

**Columbia County Schools
Health Curriculum Standards and Benchmarks 2002-2003**

| McREL Health Standard 1: <u>Knows the availability and effective use of health products, and information</u> | | | |
|---|-----------|--|--------------|
| * | ** | Level I: Primary (Grades K-2) | QCC |
| K-2 | A. | Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitation engineers, dietitians) | |
| 2 | B. | Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure) | 2.3 2.8 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | C. | Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research) | |
| | D. | Knows various community agencies that provide health services to individuals and families (e.g., public health clinics, mental health clinics, substance abuse treatment centers) | |
| 3&5 | E. | Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure) | 3.22 5.28 |

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McREL Health Standard 2: Knows environmental and external factors that affect individual and community health

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|---|-----|
| K-2 | A. | Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community | |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | B. | Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants) | |
| | C. | Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment | |
| | D. | Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology) | |

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McREL Health Standard 3: Understands the relationship of family health to individual health

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|--|-------------------|
| K-2 | A. | Knows characteristics and roles needed to be a responsible friend, family member, or extended family member (e.g., participating in family activities, assuming more responsibility for household tasks) | K.4 K.5 2.5 |
| | B. | Knows how health-related problems impact self and the whole family | K.22 |
| 2 | C. | Knows how the family influences personal health (e.g., physical, psychological, social) and explores effective strategies to cope with changes | 2.4 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | D. | Knows how the family influences personal health (e.g., physical, psychological, social) | |
| | E. | Knows characteristics and roles needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks and childcare) | 3.5 5.12 |
| | F. | Knows how health-related problems impact the whole family | 3.6 |
| 5 | G. | Recognizes that having a child involves a commitment on the part of both mother and father to nurture, guide, care for, and support the child | 5.13 |

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McREL Health Standard 4: Knows how to maintain mental and emotional health

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|--|--------------------|
| K-2 | A. | Illustrates that everyone is unique and special and demonstrates ways to show respect for others | K.10 2.10 |
| | B. | Identifies and shares feelings in appropriate ways including effective and ineffective ways to handle anger | K.13 1.12 |
| | C. | Knows common sources of stress for children and ways to manage stress | K.12 |
| | D. | Knows that there are consequences to actions and behaviors | K.11 2.11 |
| 1-2 | E. | Describes appropriate ways to handle disagreements without fighting and is able to identify conflict and causes of conflict | 1.8 1.9 2.14 |
| | F. | Distinguishes between fact and fiction in media representation of life events (e.g., violence, family, and self-image) | 1.10 |
| | G. | Explains what it means to be a friend | 1.11 2.13 |
| 2 | H. | Relates how positive and negative attitudes influence behavior | 2.12 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | I. | Identifies and shares feelings in appropriate ways | |
| | J. | Knows the relationships between physical health and mental health | |
| | K. | Knows common sources of stress for children and ways to manage stress | 3.11 5.17, 5.18 |
| | L. | Knows how mood changes and strong feelings affect thoughts and behavior and how they can be managed successfully | |
| | M. | Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions) | 4.11 |
| | N. | Understands how one responds to the behavior of others and how one's behavior may evoke responses in others (nonverbal communication); knows strategies for resisting negative peer pressure | 3.13 4.8 4.9 |
| 3 | O. | Knows how attentive listening skills can be used to build and maintain healthy relationships | 3.9 |
| 3 | P. | Explains why accepting responsibility and making positive choices (e.g., following laws, not stealing, not cheating) help develop a healthy self-concept | 3.10 |
| 4 | Q. | Practices appropriate negotiation skills to resolve conflict (e.g., using "I" messages, conflict resolution, active learning, restating, and effective communication skills) | 4.10 |
| | R. | Describes and debates consequences of healthy and harmful friendship choices | 4.12 |

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McREL Health Standard 5: Knows essential concepts and practices concerning injury prevention and safety

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|---|--|
| K-2 | A. | Knows basic safety practices to include fire, traffic, water, home, school (bus safety), playground, street (bus safety), and recreation; knows how to behave safely around animals | K.23 1.22 1.24 2.24 2.25 |
| | B. | Knows and demonstrates precautions and procedures that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts) | K.26 1.23 |
| | C. | Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns); knows ways to identify threats and seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually) | K.24, K.25 1.25, 1.26 2.23 2.26 2.27 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | D. | Knows appropriate accident prevention and safety rules/practices to be used in home, school (bus safety), and community settings (bus safety) (e.g., firearms, fireworks, and water; using a seat belt or helmet; protecting ears from exposure to excessive noise; wearing appropriate clothing and protective equipment for sports; using sunscreen or a hat in bright sunlight); formulates a responsible personal safety plan for emergencies | 3.18 3.19 4.20 |
| | E. | Knows methods used to recognize and avoid threatening situations such as stranger abduction and child abuse (e.g., not leaning into a car when giving directions to a stranger; sexual/physical/emotional abuse and/or neglect) and ways to get assistance | 3.21 4.21 5.27 |
| | F. | Knows basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing/choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood) | 3.20 5.26 |
| | G. | Knows the difference between positive and negative behaviors used in conflict situations | 4.10 |
| | H. | Knows some non-violent strategies to resolve conflicts | 4.10 |
| | I. | Predicts the consequences of individual behavior related to accidents and injuries | 4.19 |
| 4 | J. | Identifies local support systems concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor) | 4.22 |

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McREL Health Standard 6: Understands essential concepts about nutrition and diet

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|--|--------------------------------------|
| K-2 | A. | Classifies foods and food combinations according to the food groups | K.14 1.14 |
| | B. | Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs) | K.15 1.13 1.15 2.15 2.17 |
| | C. | Recognizes agricultural origins of common foods | K.16 |
| 2 | D. | Plans a nutritious meal based on the food-guide pyramid (with emphasis on fruits and vegetables) | 2.16 2.18 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | E. | Knows the nutritional value of different foods including the food pyramid components and their importance in a daily diet | 4.14 5.19 5.20 |
| | F. | Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs) | 3.15 4.13 |
| | G. | Knows factors that influence food choices and nutrition (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience, technology) | 3.14 5.21 |
| 4-5 | H. | Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods | 4.16 |
| 5 | I. | Knows dietary disorders and health problems associated with nutrient deficiencies and excesses | 5.22 |
| | J. | Creates a one-day food plan based on the food guide pyramid and the USDA dietary guidelines | 5.23 |

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McREL Health Standard 7: Knows how to maintain and promote personal health

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|--|---|
| K-1 | A. | Knows basic personal hygiene habits required to maintain health (e.g., importance of adequate rest, sleep, and exercise as well as caring for teeth, gums, eyes, ears, nose, skin, hair, nails, bones and muscles) | K.3, K.8, K.19, 1.4, 1.7, 1.16, 1.17, 1.18 |
| K | B. | Identifies parts and major functions of the skin | K.9 |
| 1 | C. | Explains that personal health including health check-ups, nutrition, and safety practices affect growth and development | 1.5 1.19 |
| | D. | Identifies the parts and major functions of the skeletal and muscular systems | 1.6 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3-5 | E. | Knows basic personal hygiene habits required to maintain health (e.g., importance of adequate rest, sleep, and exercise as well as caring for teeth, gums, eyes, ears, nose, skin, hair, nails) | 3.16 3.17 4.17 5.25 |
| | F. | Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being | |
| | G. | Knows common health problems that should be detected and treated early | |
| | H. | Knows behaviors that are safe, risky, or harmful to self and others | |
| | I. | Sets a personal health goal and makes progress toward its achievement | |
| | J. | Knows that making health-related decisions and setting health goals sometimes requires asking for assistance | 4.18 |
| 3 | K. | Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease) and teeth | 3.16 |
| 5 | L. | Describes risk factors for heart disease, proposes strategies for their prevention, and techniques for controlling them | 5.24 |

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McREL Health Standard 8: Knows essential concepts about the prevention and control of disease

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|--|--------------------------|
| K, 1 | A. | Knows the signs, symptoms, and causes (germs) of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing) | K.20, K.21 1.20, 1.21 |
| 2 | B. | Describes the relationship between germs and communicable diseases and states/demonstrates health practices that prevent the spread of disease | 2.19 2.21 |
| | C. | Recognizes ways to prevent disease by keeping the home, school, and community clean | 2.20 |
| | D. | Identifies and discusses noncommunicable health problems and their care in children (e.g., asthma, diabetes, sickle cell, epilepsy) | 2.22 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 5 | E. | Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing) and can distinguish between communicable/noncommunicable diseases) | 5.8 |
| | F. | Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings) | 5.9 |
| | G. | Knows the benefits of early detection and treatment of disease | |
| | H. | 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) | |
| 3 | I. | Discusses circulatory and respiratory diseases/illnesses (e.g., tuberculosis, heart disease, stroke, emphysema, obesity, hypertension, asthma, bronchitis, ear infection, and lung cancer) and discusses methods of prevention | 3.4 |
| 4 | J. | Identifies the parts and major functions of the digestive system; concludes that foods must be digested before they can be used by the body | 4.6 4.15 |
| | K. | Recognizes digestive diseases/illnesses (e.g., ulcers, colon cancer, eating disorders, and diabetes); discusses methods of prevention | 4.5 |
| | L. | Relates how personal health practices (good nutrition, disease prevention, tobacco products, alcohol and other drug use) affect the functions of the digestive systems | 4.7 |
| 5 | M. | Identifies the parts and major functions of the endocrine system | 5.14 |
| | N. | Recognizes diseases/illnesses (e.g., diabetes, growth hormone abnormalities, and hepatitis) that affect the endocrine/immune system; discusses methods of prevention; recognizes how the immune system functions | 5.7 5.10 5.15 |

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McREL Health Standard 9: Understands aspects of substance use and abuse

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|---|-------------------------|
| K-1 | A. | Knows how to distinguish between helpful and harmful substances | K.2 1.2 |
| | B. | Names and applies basic safety rules for taking medicines and vitamins | K.1 1.1 |
| | C. | Practices safe behaviors when finding or when given unknown and dangerous substances/objects (e.g. medicines, unmarked containers) | K.2 1.3 |
| 2 | D. | Discusses how to resist peer and media pressures to resist alcohol, tobacco products, and other drugs | 2.1 |
| | E. | Describes the harmful effects of alcohol and tobacco products on the health on the user and non-user | 2.2 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 4 | F. | Knows how to distinguish between helpful and harmful substances | 4.2, 4.3 |
| 4-5 | G. | Knows vocabulary and dangers as well as differentiates between the use and misuse of prescription/nonprescription drugs: side effects, overdose, dependence, tolerance, addiction, drug misuse, drug abuse, legal/illegal drugs | 4.3 5.1, 5.2 |
| 5 | H. | Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost) | 4.4 5.3, 5.5 |
| | I. | Recognizes high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help | 5.4 |
| 3-5 | J. | Knows ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control, and alternatives to drug use) | 3.1, 3.3 3.12 5.6 |
| | K. | Knows effects of tobacco and other drugs on human body systems and the social consequences of using drugs | 3.2 4.1 |

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McREL Health Standard 10: Understands the fundamental concepts of growth and development

| * | ** | Level I: Primary (Grades K-2) | QCC |
|--|----|---|--------------|
| K-2 | A. | Understands and appreciates individual differences (in terms of appearance, behavior) | K.14 2.9 |
| | B. | Knows the cycle of growth and development in humans from infancy to old age (including height and weight) | K.6 |
| | C. | Identifies parts of the body and explains how they work | K.17 |
| K | D. | Identifies the five senses and explains ways to protect the body parts related to them | K.18 |
| 2 | E. | Explains the effects of heredity and environment on growth and development | 2.6 |
| | F. | Distinguishes between primary and permanent teeth | 2.7 |
| Level II: Upper Elementary (Grades 3-5) | | | |
| 3 | G. | Identifies and relates personal health choices to the parts of the circulatory and respiratory systems; summarizes how they work | 3.7 3.8 |
| 5 | H. | 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 | |
| | I. | Knows and describes the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development) Understands that the most important change of puberty is that young people become capable of childbearing ***SEE IMPLEMENTATION PAGE 11*** | 5.11 5.16 |

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HEALTH STANDARD 10H-I IMPLEMENTATION

Health professionals will address Health Standard 10H-I by providing a program for girls and a program for boys.

- Girls:
1. Describe what puberty means
 2. Describe the normal changes in height, weight, and body proportions occurring during the growth spurt accompanying puberty
 3. Explain skin changes occurring during puberty
 4. Describe the sequence of body hair growing during puberty
 5. Explain what menstruation is
 6. Describe what basic hygienic needs beginning with puberty
 7. Emphasize the importance of effective communication between parents and children about growing up
- Boys:
1. Describe what puberty means
 2. Describe the normal changes in height, weight, body proportions, and voice occurring during the growth spurt accompanying puberty
 3. Explain skin changes occurring during puberty
 4. Describe the sequence of body hair growing during puberty
 5. Emphasize the importance of effective communication between parents and children about growing up