implements a personal health and fitness action plan 	<ul style="list-style-type: none"> Physical Education 	

**Program Standards: Grades 7/8
Health**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individualized fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows, develops, and monitors strategies and skills that are used to attain personal health goals (e.g., making healthy food choices, maintaining an exercise program) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 1
<ul style="list-style-type: none"> • Understands how eating properly can help reduce health risks (e.g., in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 2 and 4
Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands how eating properly can help to reduce health risks (e.g., in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 4
<ul style="list-style-type: none"> • Understands the relationship between physical activity, weight management, and food intake (e.g., physical activity burns calories, different foods have different amounts of calories, foods provide different levels of energy) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 4

**Program Standards: Grades 7/8
Health**

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student develops and monitors progress on personal nutrition goals based on national dietary guidelines and individual needs.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none">• Knows, develops, and monitors strategies and skills that are used to attain personal health goals (e.g., making healthy food choices, maintaining an exercise program)	<ul style="list-style-type: none">• <i>Teen Health</i>, Chapter 4

**Program Standards: Grades 7/8
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student plans for coping with the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands changes that occur during adolescence and strategies for coping with concerns and stress related to these changes 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 3 and 5
<ul style="list-style-type: none"> • Understands the processes of conception, prenatal development, and birth 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 5 and text's supplemental sexuality materials
<ul style="list-style-type: none"> • Understands the interdependence of the body systems and how health is influenced by their interaction 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 6
Benchmark B: The student describes the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands behaviors and activities which will prevent HIV/AIDS transmission 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 7
<ul style="list-style-type: none"> • Knows the adverse physical, emotional, and economic consequences of being sexually active 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 5 and text's supplemental sexuality materials

**Program Standards: Grades 7/8
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student evaluates the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands the causes and transmission of communicable and noncommunicable diseases 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 7
<ul style="list-style-type: none"> • Knows health care practices, resources, and products that result in early detection and treatment of disease and drug and alcohol problems 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 7 and 8
<ul style="list-style-type: none"> • Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 5
<ul style="list-style-type: none"> • Knows communicable, chronic, and degenerative disease processes and the differences between them 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 7

**Program Standards: Grades 7/8
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student develops strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows and develops strategies that improve or maintain family health (e.g., how one’s personal behavior can affect the behavior and feelings of other family members; talking openly with parents when problems arise) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 3
<ul style="list-style-type: none"> • Knows and develops injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies in readiness for emergencies; identifying and removing safety hazards in the home) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 2 and 9
<ul style="list-style-type: none"> • Identifies and anticipates abusive and risky situations and demonstrates safe behaviors to minimize and/or prevent risk to self and others 	
Benchmark B: The student maintains emergency first aid skills to assist self and others when necessary.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows and understands first aid and CPR skills to assist self and others 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 9

**Program Standards: Grades 7/8
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops strategies to manage stress and knows how to modify the strategies throughout life.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Knows behaviors that develop and maintain social and emotional health (e.g., reducing harmful stress and using helpful stress as motivation, planning how to reduce drug risks) 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapter 3
Benchmark D: The student analyzes the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Knows conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance) 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapters 3 and 8
<ul style="list-style-type: none"> Knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences, such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences, such as low self-esteem, paranoia, depression, apathy; social consequences, such as crime, domestic violence, loss of friends) 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapter 8

**Program Standards: Grades 7/8
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one’s health.

Benchmark A: The student assesses the impact of the environment on health in choosing where to live, work, and play.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Knows socioeconomic considerations and other environmental and cultural factors within a community that influence the health of its members (e.g., personal values, socioeconomic status, and cultural experiences influencing the selection of health care services) 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapters 1, 2, 3, and 9 Refer also to “Teen Health Digest—Teens Make a Difference” at the end of each chapter
Benchmark B: The student describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapter 5 and text’s supplemental sexuality materials

**Program Standards: Grades 7/8
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student evaluates the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Uses criteria to evaluate community health resources, information, products, and services (e.g., validity, cost, quality, safety, misconceptions, trends) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 2 • Refer also to “Teen Health Digest—Consumer Focus” at the end of each chapter
<ul style="list-style-type: none"> • Identifies a variety of reliable health resources and knows how to obtain assistance from resources (e.g., community agencies, such as HMOs, public health clinics, mental health clinics, substance abuse treatment centers) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 2
Benchmark B: The student analyzes the effect of media and technology on personal and community health policy and health promotion.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Analyzes the effect of media and technology on personal and community health policy and health promotion 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 2

**Program Standards: Grades 7/8
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student negotiates conflict situations constructively while maintaining safe and respectful relationships.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows strategies for making healthy decisions and maintaining personal safety (e.g., how to resist or avoid unhealthy messages, refusal techniques, conflict resolution, anticipating emotional situations) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 1 and 3
<ul style="list-style-type: none"> • Knows decision-making and refusal skills and how they apply to behaviors that could put a person at risk for HIV/AIDS 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 1 and 7
<ul style="list-style-type: none"> • Understands how peer relationships affect health (e.g., name calling, prejudice, exclusiveness, risk-taking behaviors) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 1 and 3
<ul style="list-style-type: none"> • Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 3
<ul style="list-style-type: none"> • Understands the development of adolescent independence 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapters 3 and 5
Benchmark B: The student demonstrates social skills to encourage self and others to choose healthy behaviors.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows and demonstrates behaviors that develop and maintain social and emotional health (e.g., anticipating abusive and risky situations) for self and others 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 3
<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of leadership skills in a diverse society 	

**Program Standards: Grades 7/8
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student anticipates emotional situations and plans how to act in safe and respectful ways.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows behaviors that develop and maintain social and emotional health (e.g., peer pressure, self-esteem, communication skills) 	<ul style="list-style-type: none"> • <i>Teen Health</i>, Chapter 3
<ul style="list-style-type: none"> • Identifies appropriate ways to show affection 	

Program Standards: Grades 7/8 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student investigates a health and fitness problem or issue: lists alternative courses of action, chooses the course that most fully addresses the needs and requirements of the situation, backs up the choice with evidence, and evaluates the outcome.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Identifies and applies decision-making skills (e.g., evaluating needs, risks, and consequences) that promote individual, family, and community health 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapters 1 and 3
Benchmark B: The student investigates the health and fitness requirements for occupational/career areas of interest.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Uses resources to investigate career/occupational field of interest (e.g., health and fitness requirements) 	<ul style="list-style-type: none"> Refer to “Teen Health Digest--People at Work” at the end of every chapter <i>Teen Health</i>, Chapter 2

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops, implements, and monitors a personal health and fitness plan based on life goals for leisure and employment.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Understands, collects, and applies information about personal health, using a variety of techniques 	<ul style="list-style-type: none"> <i>Teen Health</i>, Chapter 1 and supplemental materials
<ul style="list-style-type: none"> Develops a support system and recordkeeping system to achieve health and fitness goals 	

Program Standards: Grade 9 Health

EALR #1: The student acquires the knowledge and skills necessary to maintain an active life: movement, physical fitness, and nutrition.

Component 1.3: The student understands the concepts of physical fitness and develops and monitors progress on personal fitness goals.

Benchmark A: The student develops and monitors progress on individualized fitness goals based on fitness profiles, individual physical capabilities, and national guidelines in relation to work and leisure goals.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Understands how disease, genetics, exercise, and nutrition affect fitness and personal well-being; develops a preliminary fitness program 	<ul style="list-style-type: none"> <i>Health Skills for Wellness</i>, Chapters 1, 8 (Lesson 4), 12, 17, 22, 24 Physical Education classes (7-9)

Component 1.4: The student understands nutrition and food nutrients and how they affect physical performance and the body.

Benchmark A: The student develops and monitors progress on personal nutrition goals based on national dietary guidelines and individual needs.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Understands how nutrients and energy needs vary in relation to gender, activity level, and stage of life; develops a preliminary nutritional plan 	<ul style="list-style-type: none"> <i>Health Skills for Wellness</i>, Chapters 12 and 13
Benchmark B: The student compares and contrasts the application of movement, fitness, and nutrition concepts to safe work practices and leisure activities.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Understands and begins to compare and contrast the relationship of diet to mental and physical health (e.g., nutrients that are needed for mental balance and alertness, physical strength and stamina, and general health; substances to be limited or avoided) 	<ul style="list-style-type: none"> <i>Health Skills for Wellness</i>, Chapters 13 and 17

Program Standards: Grade 9 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student plans for coping with the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands sexual development, reproduction and behavior, including the legal, social, physical, and psychological consequences 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 8, 9, and 10
<ul style="list-style-type: none"> • Understands the responsibilities inherent in dating relationships 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 6; Chapter 28 (Lesson 4)
Benchmark B: The student describes the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands methods of protection against HIV/AIDS 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 23 and supplemental materials
<ul style="list-style-type: none"> • Understands emotional and social aspects of dealing with HIV/AIDS, including the impact on achievement of personal goals 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 23
<ul style="list-style-type: none"> • Understands responsibilities associated with sexual activity (e.g., communication; decision-making regarding abstinence, sexual activity, and avoidance of pregnancy and STDs) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 6 and supplemental materials from Prentice Hall; Chapter 23 (Lessons 1 and 2)
<ul style="list-style-type: none"> • Understands how the immune system protects against disease (e.g., HIV/AIDS) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 22 (Lesson 2)

Program Standards: Grade 9 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student evaluates the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Identifies the accuracy of his/her information about HIV/AIDS 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 23 (Lessons 3 and 4)
<ul style="list-style-type: none"> • Knows public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at public places and events) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 1, 26, and 27
<ul style="list-style-type: none"> • Knows situations that require professional health services (e.g., management of health conditions such as asthma or diabetes) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 1, 26, and 27

Program Standards: Grade 9 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student develops strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands the legal, social, physical, and psychological impact of chemical use (e.g., impact on families, high-risk behavior associated with chemical use) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 19, 20, and 21
<ul style="list-style-type: none"> • Understands that alcohol, tobacco, and other drug dependencies are treatable diseases and conditions 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 19, 20, and 21
<ul style="list-style-type: none"> • Develops skills that help promote non-abusive and safe environments 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 3 and 4 (Lesson 3)
Benchmark B: The student maintains emergency first aid skills to assist self and others when necessary.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows the causes, symptoms, and first aid treatment for a variety of conditions (e.g., respiratory emergencies, strokes, poisoning, bleeding, burns, hypothermia, heat stroke, fractures, sprains) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 29

Program Standards: Grade 9 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops strategies to manage stress and knows how to modify the strategies throughout life.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Identifies stressors throughout the life span (e.g., marriage, first child, career change, loss of employment, divorce, death of family member) and suggests coping strategies 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 3, 4, and 5
Benchmark D: The student analyzes the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows the consequences of using alcohol, tobacco, drugs, and other substances 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 19, 20, and 21

**Program Standards: Grade 9
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one’s health.

Benchmark A: The student assesses the impact of the environment on health in choosing where to live, work, and play.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Assesses the impact of the environment on health in choosing where to live, work, and play 	<ul style="list-style-type: none"> <i>Health Skills for Wellness</i>, Chapter 25
Benchmark B: The student describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> Understands the processes of conception, prenatal development, heredity, and birth 	<ul style="list-style-type: none"> <i>Health Skills for Wellness</i>, Chapters 8 and 9

**Program Standards: Grade 9
Health**

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student evaluates the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows of local resources for information, testing, and support for pregnancy prevention, HIV/AIDS, and other STDs 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 26 and 27
Benchmark B: The student analyzes the effect of media and technology on personal and community health policy and health promotion.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Understands influences on health promotion and disease prevention (e.g., laws, policies, and practices on health-related issues; research and medical advances; the effect of media and technology on personal and community health policy) 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 26 and supplemental materials

Program Standards: Grade 9 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student negotiates conflict situations constructively while maintaining safe and respectful relationships.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows strategies for resolving conflicts and maintaining safe and respectful relationships 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 6 (Lesson 1) and 7
<ul style="list-style-type: none"> • Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 6 (Lesson 1) and 7
<ul style="list-style-type: none"> • Knows skills used to communicate effectively with family, friends, and others, and effects of open and honest communication 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 5 and 6 (Lesson 1)
Benchmark B: The student demonstrates social skills to encourage self and others to choose healthy behaviors.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Knows how refusal, negotiation, and collaboration skills can be used to encourage others to choose healthy behaviors 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 6 (Lesson 1)

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student anticipates emotional situations and plans how to act in safe and respectful ways.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Uses a variety of skills to cope with stress and crisis 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 3 and 4
<ul style="list-style-type: none"> • Understands that each individual has the ability to control words and actions which may affect others 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 3 and 4

Program Standards: Grade 9 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student investigates a health and fitness problem or issue: lists alternative courses of action, chooses the course that most fully addresses the needs and requirements of the situation, backs up the choice with evidence, and evaluates the outcome.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Researches a health or fitness problem: assesses needs and resources, chooses a course of action, and supports choices with evidence 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 1, 11 (goals), and 27
Benchmark B: The student investigates the health and fitness requirements for occupational/career areas of interest.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Investigates health and fitness requirements for career areas 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 27, and WOIS or other related computer programs

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops, implements, and monitors a personal health and fitness plan based on life goals for leisure and employment.	
CKSD Essential Learning	Unit/Activities
<ul style="list-style-type: none"> • Develops a personal health and fitness plan 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 1
<ul style="list-style-type: none"> • Identifies decision-making skills (e.g., evaluating needs, risks, and consequences) that promote individual, family, and community health 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapter 1
<ul style="list-style-type: none"> • Understands the impact of personal health behaviors on the functioning of body systems 	<ul style="list-style-type: none"> • <i>Health Skills for Wellness</i>, Chapters 14, 15, 16, and 17

Program Standards: Grade 10 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student plans for coping with the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the personal responsibilities inherent in dating relationships, marriage, and parenthood 		
Benchmark B: The student describes the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands personal behaviors that are risk factors associated with transmission of HIV/AIDS 		
<ul style="list-style-type: none"> • Knows the effects of teenage pregnancy on teenagers, their children, their parents, and society 		

Program Standards: Grade 10 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student evaluates the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands transmission and life cycle of HIV and the progression of AIDS, current treatment of AIDS, and low- and high-risk factors for HIV/AIDS 		
<ul style="list-style-type: none"> • Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety, safe driving) 		

Program Standards: Grade 10 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student develops strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies that promote non-abusive and safe environments at home, school, and in the community 		
Benchmark B: The student maintains emergency first aid skills to assist self and others when necessary.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies for preventing and responding to deliberate and accidental injuries 		

**Program Standards: Grade 10
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark C: The student develops strategies to manage stress and knows how to modify the strategies throughout life.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark D: The student analyzes the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the relationship and consequences of using alcohol, tobacco, drugs, and other substances 		

Program Standards: Grade 10 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student assesses the impact of the environment on health in choosing where to live, work, and play.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the impact of environment on health in choosing where to live, work, and play 		
Benchmark B: The student describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., nutrition, rest, exercise; refraining from cigarette smoking and use of alcohol or other drugs) 		

Program Standards: Grade 10 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student evaluates the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows of local resources for information, testing, and support for HIV/AIDS and other STDs, and pregnancy prevention 		
<ul style="list-style-type: none"> • Knows the cost, availability, and accessibility of health services for people of all ages 		
Benchmark B: The student analyzes the effect of media and technology on personal and community health policy and health promotion.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Analyzes the effects of media and technology on personal and community health policy and promotion as it relates to self and others 		

Program Standards: Grade 10 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student negotiates conflict situations constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands that respect and compassion should exist for others (e.g., date rape, respect, refusal skills) 		
<ul style="list-style-type: none"> Recognizes how individual attitudes and actions can affect the successes or failures of maintaining safe and respectful relationships (harassment/equity, etc.) 		
Benchmark B: The student demonstrates social skills to encourage self and others to choose healthy behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student anticipates emotional situations and plans how to act in safe and respectful ways.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 10 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student investigates a health and fitness problem or issue: lists alternative courses of action, chooses the course that most fully addresses the needs and requirements of the situation, backs up the choice with evidence, and evaluates the outcome.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the importance of regular examinations (including self-examination of breasts or testicles) in detecting and treating diseases early 		
Benchmark B: The student investigates the health and fitness requirements for occupational/career areas of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops, implements, and monitors a personal health and fitness plan based on life goals for leisure and employment.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Uses available technology to analyze personal health (e.g., stress reduction, body fat composition, nutritional analysis) 		
<ul style="list-style-type: none"> Modifies and continues to implement a personal fitness plan which includes physical activities, nutrition, and reduction of risk-taking behaviors 		

Program Standards: Grade 11 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student plans for coping with the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark B: The student describes the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Evaluates own responsibility in decision-making pertaining to sexual activity 		
<ul style="list-style-type: none"> • Demonstrates responsibility in communication regarding sexual activity 		

**Program Standards: Grade 11
Health**

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student evaluates the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows situations that require professional health services in the area of prevention, treatment, and rehabilitation (e.g., persistent depression, prenatal and perinatal care, treatment or management of disease, alcohol- or drug-related problems, neglect and child abuse, pregnancy, and disease prevention) 		
<ul style="list-style-type: none"> • Knows how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws, exercising voting privileges) 		

Program Standards: Grade 11 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student develops strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations 		
Benchmark B: The student maintains emergency first aid skills to assist self and others when necessary.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark C: The student develops strategies to manage stress and knows how to modify the strategies throughout life.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark D: The student analyzes the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the short- and long-term consequences of safe, risky, and harmful behaviors 		

Program Standards: Grade 11 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student assesses the impact of the environment on health in choosing where to live, work, and play.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers) 		
Benchmark B: The student describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student evaluates the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Utilizes local resources for information, testing, and support for STDs, including HIV 		
Benchmark B: The student analyzes the effect of media and technology on personal and community health policy and health promotion.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows factors that influence personal selection of health care resources, products, and services (e.g., cost, benefits) 		

Program Standards: Grade 11 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student negotiates conflict situations constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows strategies for resolving conflicts and maintaining safe and respectful relationships 		
Benchmark B: The student demonstrates social skills to encourage self and others to choose healthy behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student anticipates emotional situations and plans how to act in safe and respectful ways.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 11 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student investigates a health and fitness problem or issue: lists alternative courses of action, chooses the course that most fully addresses the needs and requirements of the situation, backs up the choice with evidence, and evaluates the outcome.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Analyzes transmission and life cycle of HIV and progression of AIDS; describes current treatments for HIV/AIDS; differentiates between low-risk and high-risk factors associated with contracting HIV/AIDS 		
<ul style="list-style-type: none"> • Analyzes personal behaviors for risk factors associated with the transmission of STDs, including HIV/AIDS 		
<ul style="list-style-type: none"> • Understands the impact of personal health behaviors on the functioning of body systems 		
Benchmark B: The student investigates the health and fitness requirements for occupational/career areas of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 11 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops, implements, and monitors a personal health and fitness plan based on life goals for leisure and employment.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands the interrelationships of mental, emotional, social, and physical health throughout adulthood 		
<ul style="list-style-type: none"> • Modifies and continues to implement a personal fitness plan which includes physical activities, nutrition, and reduction of risk-taking behavior 		

Program Standards: Grade 12 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.1: The student recognizes patterns of growth and development.

Benchmark A: The student plans for coping with the physical, social, and emotional transition from adolescence to adulthood as related to reproductive health.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands how physical, mental, social, and cultural factors influence attitude and behavior regarding sexuality 		
Benchmark B: The student describes the responsibilities associated with abstinence, sexual activity, and the avoidance of pregnancy and sexually transmitted diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 12 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.2: The student understands the transmission and control of communicable and noncommunicable diseases.

Benchmark A: The student evaluates the effect and validity of personal health practices, public policies, research, and medical advances on the prevention and control of diseases.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Knows where to find national health policies (e.g., Healthy People 2000) 		
<ul style="list-style-type: none"> • Knows how public health policies and government regulations (e.g., OSHA regulations, Right to Know laws, DSS regulations, Centers for Disease Control and Prevention, and Food and Drug Administration) impact health-related issues (e.g., safe food handling, household waste disposal controls, clean air, disposal of nuclear waste) 		
<ul style="list-style-type: none"> • Understands the social, economic, and political effects of disease on individuals, families, and communities 		

Program Standards: Grade 12 Health

EALR #2: The student acquires the knowledge and skills necessary to maintain a healthy life: recognizes patterns of growth and development, reduces health risks, and lives safely.

Component 2.3: The student acquires skills to live safely.

Benchmark A: The student develops strategies for self and others to promote non-abusive and safe environments and to demonstrate safe and respectful behaviors at home, school, and in the community.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Knows strategies solving interpersonal conflicts without harming self or others 		
Benchmark B: The student maintains emergency first aid skills to assist self and others when necessary.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark C: The student develops strategies to manage stress and knows how to modify the strategies throughout life.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
Benchmark D: The student analyzes the implications of decisions regarding the use of nicotine, alcohol, and other drugs based on laws and the steps leading to dependence or addiction.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the adverse consequences that the abuse of alcohol, tobacco, and other drugs can have on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity) 		

Program Standards: Grade 12 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1: The student understands how environmental factors affect one's health.

Benchmark A: The student assesses the impact of the environment on health in choosing where to live, work, and play.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the impact of environmental factors on the health of the community (e.g., the effect of air pollution on asthma or drought conditions on the water supply; environmental impacts on the food supply and its nutrient quality) 		
Benchmark B: The student describes how nutrition, rest, exercise, disease, and substance abuse influence fetal development.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the importance of prenatal and perinatal care to both the mother and the child 		
<ul style="list-style-type: none"> Understands risks associated with alcohol and drug use during pregnancy (F.A.S.) 		

Program Standards: Grade 12 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.2: The student gathers and analyzes health information.

Benchmark A: The student evaluates the accuracy and usefulness of health information for selection of products and services and avoidance of unsafe situations during play and work.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Utilizes local resources for information regarding pregnancy prevention 		
Benchmark B: The student analyzes the effect of media and technology on personal and community health policy and health promotion.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 12 Health

EALR #3: The student analyzes and evaluates the impact of real-life influences on health.

Component 3.3: The student uses social skills to protect health and safety in a variety of situations.

Benchmark A: The student negotiates conflict situations constructively while maintaining safe and respectful relationships.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands methods to facilitate the transition from the role of a child to the role of an independent adult in the family 		
<ul style="list-style-type: none"> Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations 		
Benchmark B: The student demonstrates social skills to encourage self and others to choose healthy behaviors.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> Understands the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed 		

Component 3.4: The student understands how emotions influence decision-making.

Benchmark A: The student anticipates emotional situations and plans how to act in safe and respectful ways.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Program Standards: Grade 12 Health

EALR #4: The student effectively analyzes health and safety information to develop health and fitness plans based on life goals.

Component 4.1: The student assesses needs and resources.

Benchmark A: The student investigates a health and fitness problem or issue: lists alternative courses of action, chooses the course that most fully addresses the needs and requirements of the situation, backs up the choice with evidence, and evaluates the outcome.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources
<ul style="list-style-type: none"> • Understands a variety of strategies used to address health-risk behaviors (e.g., efforts through the school or community, through educational safety models for children and adults, through treatment plans for drug addiction; evaluates personal behaviors for risk factors associated with transmission of STDs, including HIV/AIDS) 		
Benchmark B: The student investigates the health and fitness requirements for occupational/career areas of interest.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

Component 4.2: The student develops a health and fitness plan and a monitoring system.

Benchmark A: The student develops, implements, and monitors a personal health and fitness plan based on life goals for leisure and employment.		
CKSD Essential Learning	Cross-Curricular References	Suggestions/Resources

REFERENCED HEALTH RESOURCES

BOOKS

Berger, Melvin. *Germs Make Me Sick*. Reading Rainbow Book.
Cole, Joanna. *Magic School Bus*. Scholastics.
Fay/Cline. *Love and Logic*. Love & Logic Press, Inc.
Gelman, Rita. *Body Battles*. Scholastics.
The Human Body: A Discovery Book. Scholastic.
Ransford, Lynn. *Healthy Happy Bodies*.

CURRICULA

Bicycle Safety - Kitsap County Health Department
Capable Kids - CKSD Health Services
FLASH - CKSD Curriculum Department
Friendship Group - CKSD Health Services
Girls' Circle - CKSD Health Services
Glow-Germ (hand washing) - CKSD Health Services
Growing Up and Liking It - CKSD Health Services
Head Smart - CKSD Health Services
Healthy Choices - CKSD Health Services
Heart Power - American Heart Association
Jump Rope for Heart - American Heart Association
KELSO'S CHOICE - CKSD Curriculum Department
KNOW - Washington State - CKSD Curriculum Department
Learn Not to Burn - Fire Departments (Judy Knudsen)
Naval Hospital Bremerton Partnership (see brochure) - CKSD Curriculum Department
PATHS - CKSD Curriculum Department
People You Would Like to Meet - March of Dimes - CKSD Health Services
Second Step: Personal Safety - CKSD Health Services
Talking About Touching - Jennifer James - Coalition for Children
You Can Take Care of Yourself - University of Washington - CKSD Health Services

WEB SITE ADDRESSES: (http//)

Circulatory system - sln2.fi.edu/biosci/systems/circulatory.html
The Food Pyramid - www.tms.tribune.com/fyiowa_fitness/pyramid.html
The Food Pyramid Eating Plan - sln2.fi.edu/biosci/healthy/pyramid.html
General Health Page - www.montana.edu/~wwwhs/genhel.html
Healthy Heart Diet - sln2.fi.edu/biosci/healthy/diet.html
The Heart: An Online Exploration - sln2.fi.edu/biosci/heart.html
Living on Earth Transcripts - www.loe.org/html/transcripts.html
Newton's Apple Lesson Plans Index - ericir.syr.edu/projects/newton
Respiratory System - sln2.fi.edu/biosci/systems/respiratory.html
Systems - sln2.fi.edu/biosci/systems/systems.html
Washington State Dairy Council - www.eatsmart.org

Washington State Essential Academic Learning Requirements Fo Health

See OSPI Web Site

Choose Curriculum Area and either Word or PDF format

<http://www.k12.wa.us/curriculuminstruct/EALRs.asp>