

BEVERLY PUBLIC SCHOOLS
HEALTH CURRICULUM

Physical Health Strand

Physical Health includes those aspects of health that are often the most salient in our immediate lives and related closely to the natural progression inherent in human development. The knowledge and skills presented are the foundation for individual control over many of the factors related to a healthy lifestyle. The areas covered share common goals in their emphasis and focus on building and maintaining healthy habits.

PreK-12 Standard 1: Growth and Development

Students will learn the basic characteristics of physical growth and development, including body functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.

Learning Standards: Growth and Development

PreK-5	<p>Body Systems 1.1 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems). 1.2 Identify behaviors and environmental factors that influence functioning of body systems. 1.3 Identify appropriate accommodations and aids for people with physical disabilities.2/25/2005</p> <p>Life Cycle 1.4 Distinguish the characteristics of living and non-living organisms. 1.5 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, and death).</p>	<p>1.1 Health – Grade 3; Gr. 5 Science</p> <p>1.2 Health – Grade 3</p> <p>1.3 Nursing – 504</p> <p>1.4 Gr. 4 Science; K-2 Science(Life Cycles)</p> <p>1.5 Science Gr. 3-5 (Plant Structures & Functions)</p>
6-8	<p>Body Systems 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood). 1.7 Explain the function of human body systems and how body systems work together. 1.8 Describe the influence of health habits on growth and development.</p>	<p>1.6 Gr. 6-8 Science</p> <p>1.7 Gr. 6-8 Science (Systems in Living Things)</p> <p>1.8</p>

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	<p>1.9 Apply skills that increase immediate peak functioning of body systems (vigorous exercise, eating nutritious foods, adequate rest).</p> <p>Life Cycle 1.10 Define genes and the concept of heredity.</p>	<p>1.9 Gr. 8 Wellness; Gr. 6-8 P.E.; Gr. 6 Health</p> <p>1.10 Gr. 6-8 Science (Reproduction & Heredity)</p>
9-12	<p>Body Systems 1.11 Describe the impact of behavior and environment on failure of body systems (nervous, muscular, skeletal, circulatory, respiratory, endocrine, and excretory systems).</p> <p>Life Cycle 1.12 Describe the growth patterns and body changes within human beings throughout the life cycle (from prenatal through late adulthood), including critical periods in growth and development. 1.13 Describe how both heredity (including congenital factors) and the environment influence growth and development.</p>	<p>1.11 Child Development; Wellness & Fitness; CPR/First Aid; Athletic Training; Life Issues; Food, Nutrition, and Exercise.</p> <p>1.12 Child Development; Life Issues; Team Sports; First Aid; Food, Nutrition and Exercise.</p> <p>1.13 Child Development; Life Issues.</p>

PreK-12 Standard 2: Physical Activity and Fitness

Students will, by repeated practice, acquire and refine a variety of manipulative, locomotor, and non-locomotor movement skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Learning Standards: Physical Activity and Fitness

PreK-5	<p>Motor Skill Development 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.</p>	<p>2.1 P.E. all classes</p> <p>2.2 P.E. all classes</p>
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	<p>2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills.</p> <p>Fitness</p> <p>2.4 Identify physical and psychological changes that result from participation in a variety of physical activities.</p> <p>2.5 Explain the benefits of physical fitness to good health and increased active lifestyle.</p> <p>2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances).</p> <p>Personal and Social Competency</p> <p>2.7 Demonstrate responsible personal and social conduct used in physical activity settings.</p>	<p>2.3 P.E. all classes; Gr. 5 Performance Block</p> <p>2.4 P.E. all classes; Gr. 3 Health</p> <p>2.5 P.E. all classes; Gr. 3 Health</p> <p>2.6 Gr. 3 Health; Gr. 5 Mini-Unit on Nutrition(except alcohol and other substances)</p> <p>2.7 P.E. all classes; Gr. 3 Health</p>
6-8	<p>Motor Skill Development</p> <p>2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others.</p> <p>2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency.</p> <p>2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow.</p> <p>Fitness</p> <p>2.11 Apply basic principles of training and appropriate</p>	<p>2.8 Gr. 6-8 P.E. (Team Sports/Dance)</p> <p>2.9 Gr. 6-8 P.E. (Team Sports)</p> <p>2.10 Gr. 6-8 P.E. (Dance)</p> <p>2.11 Gr. 8 Wellness (Exercise Program)</p>

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	<p>guidelines of exercise to improve immediate and long-term physical fitness.</p> <p>2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension.</p> <p>2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness.</p> <p>Personal and Social Competency</p> <p>2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance.</p> <p>2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed.</p> <p>2.16 Describe the purpose and benefits of sports, games, and dance in modern society.</p>	<p>2.12 Gr. 8 Wellness (Exercise Program)</p> <p>2.13</p> <p>2.14 Gr. 6-8 P.E. (Team Sports)</p> <p>2.15 Gr. 6-8 P.E. (Physical Activities; Team Sports; Dance)</p> <p>2.16 Gr. 6-8 P.E. (Team Sports; Dance)</p>
9-12	<p>Motor Skill Development</p> <p>2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).</p> <p>2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise.</p> <p>2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.</p> <p>Fitness</p> <p>2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.</p> <p>2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.</p> <p>2.22 Conduct a personally developed physical activity program.</p>	<p>2.17 Wellness and Fitness; Swimming; Team Sports; Lifetime Sports; Co-operative Adventure</p> <p>2.18 Athletic Training; Lifetime Sports; Modern Dance; Wellness and Fitness; Co-operative Adventure; Team Sports.</p> <p>2.19 Athletic Training; Team Sports, Lifetime Sports; Swimming; Sports Management.</p> <p>2.20 Wellness and Fitness; Lifetime Sports, Athletic Training; Team Sports; Swimming.</p> <p>2.21 Sports Management; Athletic Training; Wellness and Fitness.</p> <p>2.22 Wellness and Fitness; Lifetime Sports;</p>

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<p>2.23 Meet developmentally appropriate health-related fitness benchmarks.</p> <p><i>Personal and Social Competency</i></p> <p>2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.</p> <p>2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.</p> <p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p> <p>2.27 Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).</p>	<p><i>Swimming.</i></p> <p><i>2.23 Wellness and Fitness; Lifetime Sports; Swimming.</i></p> <p><i>2.24 Wellness and Fitness; Life Issues.</i></p> <p><i>2.25 Life Issues; Wellness and Fitness; Food, Nutrition and Exercise.</i></p> <p><i>2.26 Team Sports; Lifetime Sports, Wellness and Fitness; Sports Management.</i></p> <p><i>2.27 Team Sports; Sports Management; Co-operative Adventure.</i></p>
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PreK-12 Standard 3: Nutrition

Students will gain the knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.

Learning Standards: Nutrition

PreK -5	<p><i>Improving Nutrition</i></p> <p>3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.</p> <p>3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.</p> <p>3.3 Recognize hunger and satiety cues and how to make food decisions based upon these cues.</p>	<p><i>3.1 Gr. 3 Health</i></p> <p><i>3.2 Gr. 3 Health</i></p> <p><i>3.3 Gr. 3 Health; Lunch/Recess</i></p> <p><i>3.4 Gr. 3 Health; K-2 Science (Heredity); 3-5 Science</i></p>
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	<p>3.4 Identify heredity, diet, and physical activity as key factors in body shape and size.</p> <p>Safe and Adequate Food Supply 3.5 Identify the connection between food served in the home with regional food production. 3.6 Describe personal hygiene and safety measures used in preparing foods.</p> <p>Social Influences 3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.</p>	<p>(Adaptations of Living Things)</p> <p>3.5 Gr. 5 Geography Unit (?SS Frameworks) 3.6 Gr. 3 Health Class</p> <p>3.7 Gr. 3 Health Class</p>
6 - 8	<p>Improving Nutrition 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span. 3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt. 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food. 3.11 Analyze dietary intake and eating patterns.</p> <p>Safe and Adequate Food Supply 3.12 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques). Social Influences 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders.</p>	<p>3.8 Gr. 6 Health (Functions of Key Nutrients)</p> <p>3.9</p> <p>3.10 Gr. 6 Health (Intro to Food Labels)</p> <p>3.11</p> <p>3.12</p> <p>3.13</p>
9 -12	<p>Improving Nutrition 3.14 Describe the digestive process and how substances (alcohol, drugs, and chemicals) interfere with metabolism.</p>	<p>3.14 Life Issues; Wellness and Fitness.</p>

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<p>3.15 Explain the relationships among dietary intake (including nutritional supplements), eating behaviors, physical activity, and emotional health.</p> <p>3.16 Describe the nutritional needs and outcomes associated with life stages (prenatal through late adulthood).</p> <p>Safe and Adequate Food Supply</p> <p>3.17 Identify the effects of food preparation techniques on the nutritional value of the food.</p> <p>3.18 Identify common food-borne illnesses.</p> <p>3.19 Identify and practice resource management skills needed to maintain and improve nutritional health.</p> <p>Social Influences</p> <p>3.20 Identify and analyze dietary plans, costs, and long-term outcomes of weight management programs.</p> <p>3.21 Identify how social and cultural messages about food and eating influence nutrition choices.</p>	<p>3.15 Athletic Training; Food, Nutrition and Exercise.</p> <p>3.16 Life Issues; Child Development; Food, Nutrition and Exercise.</p> <p>3.17 Culinary Arts; Food, Nutrition and Exercise.</p> <p>3.18 Life Issues; Food, Nutrition and Exercise.</p> <p>3.19 Life Issues; Food, Nutrition and Exercise.</p> <p>3.20 Life Issues; Food, Nutrition and Exercise.</p> <p>3.21 Food, Nutrition and Exercise.</p>
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PreK-12 Standard 4: Reproduction/Sexuality

Students will acquire the knowledge and skills necessary to make effective personal decisions that promote their emotional, sexual, and reproductive health.

Learning Standards: Reproduction/Sexuality

<p>PreK-5 Development</p> <p>4.1 Identify the components, functions, and processes of the reproductive system.</p> <p>4.2 Identify the physical changes as related to the reproductive system during puberty.</p> <p>4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian).</p>	<p>4.1 Nurse/Male PE Teacher – Gr. 5</p> <p>4.2 Nurse/Male PE Teacher – Gr. 5</p> <p>4.3</p>
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	<p>Wellness 4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus.</p>	4.4
6-8	<p>Development 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty.</p> <p>Wellness 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior. 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions. 4.8 Describe behaviors and methods for pregnancy prevention, including abstinence. 4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented. 4.10 Identify sexual discrimination and harassment.</p>	<p>4.5</p> <p>4.6</p> <p>4.7</p> <p>4.8</p> <p>4.9</p> <p>4.10 Equity Coordinators; Harassment policy</p>
9-12	<p>Development 4.11 Identify the stages of the male and female reproductive systems over the life cycle. 4.12 List the signs of pregnancy. 4.13 Describe the effectiveness and consequences of various pregnancy, HIV, and STI prevention methods, including abstinence. 4.14 Identify possible determinants of sexual orientation and analyze the weight of each in light of available research.</p> <p>Wellness 4.15 Explain the importance of examination of both genders for HIV and STIs before conception and the risks and precautions of delivery when HIV and STIs are present. 4.16 Describe proper prenatal care and identify types of birth defects.</p>	<p>4.11 Child Development; Life Issues.</p> <p>4.12 Child Development; Life Issues.</p> <p>4.13 Life Issues.</p> <p>4.14 Life Issues.</p> <p>4.15 Child Development; Life Issues; Wellness and Fitness.</p> <p>4.16 Child Development; Life Issues; Food, Nutrition and Exercise.</p>

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	<p>4.17 Explain the importance of communication and setting limits in a sexual relationship.</p> <p>4.18 Identify and distinguish among types and degrees of sexual risk (pregnancy, sexual assault, STIs, including HIV/AIDS)</p> <p>4.19 Evaluate the impact of HIV/AIDS on the community, medical resources, and family.</p> <p>4.20 Identify resources available for treatment of reproductive health problems.</p>	<p>4.17 Child Development; Life Issues.</p> <p>4.18 Wellness and Fitness; Life Issues.</p> <p>4.19 Life Issues; Athletic Training; CPR/First Aid; Wellness and Fitness.</p> <p>4.20 Life Issues; Wellness and Fitness.</p>
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Social and Emotional Health Strand

Social and Emotional Health includes those aspects of health that are particularly unique to human beings, namely being aware of ourselves, both as individuals and as members of social groups. The knowledge and skills presented in this Strand address and support our ability to interact with others in positive and socially acceptable ways.

PreK-12 Standard 5: Mental Health

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention.

Learning Standards: Mental Health

PreK-5	<p>Feelings and Emotions</p> <p>5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings.</p>	<p>5.1 Gr. 3 Health; Second Steps PK-5</p> <p>5.2 Gr. 3 Health; Second Steps PK-5</p>
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	<p>5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being. Identity 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships. 5.4 Describe the effects of leadership skills on the promotion of teamwork. Decision Making 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions. 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept.</p>	<p>5.3 Gr. 3 Health; Equity Coordinators; Second Steps PK-5; Gr. 5 Performance Block 5.4 Entire Staff; Arts; P.E.; Performance Block; Gr. 3 Health 5.5 Second Steps PK-5 5.6 Second Steps Pk-5</p>
6-8	<p>Feelings and Emotions 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning. 5.8 Identify the causes and effects of depression and how to seek help. Identity 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem. Decision Making 5.10 Describe the contribution of a personal support system to good mental health.</p>	<p>5.7 Second Steps 6-8 5.8 School Adjustment Counselor 5.9 Gr. 6 Health 5.10 Second Steps 6-8; School Adjustment Counselor</p>
9-12	<p>Feelings and Emotions 5.11 Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress. 5.12 Identify the factors that help people deal with grief. 5.13 Analyze research on health behaviors and brain chemistry</p>	<p>5.11 Life Issues; Wellness and Fitness; Sports Management; Food, Nutrition and Exercise. 5.12 Life Issues 5.13 Child Psychology; Sports Management.</p>

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<p>and emotional functioning.</p> <p>Identity</p> <p>5.14 Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self.</p> <p>5.15 Describe the influence of gender on identity and self-concept.</p> <p>5.16 Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention.</p> <p>5.17 Identify common mental health disorders (for example, anxiety, schizophrenic, and mood, including depression and bipolar) and treatments (for example, psychological, biomedical).</p> <p>Decision Making</p> <p>5.18 Identify ways in which decision-making is influenced by sound character, family, and personal beliefs.</p> <p>5.19 Explain positive techniques for handling difficult decisions.</p>	<p>5.14 Life Issues; Sports Management; Co-operative Adventure.</p> <p>5.15 Life Issues.</p> <p>5.16 Life Issues; Food Nutrition and Exercise.</p> <p>5.17 Life Issues.</p> <p>5.18 Life Issues; Wellness and Fitness; Sports Management; Co-operative Adventure.</p> <p>5.19 Life Issues; CPR/First Aid; Wellness and Fitness; Sports Management; Co-operative Adventure.</p>
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PreK-12 Standard 6: Family Life

Students will gain knowledge about the significance of the family on individuals and society, and will learn skills to support the family, balance work and family life, be an effective parent, and nurture the development of children.

Learning Standards: Family Life

<p>PreK-5 Functions and Purpose</p> <p>6.1 Describe different types of families, addressing membership and social influences, and the functions of family members.</p> <p>6.2 Describe factors, such as character traits of individuals and life events, that can strengthen families.</p> <p>Supports</p> <p>6.3 Identify whom to talk with about family problems and successes.</p> <p>Parenting</p>	<p>6.1 Gr. 1 Social Studies; Gr. 4 Social Studies (Ancient China)</p> <p>6.2 Gr. 1 Social Studies</p> <p>6.3 School Adjustment Counselor; Gr. 3 Health; Equity Coordinators</p> <p>6.4 Gr. 3 Health; School Adjustment Counselor;</p>
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	6.4 Identify what parents do to provide a safe, healthy environment for their children.	<i>Equity Coordinators</i>
6-8	<p><i>Functions and Purpose</i> 6.5 Describe how the functions, purposes, and responsibilities of family members change with life events. 6.6 Explain the family life cycle and recognize that raising a child is one of the most important functions of a family.</p> <p><i>Supports</i> 6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.</p> <p><i>Parenting</i> 6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences.</p>	<p><i>6.5 Second Steps 6-8</i></p> <p><i>6.6</i></p> <p><i>6.7 Second Steps 6-8; School Adjustment Counselor</i></p> <p><i>6.8 Second Steps 6-8; School Adjustment Counselor</i></p>
9-12	<p><i>Functions and Purpose</i> 6.9 Explain the functions, purposes, and social significance of family from various historical periods, including modern times. 6.10 Identify the traits of a healthy family (such as responsibility, communication, trust, loyalty, respect, commitment, love, affirmation, and self-reliance) and explain the interdependence and independence of family members.</p> <p><i>Supports</i> 6.11 Identify steps for getting support or help, including identifying resources for families whose members have special health needs.</p> <p><i>Parenting</i> 6.12 Identify the child-rearing skills (including emotional maturity to nurture children and knowledge of child development stages) and the financial resources needed for parenting. 6.13 Evaluate various types of discipline parents might use with children of different ages.</p>	<p><i>6.9 Child Development; Life Issues.</i></p> <p><i>6.10 Child Development; Life Issues.</i></p> <p><i>6.11 Child Development; Life Issues; Athletic Training.</i></p> <p><i>6.12 Child Development; Life Issues.</i></p> <p><i>6.13 Child Development</i></p>

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<p>6.14 Describe the consequences of teen parenting from the perspectives of the teen mother, teen father, and the parents of the teens.</p> <p>6.15 Identify desirable character traits (such as love, respectfulness, generosity, kindness, and forgiveness) and describe the development of good character, including the role of parents and family in the moral development of children.</p> <p>6.16 Describe considerations relevant to becoming a parent (including the various ways of becoming a parent such as foster parenting, adoption, and step parenting).</p> <p>6.17 Describe parental practices that encourage literacy in young children.</p>	<p>6.14 Child Development; Life Issues.</p> <p>6.15 Child Development; Life Issues; Sports Management.</p> <p>6.16 Child Development; Life Issues.</p> <p>6.17 Child Development.</p>
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PreK-12 Standard 7: Interpersonal Relationships

Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance and make many of these relationships more fulfilling through commitment and communication.

Learning Standards: Interpersonal Relationships

PreK-5	<p>Communication</p> <p>7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups.</p> <p>7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school.</p> <p>Peer Relationships</p> <p>7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the</p>	<p>7.1 Second Steps PK-5</p> <p>7.2 Second Steps PK-5; Gr. 5 Performance Block</p> <p>7.3 Gr. 3 Health Class; Second Steps PK-5; Gr. 4, 5 Literature (Maniac Magee; Daniels; Bridge to Teribithia)</p> <p>7.4 Equity Coordinators; Gr. 4,5 Literature as above;</p>
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	<p>importance of sound character in interacting with others. 7.4 Describe the concepts of prejudice and discrimination.</p>	Gr. 3 Health
6-8	<p>Communication 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.</p> <p>Peer Relationships 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure. 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.</p> <p>Romantic Relationships 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct. 7.9 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.</p>	<p>7.5 Second Steps 6-8</p> <p>7.6 Gr. 6 Health; Second Steps 6-8</p> <p>7.7 Second Steps 6-8; Equity Coordinators</p> <p>7.8</p> <p>7.9</p>
9-12	<p>Communication 7.10 Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faith-based groups. 7.11 Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying). 7.12 Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society). 7.13 Explain the importance of communication in setting limits</p>	<p>7.10 Life Issues; Wellness and Fitness; Co-operative Adventure.</p> <p>7.11 Life Issues; Wellness and Fitness; Sports Management; Co-operative Adventure.</p> <p>7.12 Life Issues; Sports Management.</p> <p>7.13 Life Issues; Wellness and Fitness.</p>

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<p>in a sexual relationship. Peer Relationships 7.14 Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions. 7.15 Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships. Romantic Relationships 7.16 Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships. 7.17 Describe commitment in casual and serious relationships.</p>	<p>7.14 Life Issues; Wellness and Fitness; Co-operative Adventure.</p> <p>7.15 Life Issues.</p> <p>7.16 Life Issues.</p> <p>7.17 Life Issues; Sports Management.</p>
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Safety and Prevention Strand

Safety and Prevention includes those aspects of health most often related to risky and dangerous behaviors and conduct that can have negative life-long consequences on health. The topics are of particular importance for young people who are at the age when many of these behaviors are being contemplated. The knowledge and skills presented in the Personal Safety Strand provide a means for young people to avoid risky behavior, now and in the future, so that they can lead healthier lives.

PreK-12 Standard 8: Disease Prevention and Control

Students will learn the signs, causes, and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance.

Learning Standards: Disease Prevention and Control

PreK-5	Prevention	8.1 Gr. 3 Health
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	<p>8.1 Describe how the body fights germs and disease naturally and with medicines and immunization. Signs, Causes, and Treatment</p> <p>8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness. Health Maintenance</p> <p>8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes).</p> <p>8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing).</p>	<p>8.2 Gr. 3 Health</p> <p>8.3 Gr. 3 Health; Nurse</p> <p>8.4 Dental Clinic Gr. 3,4.</p>
6-8	<p>Prevention</p> <p>8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.</p> <p>8.6 Describe the importance of early detection in preventing the progression of disease. Signs, Causes, and Treatment</p> <p>8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers.</p> <p>8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community. Health Maintenance</p> <p>8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness.</p> <p>8.10 Describe the relationship between overexposure to the sun and skin cancer.</p> <p>8.11 List the factors contributing to tooth decay, diseases of the mouth, and preventive measures.</p> <p>8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep.</p>	<p>8.5</p> <p>8.6</p> <p>8.7</p> <p>8.8</p> <p>8.9 Nurse</p> <p>8.10</p> <p>8.11 Dental Clinic (?)</p> <p>8.12</p>

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9-12	<p>Prevention</p> <p>8.13 Explain how the immune system functions to prevent and combat disease.</p> <p>8.14 Identify positive health behaviors that reduce the risk of disease.</p> <p>8.15 Learn how to use effective physical self-examination procedures and at what age they become necessary.</p> <p>8.16 Demonstrate how to discuss procedures and test results with health care providers.</p> <p>Signs, Causes, and Treatment</p> <p>8.17 Describe the leading causes of death for different age groups, symptoms of common diseases among youth, the importance of early diagnosis, and the need for active involvement in the treatment and management of disease and chronic health problems.</p> <p>8.18 Analyze the interaction between genetics and disease.</p> <p>Health Maintenance</p> <p>8.19 Explain the prevention and control of common communicable infestations, diseases, and infections.</p>	<p>8.13 CPR/First Aid; Athletic Training; Life Issues; Wellness and Fitness.</p> <p>8.14 CPR/First Aid; Athletic Training; Wellness and Fitness.</p> <p>8.15 Life Issues.</p> <p>8.16 Life Issues.</p> <p>8.17 CPR/First Aid; Life Issues; Wellness and Fitness.</p> <p>8.18 Life Issues; Wellness and Fitness.</p> <p>8.19 CPR/First Aid; Athletic Training; Life Issues; Wellness and Fitness.</p>
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PreK-12 Standard 9: Safety and Injury Prevention

Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize, and report verbal, physical, and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury, including motor vehicle accidents, fire safety, and weapons safety.

Learning Standards: Safety and Injury Prevention

PreK-5	<p>Hazard Prevention</p> <p>9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important.</p> <p>9.2 Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who</p>	<p>9.1 Bus safety- all levels twice a year; Operation Lifesaver (train Safety) once a year.</p> <p>9.2 Classroom teachers- all grades</p> <p>9.3 Gr. 4 – Electricity safety program; Gr. 3 Health</p>
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	<p>can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency.</p> <p>9.3 Describe personal responsibility for reducing hazards and avoiding accidents.</p> <p>Self Protection</p> <p>9.4 Distinguish among safe, unsafe, and inappropriate touch.</p> <p>9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.</p> <p>Emergency Intervention</p> <p>9.6 Follow universal precautions for all first aid involving any blood and other body fluids.</p> <p>9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions.</p>	<p>9.4 School Adjustment Counselor</p> <p>9.5 Gr. 3 Health</p> <p>9.6 Gr. 5 Mini-Unit; Nurse</p> <p>9.7 Gr. 5 Mini-Unit; Nurse</p>
6-8	<p>Self Protection</p> <p>9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing).</p> <p>9.9 List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment.</p> <p>9.10 Recognize sexual abuse and child abuse and how to get help.</p> <p>Emergency Intervention</p> <p>9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.</p> <p>9.12 Apply appropriate first aid for bleeding, choking, and burns.</p>	<p>9.8</p> <p>9.9</p> <p>9.10 School Adjustment Counselor</p> <p>9.11</p> <p>9.12</p>
9-12	<p>Hazard Prevention</p> <p>9.13 Explain the connection between accidents and injuries, including the importance of using seatbelts.</p> <p>9.14 Describe the precautions necessary for safety during violent weather conditions and natural disasters.</p> <p>Self Protection</p> <p>9.15 Define harassment based on gender, race, national origin, sexual orientation, religion, or handicap.</p>	<p>9.13 CPR/First Aid; Life Issues; Wellness and Fitness.</p> <p>9.14 CPR/First Aid; Athletic Training.</p> <p>9.15 Life Issues; Wellness and Fitness; Harassment Policy.</p>

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<p>9.16 Define date and acquaintance rape, and describe both how to protect oneself in these situations and how to seek help.</p> <p>9.17 Evaluate home safety conditions, including the presence and proper use of smoke detectors and fire extinguishers.</p> <p>9.18 Describe practices related to safety conditions in the workplace (such as the use of eye protection, gloves, and hard hats).</p> <p>Emergency Intervention</p> <p>9.19 Demonstrate appropriate first aid for stings, bites, broken bones, bleeding, choking, shock, poisoning, burns, and cardiac arrest (cardiopulmonary resuscitation-CPR).</p> <p>9.20 Describe symptoms and procedures for sudden illness conditions.</p>	<p>9.16 Life Issues.</p> <p>9.17 CPR/First Aid; Child Development; Culinary Arts.</p> <p>9.18 CPR/First Aid; Child Development; Culinary Arts.</p> <p>9.19 CPR/First Aid; Athletic Training.</p> <p>9.20 CPR/First Aid; Athletic Training.</p>
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PreK-12 Standard 10: Tobacco, Alcohol, & Substance Use/Abuse Prevention

Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communicating about substance use/abuse prevention for healthier homes, schools, and communities.

Learning Standards: Tobacco, Alcohol, & Other Substance Use/Abuse

PreK-5	<p>Effects on the Body</p> <p>10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth.</p> <p>10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems.</p> <p>10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body.</p> <p>Healthy Decisions</p> <p>10.4 Identify whom to seek help from for a possible poisoning or overdose.</p>	<p>10.1</p> <p>10.2</p> <p>10.3 Gr. Health Class</p> <p>10.4</p>
6-8	<p>Effects on the Body</p> <p>10.5 Describe addictions to alcohol, tobacco, and other drugs,</p>	<p>10.5 Gr. 6 Health; Gr. 8 Wellness (Includes Heroine & Oxycontin)</p>

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	<p>and methods for intervention, treatment, and cessation.</p> <p>10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow.</p> <p>Healthy Decisions</p> <p>10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.</p> <p>10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.</p>	<p>10.6 Gr. 6 Health</p> <p>10.7 Second Steps 6-8; Gr. 6 Health</p> <p>10.8 Gr. 6 Health</p>
9-12	<p>Effects on the Body</p> <p>10.9 Describe the relationship between multi-drug use and the increased negative effects on the body, including the stages of addiction, and overdose.</p> <p>10.10 Describe the harmful effects of tobacco, alcohol, and other substances on pregnant women and their unborn children.</p> <p>Healthy Decisions</p> <p>10.11 Explain the consequences of driving under the influence of alcohol and other drugs, including the effects on passengers when the driver is impaired.</p> <p>10.12 Explain the physical, financial, social, and psychological cost of addiction.</p> <p>10.13 Demonstrate the ability to make informed decisions regarding the use of tobacco, alcohol, and other drugs.</p> <p>10.14 Describe the influence of drug abuse on family members.</p> <p>10.15 Apply promotion skills to encourage healthy behaviors (such as identifying and evaluating initiatives and opportunities for promotion, collecting and disseminating information, and modeling).</p>	<p>10.9 Life Issues; Athletic Training; Wellness and Fitness.</p> <p>10.10 CPR/First Aid; Life Issues; Wellness and Fitness.</p> <p>10.11 Life Issues; Wellness and Fitness.</p> <p>10.12 Athletic Training; Life Issues; Wellness and Fitness.</p> <p>10.13 Athletic Training; Life Issues; Wellness and Fitness (Includes Heroine & Oxycontin).</p> <p>10.14 Life Issues; Wellness and Fitness.</p> <p>10.15 Life Issues.</p>

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PreK-12 Standard 11: Violence Prevention

Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and will identify constructive alternatives to violence, including how to discourage others from engaging in violence.

Learning Standards: Violence Prevention

PreK-5	<p>Awareness 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another.</p> <p>Contributing Factors 11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes.</p> <p>Alternatives 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships. 11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups.</p>	<p>11.1 Second Steps PK-5; Harassment Policy discussed each year (age appropriate); Gr. 3 Health</p> <p>11.2 Second Steps PK-5</p> <p>11.3 Second Steps PK-5; Harassment Policy; Gr. 3 Health</p> <p>11.4 Second Steps PK-5; Gr. 3 Health</p>
6-8	<p>Awareness 11.5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence. 11.6 Identify the social and emotional consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.).</p> <p>Contributing Factors 11.7 Define intolerance and explain how it can contribute to violence.</p> <p>Alternatives 11.8 Describe the power of the individual in reducing violence</p>	<p>11.5 Second Steps 6-8</p> <p>11.6 Second Steps 6-8; Harassment policy; Equity Coordinators</p> <p>11.7 Second Steps 6-8</p> <p>11.8 Second Steps 6-8</p>

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	<p>and identify situations where individuals can become active about violence prevention.</p> <p>11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts.</p> <p>11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups.</p>	<p>11.9 Second Steps 6-8</p> <p>11.10 Second Steps 6-8; School Adjustment Counselor (Awareness issues covered in Gr. 8 Wellness through Victims, Aggressors, and Bystanders curriculum).</p>
<p>9-12</p>	<p>Awareness</p> <p>11.11 Identify shared community and societal beliefs that underlie violence.</p> <p>11.12 Describe the relationship between negative stress and violence.</p> <p>11.13 Identify the mental health and legal consequences of harassment (for example, gender, racial, handicap, sexual in nature, etc.).</p> <p>Contributing Factors</p> <p>11.14 Describe the relationships among attitudes, behaviors, and vulnerability to violence.</p> <p>11.15 Explain why some people admire others who gain social status through violence and how this can contribute to further violence.</p> <p>11.16 Identify those character traits that are connected with peaceful living in society, such as respectfulness, tolerance, honesty, self-discipline, kindness, and empathy.</p> <p>Alternatives</p> <p>11.17 Describe the responsibility of the family in teaching children non-violent attitudes and conduct.</p> <p>11.18 Demonstrate skills for refusal, negotiation, and collaboration to avoid potentially harmful situations in personal, work, and community relationships.</p> <p>11.19 Identify the health consequences of domestic violence, child abuse, rape, and other forms of violence and discuss strategies to deal with as well as prevent them.</p>	<p>11.11 Athletic Training; Life Issues; Wellness and Fitness (Includes Victims, Aggressors, and Bystanders).</p> <p>11.12 Life Issues; Wellness and Fitness.</p> <p>11.13 Athletic Training; Life Issues; Wellness and Fitness.</p> <p>11.14 Life Issues; Wellness and Fitness (Victims, Aggressors, and Bystanders).</p> <p>11.15 Athletic Training; Life Issues; Wellness and Fitness.</p> <p>11.16 Life Issues; Wellness and Fitness, Co-operative Adventure.</p> <p>11.17 Life Issues; Child Development; Wellness and Fitness.</p> <p>11.18 Life Issues; Wellness and Fitness (Victims, Aggressors, Bystanders).</p> <p>11.19 Life Issues.</p>

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Personal and Community Health Strand

Personal and Community Health includes those aspects of health most often related to our larger community and world. The knowledge and skills presented in this Strand lay the groundwork for participation in preserving and improving our surroundings and for dealing with future health-related events. The contribution of Public Health is addressed in this Strand.

PreK-12 Standard 12: Consumer Health and Resource Management

Students will acquire the knowledge and skills necessary to obtain, manage, and evaluate resources to maintain physical and mental health and well being for themselves, their family, and the community.

Learning Standards: Consumer Health and Resource Management

PreK-5	<p>Health Care 12.1 Identify and describe health careers. 12.2 Interpret the symbols and information provided on labels for health care products and food products. Resource Management Practices 12.3 Identify advertising techniques. 12.4 Identify resources used by individuals to manage their daily lives (such as time and money). 12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects.</p>	<p>12.1 12.2 Gr. 3 Health; Gr. 5 Nutrition 12.3 Gr. 3 Health; Gr. 5 Persuasive writing activities in advertising. 12.4 12.5</p>
6-8	<p>Health Care 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health. 12.7 Evaluate both the physical effectiveness and cost effectiveness of health care products. 12.8 Identify ways consumer decisions and actions can influence physical and mental health. Resource Management Practices</p>	<p>12.6 Gr. 6 Health; Gr. 6-8 P.E., Gr. 8 Wellness 12.7 12.8</p>

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	<p>12.9 Describe the decision-making process when planning a budget to save money for a special purpose.</p> <p>12.10 Identify ways that family and friends can positively or negatively influence consumer choices.</p>	<p>12.9</p> <p>12.10</p>
<p>9-12</p>	<p>Health Care</p> <p>12.11 Explain when and how to use self-care or professional health care services.</p> <p>12.12 Identify information needed to select and maintain relationships with health care providers to meet the needs of individuals and family members.</p> <p>12.13 Describe the various methods for gaining access to health care and health insurance.</p> <p>Resource Management Practices</p> <p>12.14 Apply planning and management skills to organize tasks and responsibilities.</p> <p>12.15 Explain criteria for making consumer decisions about various kinds of products.</p> <p>12.16 Review the positive and negative influences of the media that impact on health.</p> <p>12.17 Describe the individual's responsibility to be a wise and informed consumer, including how to plan a budget that includes a spending and savings plan.</p> <p>12.18 Analyze decisions about making specific purchases and maintaining those products or services.</p> <p>12.19 Identify procedures for making consumer complaints, such as determining if/when a complaint is warranted, gathering relevant information, and identifying the appropriate agencies to contact.</p> <p>12.20 Explain the contribution of business, industry, and technology to the improvement of consumer products and choices.</p>	<p>12.11 Athletic Training; CPR/First Aid; Life Issues.</p> <p>12.12 Athletic Training; Life Issues.</p> <p>12.13 Life Issues.</p> <p>12.14 Life Issues; Sports Management.</p> <p>12.15 Athletic Training; Life Issues; Food, Nutrition and Exercise; Sports Management.</p> <p>12.16 Athletic Training; Life Issues; Food, Nutrition and Exercise; Wellness and Fitness.</p> <p>12.17 Athletic Training; Life Issues; Food, Nutrition and Exercise; Wellness and Fitness; Sports Management.</p> <p>12.18 Athletic Training; Life Issues; Sports Management.</p> <p>12.19 Life Issues; Sports Management.</p> <p>12.20 Athletic Training; Life Issues; Sports Management.</p>

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PreK-12 Standard 13: Ecological Health

Students will gain knowledge of the interdependence between the environment and physical health, and will acquire skills to care for the environment.

Learning Standards: Ecological Health

PreK-5	<p>Interdependence 13.1 Describe types of natural resources and their connection with health.</p> <p>Improvement 13.2 Describe how business, industry, and individuals can work cooperatively to solve ecological health problems, such as conserving natural resources and decreasing pollution.</p>	<p>13.1 Gr. 4 – Social Studies (Natural Resources in North America)</p> <p>13.2 Gr.5 Science (Adaptations of Living Things)</p>
6-8	<p>Interdependence 13.3 Describe methods and benchmarks for evaluating the state of the environment.</p> <p>Improvement 13.4 Identify individual and community responsibility in ecological health.</p> <p>13.5 Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems (such as energy use, water use, waste disposal, and food shortage).</p>	<p>13.3</p> <p>13.4</p> <p>13.5</p>

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PreK-12 Standard 14: Community and Public Health

Students will learn the influence of social factors on health, the contribution of public health, and will gain skills to promote health and to collaborate with others to facilitate healthy, safe, and supportive communities.

Learning Standards: Community and Public Health

PreK-5	<p><i>School and Community Efforts</i> 14.1 List the jobs carried out by people at school and in the community that support health and success in school.</p> <p><i>Social Factors</i> 14.2 Identify ways the physical environment is related to individual and community health.</p> <p><i>Public Health</i> 14.3 List practices and products that make living safer.</p>	<p><i>14.1</i></p> <p><i>14.2</i></p> <p><i>14.3</i></p>
6-8	<p><i>School and Community Efforts</i> 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health.</p> <p><i>Social Factors</i> 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors.</p> <p><i>Public Health</i> 14.6 Describe how local public health departments have developed and implemented policies to keep communities safe.</p>	<p><i>14.4</i></p> <p><i>14.5 Second Steps 6-8</i></p> <p><i>14.6</i></p>
9-12	<p><i>School and Community Efforts</i> 14.7 Analyze the effects of diseases on the community and society. 14.8 Evaluate the availability and quality of services for community health. 14.9 Explain how service in community health can improve the physical health of community members.</p> <p><i>Social Factors</i> 14.10 Identify prevalent health concerns and health promotion initiatives in the United States and compare with other parts of</p>	<p><i>14.7 Life Issues.</i></p> <p><i>14.8 Life Issues.</i></p> <p><i>14.9 Life Issues.</i></p> <p><i>14.10 CPR/First Aid; Life Issues; Wellness and Fitness.</i></p>

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<p>the world. Public Health 14.11 Identify the functions of the school, health department, and other community and public health and social service agencies in health promotion and disease prevention through community health initiatives and observances</p>	<p>14.11 Athletic Training; Life Issues.</p>
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