

**A Comparison of
Family Life Education and
Health Education
Standards of Learning**

Commonwealth of Virginia
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A Comparison of Family Life Education (FLE) and Health Education Standards of Learning (SOL)

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Introduction

This is a revision of the Virginia Department of Education's document, *A Comparison of FLE and Health Standards of Learning* published in 2005. This document compares the Virginia Department of Education's FLE (revised September 2008) and Health Education (revised January 2008) Standards of Learning. It does not suggest that the standards are identical or interchangeable.

A significant change in this document compared to the 2005 version is that the standards are aligned across three grades. See *Comparison* section below.

Health Education Standards of Learning

The Health Education Standards of Learning delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals (knowledge/skills, information access/use, and community health/wellness) focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices. A copy of Virginia's Health Education Standards of Learning can be found at www.doe.virginia.gov/VDOE/Superintendent/Sols/home.shtml

Family Life Education Standards of Learning

In 1987 the Board of Education developed standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum from kindergarten through grade 12. The guidelines included instruction as appropriate for the age of the student in family living and community relationships; abstinence education; the value of postponing sexual activity; the benefits of adoption as a positive choice in the event of an unwanted pregnancy; human sexuality; human reproduction; dating violence; the characteristics of abusive relationships; steps to take to avoid sexual assault, and the availability of counseling and legal resources, and, in the event of such sexual assault, the importance of immediate medical attention and advice, as well as the requirements of the law; the etiology, prevention and effects of sexually transmitted diseases; and mental health education and awareness. A copy of Virginia's Family Life Education Standards of Learning can be found at www.doe.virginia.gov/VDOE/studentstvcs/familylife.shtml

Comparisons

Pursuant to the Board of Education's FLE guidelines (see below), standards of learning are compared across three grades. FLE SOLs are compared to Health SOLs for the same grade (i.e., 2nd grade FLE vs. 2nd grade Health Education SOLs). FLE SOLs and Health Education SOLs are also compared one year below and above the target grade (i.e., 2nd grade FLE SOLs are also compared with 1st and 3rd grade Health SOLs).

FLE guideline J (page 10): The following guidelines shall be followed in the implementation of the Board of Education's approved Family Life Education program.

The *Family Life Education Standards of Learning* objectives approved by the Board of Education shall be used by the local school board. However, local school divisions may reassign the grade designation of the Standards of Learning objectives within grades K-6. The grade designation for objectives within grades 7-12 may be reassigned only one grade level, up or down. Also, the program may be adopted for kindergarten through grade 10 or kindergarten through grade 12; however, local scheduling of Family Life Education shall avoid any interruption or detracting from instruction in basic skills in elementary schools or in those courses required for graduation in the secondary schools.

KINDERGARTEN			
	FLE		Health
K.1	The student will experience success and positive feelings about self.	K.2.a 1.4	The student will explain the concept of being healthy. Key concepts/skills include (a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride). The student will demonstrate healthy mental and emotional development.
K.2	The student will experience respect from and for others.	K.5.a K.6 1.4 1.6	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include (a) the peaceful resolution of conflicts. The student will identify expectations for personal behavior in school and social settings. The student will demonstrate healthy mental and emotional development. The student will demonstrate responsible personal and social behaviors in the school and community.
K.3	The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.	K.6 1.4 1.6	The student will identify expectations for personal behavior in school and social settings. The student will demonstrate healthy mental and emotional development. The student will demonstrate responsible personal and social behaviors in the school and

			community.
K.4	The student will recognize that everyone is a member of a family and that families come in many forms.		
K.5	The student will identify members of his or her own family.		
K.6	The student will develop an awareness of positive ways in which family members show love, affection, respect, and appreciation for each other.	K.5	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.
K.7	The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.		
K.8	The student will recognize the elements of good and bad touches by others.	K.6.c	The student will identify expectations for personal behavior in school and social settings. Key concepts/skills include (c) respect for the personal space of others.
		1.2.b	The student will explain that good health is related to health-promoting decisions. Key concepts/skills include (b) personal safety behaviors.
		1.3	The student will explain the need for specific rules and practices to promote personal safety and injury-free situations.
K.9	The student will demonstrate how to say "no" to inappropriate approaches from family members, neighbors, strangers, and others.	1.2.b	The student will explain that good health is related to health-promoting decisions. Key concepts/skills include (b) personal safety behaviors.
		1.3	The student will explain the need for specific rules and practices to promote personal safety and injury-free situations.
K.10	The student will identify "feeling good" and "feeling bad."	K.2.a	The student will explain the concept of being healthy. Key

		1.4	<p>concepts/skills include (a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).</p> <p>The student will demonstrate healthy mental and emotional development.</p>
K.11	The student will find help safely if lost.	K.4.b	<p>The student will identify sources of health and safety information. Key concepts/skills include (b) individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.</p> <p>1.2.b The student will explain that good health is related to health-promoting decisions. Key concepts/skills include (b) personal safety behaviors.</p> <p>1.3 The student will explain the need for specific rules and practices to promote personal safety and injury-free situations.</p>

FIRST GRADE			
	FLE		Health
1.1	The student will experience continuing success and good feelings about self.	K.2.a	The student will explain the concept of being healthy. Key concepts/skills include (a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
		1.4	The student will demonstrate healthy mental and emotional development.
		2.2	The student will explain that personal health decisions and health habits influence health and wellness throughout life.
		2.3	The student will describe the influences and factors that impact health and wellness.
1.2	The student will experience continuing respect from others.	K.5.a	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults. Key concepts/skills include (a) the peaceful resolution of conflicts.
		K.6	The student will identify expectations for personal behavior in school and social settings.
		1.4	The student will demonstrate healthy mental and emotional development.
		1.6	The student will demonstrate responsible personal and social behaviors in the school and community.
1.3	The student will become aware of the effects of his or her behavior on others	K.2.a	The student will explain the concept of being healthy. Key

	and the effects of others' behavior on himself or herself.		<p>concepts/skills include (a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).</p> <p>K.6 The student will identify expectations for personal behavior in school and social settings.</p> <p>1.4 The student will demonstrate healthy mental and emotional development.</p> <p>1.6 The student will demonstrate responsible personal and social behaviors in the school and community.</p> <p>2.2.e The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts.</p> <p>2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.</p>
1.4	The student will develop an understanding of the importance of a family and of different family patterns.	K.5	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.
1.5	The student will identify family members and their responsibilities in contributing to the successful functioning of the family.	K.5	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.
1.6	The student will realize that human beings and other mammals have babies and that the babies can be breast-fed.		
1.7	The student will use correct terminology when talking about body parts and functions.	1.1	The student will identify the basic components and functions of the systems of the human body.

		2.1	The student will identify the major body systems and explain their connection to personal health.
1.8	The student will express his or her feelings of happiness, sadness, and anger to the teacher.	K.2.a	The student will explain the concept of being healthy. Key concepts/skills include (a) positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
		K.5	The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.
		1.4	The student will demonstrate healthy mental and emotional development.
1.9	The student will become aware of appropriate behavior to use in dealing with his or her feelings.	K.6	The student will identify expectations for personal behavior in school and social settings.
		1.4	The student will demonstrate healthy mental and emotional development.
		1.6	The student will demonstrate responsible personal and social behaviors in the school and community.
		2.2.e	The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts.
		2.5	The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.
1.10	The student will experience the logical consequences of his or her behavior.	K.1.a	The student will explain that the body is a living and growing organism. Key concepts/skills include

			<p>(a) the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day);</p> <p>K.1.b (b) the effects of drugs and medicines on the body;</p> <p>K.1.d (d) the need for regular physical activity.</p> <p>K.2 The student will explain the concept of being healthy.</p> <p>K.3 The student will explain the concept of being safe.</p> <p>K.6 The student will identify expectations for personal behavior in school and social settings.</p> <p>1.4 The student will demonstrate healthy mental and emotional development.</p> <p>1.6 The student will demonstrate responsible personal and social behaviors in the school and community.</p> <p>2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life.</p> <p>2.5 The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.</p>
1.11	The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.		
1.12	The student will demonstrate strategies for responses to inappropriate approaches from family members, neighbors, strangers, and others.	K.3 K.4.b	<p>The student will explain the concept of being safe.</p> <p>The student will identify sources of</p>

			<p>health and safety information. Key concepts/skills include (b) individuals, including school nurses, family members, health care personnel, teachers, school counselors, and public safety officials.</p>
		K.5	<p>The student will explain the importance of seeking guidance from parents/guardians and other trusted adults.</p>
		2.2.d	<p>The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (d) the importance of learning and using refusal skills to make good decisions.</p>

SECOND GRADE			
	FLE		Health
2.1	The student will recognize that everyone has strengths and weaknesses and that all persons need to be accepted and appreciated as worthwhile.	1.4 1.6 2.5.a 3.1.d	The student will demonstrate healthy mental and emotional development. The student will demonstrate responsible personal and social behaviors in the school and community. The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community. Key concepts/skills include (a) the impact of verbal and nonverbal aggressive behaviors. The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers and other individuals.
2.2	The student will realize that adults other than parents also provide care and support for children.	1.5 2.4.a 3.1.d	The student will identify the health care providers and agencies that influence personal health. The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include (a) health care professionals, resources, and services. The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers and other individuals.
2.3	The student will become aware that babies grow inside the mother's body in a	2.1	The student will identify the major body systems and explain their

	special place called the uterus.		connection to personal health.
2.4	The student will become aware of the need to take responsibility for the effects of his or her behavior on others.	1.4 1.6 2.2.e 2.5	The student will demonstrate healthy mental and emotional development. The student will demonstrate responsible personal and social behaviors in the school and community. The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts. The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.
2.5	The student will demonstrate appropriate ways of dealing with feelings.	1.4.d 2.2.e 2.3.f 2.5	The student will demonstrate healthy mental and emotional development. Key concepts/skills include (d) the differences between positive and negative emotions. The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts. The student will describe the influences and factors that impact health and wellness. Key concepts/skills include (f) disappointment, loss, grief, and separation. The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.

2.6	The student will realize that physical affection can be an expression of friendship, of celebration, or of a loving family.		
2.7	The student will advance in readiness to say "no" and to tell a trusted adult, such as a parent, teacher, minister, grandparent, or guardian, in private about inappropriate approaches from family members, neighbors, strangers, and others.	1.2.b 2.2.d 3.1.c	The student will explain that good health is related to health-promoting decisions. Key concepts/skills include (b) personal safety behaviors. The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (d) the importance of learning and using refusal skills to make good decisions. The student will explain that health habits impact personal growth and development. Key concepts/skills include (c) safe and harmful behaviors.
2.8	The student will be conscious of how commercials use our emotions to make us want products.	2.4.c	The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include (c) print, audiovisual, and electronic media.

THIRD GRADE			
	FLE		Health
3.1	The student will demonstrate a sense of belonging in group work and play.		
3.2	The student will express what he or she likes about himself or herself to continue developing a positive self-image.	2.3.e	The student will describe the influences and factors that impact health and wellness. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts.
3.3	The student will become aware of the changes occurring in family life that affect daily living and produce strong feelings.		
3.4	The student will give examples of healthy coping strategies for dealing with the feelings produced by changes in the family.	3.1.d 3.2.b	The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers, and other individuals. The student will use decision making skills to promote health and personal well-being. Key concepts/skills include (b) the process of resolving conflicts peacefully.
3.5	The student will identify external body parts associated with reproduction and elimination, using correct terms.	2.1	The student will identify the major body systems and explain their connection to personal health.
3.6	The student will recognize that all human beings grow and develop in a given sequence but that rates and patterns vary with individuals.		
3.7	The student will become aware that both a male and a female are necessary to have a baby.		
3.8	The student will comprehend that the baby grows inside the mother's		

	body for nine months and then is born.		
3.9	The student will describe the types of behavior that enable him or her to gain friends or to lose friends.	2.2.e	The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (e) the use of nonviolent strategies to resolve conflicts.
		2.5	The student will demonstrate ways to communicate consideration and respect for the health of individuals in the community.
		3.1.d	The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers, and other individuals.
		3.2.b	The student will use decision making skills to promote health and personal well-being. Key concepts/skills include (b) the process of resolving conflicts peacefully.
		4.2	The student will develop the skills necessary for coping with difficult relationships.
3.10	The student will practice safety rules in the home.	3.1.c	The student will explain that health habits impact personal growth and development. Key concepts/skills include (c) safe and harmful behaviors.
3.11	The student will demonstrate to others how to respond appropriately to good touches and how to handle inappropriate approaches from relatives, neighbors, strangers, and others.	2.2.d	The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include (d) the importance of learning and using refusal skills to make good decisions.
		3.2.c	The student will use decision making skills to promote health and

		4.2	personal well-being. Key concepts/skills include (c) strategies for solving problems related to health. The student will develop the skills necessary for coping with difficult relationships.
		4.7	The student will understand the importance of communicating with family about personal and community health issues.
3.12	The student will be conscious of how commercials use our emotions to make us want products.	2.4.c	The student will recognize the influence that health resources and professionals have on personal health. Key concepts/skills include (c) print, audiovisual, and electronic media.
		3.4.c	The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include (c) the use of a variety of print, audiovisual, and electronic media resources.
		4.5	The student will access and use health resources to improve personal and family health.

FOURTH GRADE			
	FLE		Health
4.1	The student will be able to identify the human reproductive organs.		
4.2	The student will identify physical changes that begin to occur during puberty.	4.1	The student will explain how nutrition affects personal health and academic achievement.
4.3	The student will develop an awareness of human fertilization and prenatal development.		
4.4	The student will identify basic human emotions and effective ways of dealing with them.	4.2 5.1 5.2.c	The student will develop the skills necessary for coping with difficult relationships. The student will demonstrate the interpersonal skills necessary to build healthy relationships. The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include (c) strategies for managing stress.
4.5	The student will develop positive reactions to his or her strengths and weaknesses.	4.6.a 5.2.f	The student will evaluate his/her role in solving community health problems. Key concepts/skills include (a) personal responsibility for exhibiting healthy practices within the school and community setting. The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include (f) the importance of developing and maintaining a positive self-

			image.
4.6	The student will become aware of the need to assume responsibility within the family and to function effectively as a family member.	3.1.d 4.7 5.1	The student will explain that health habits impact personal growth and development. Key concepts/skills include (d) positive interaction with family, peers, and other individuals. The student will understand the importance of communicating with family about personal and community health issues. The student will demonstrate the interpersonal skills necessary to build healthy relationships.
4.7	The student will describe the factors surrounding child abuse and child neglect.	4.2	The student will develop the skills necessary for coping with difficult relationships.
4.8	The student will identify factors contributing to the use of drugs.	3.3 4.3 5.3	The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on self, family, and community. The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs.
4.9	The student will recognize the dangers of substance abuse.	3.3 4.3 5.3	The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on self, family, and community. The student will analyze the risks associated with dependence on and addiction to alcohol, tobacco, inhalants and other drugs.

FIFTH GRADE			
	FLE		Health
5.1	The student will define the structure and function of the endocrine system.		
5.2	The student will identify the human reproductive organs in relation to the total anatomy.	6.2.b	The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (b) the interconnection of the body systems.
5.3	The student will explain how human beings reproduce.		
5.4	The student will recognize the relationship between the physical changes that occur during puberty and the developing capacity for reproduction.	6.2.b	The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (b) the interconnection of the body systems.
5.5	The student will realize the importance of nutrition for himself or herself and for pregnant women who need to eat nutritious foods and avoid dangerous substances while the baby is growing inside the uterus.	4.1 5.2 6.2.a	The student will explain how nutrition affects personal health and academic achievement. The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyles. The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (a) relationships of the United States Department of Health and Human Services Dietary Guidelines for Americans to personal eating

			habits.
5.6	The student will identify reasons for avoiding sexual activity prior to marriage.	4.2 5.1 6.4	The student will develop the skills necessary for coping with difficult relationships. The student will demonstrate the interpersonal skills necessary to build healthy relationships. The student will analyze the consequences of personal choices on health and wellness.
5.7	The student will describe the effects of personal hygiene on one's self-concept.	5.2.f	The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include (f) the importance of developing and maintaining a positive self-image.
5.8	The student will recognize the importance of contributing to a constructive group activity.	5.5	The student will explain how peers, families, and community groups work together to build a healthy community.
5.9	The student will develop an increased understanding of the roles, duties, and responsibilities of family members.	4.7 5.5	The student will understand the importance of communicating with family about personal and community health issues. The student will explain how peers, families, and community groups work together to build a healthy community.
5.10	The student will examine the messages from mass media related to sexuality.	4.5 5.4 6.6.c	The student will access and use health resources to improve personal and family health. The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services. The student will access and analyze

			information for the purpose of improving personal and family health. Key concepts/skills include (c) recognition of the persuasive tactics used by various types of media.
5.11	The student will develop skill in saying "no" to any social behavior or activity that he or she perceives as wrong for himself or herself.	4.2 5.1.b 6.4.c	The student will develop the skills necessary for coping with difficult relationships. The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include (b) the use of refusal and conflict resolution skills. The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (c) the use of resistance skills to avoid violence, gangs, weapons, and drugs.
5.12	The student will recognize threatening or uncomfortable situations and how to react to them.	4.2 5.1.b 6.4.d	The student will develop the skills necessary for coping with difficult relationships. The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include (b) the use of refusal and conflict resolution skills. The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (d) identification and avoidance of risk-taking behaviors.
5.13	The student will explain the effects of substance abuse on the body.	4.3 5.3	The student will describe and evaluate the effects of alcohol, inhalants, tobacco, and drug use on self, family, and community. The student will analyze the risks of dependence on addiction to alcohol,

		6.1.d	<p>tobacco, inhalants, and other drugs.</p> <p>The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include (d) refusal strategies related to alcohol, tobacco, and other drugs.</p>
		6.2.d	<p>The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (d) the relationship of drugs, alcohol, tobacco, inhalants, and other harmful substances to body functioning;</p>
		6.2.e	<p>(e) the positive and negative effects of prescription and over-the-counter medications on body functioning.</p>
		6.4	<p>The student will analyze the consequences of personal choices on health and wellness.</p>
5.14	The student will become aware of the existence of sexually transmitted diseases.	4.4	<p>The student will demonstrate an understanding of health concepts and behaviors that prevent illness and disease.</p>
		5.2.a	<p>The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyle. Key concepts/skills include (a) the relationship between health promotion and disease prevention.</p>
		6.1.e	<p>The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include (e) prevention of communicable and non-communicable diseases.</p>

		6.2.c	The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (c) the effects of disease on the functions of the body.
		6.4	The student will analyze the consequences of personal choices on health and wellness.

SIXTH GRADE			
	FLE		Health
6.1	The student will relate personal hygiene to the physical changes that occur during puberty.		
6.2	The student will explain the effects of growth on development, attitudes and interests.	6.3	The student will describe the connections between mental and physical development as they relate to adolescence.
6.3	The student will continue to identify physical and emotional changes that occur during puberty and their effects on growth and development.	6.3	The student will describe the connections between mental and physical development as they relate to adolescence.
6.4	The student will recall basic facts about sexually transmitted diseases.	5.2.a	The student will demonstrate responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyles. Key concepts/skills include (a) relationship between health promotion and disease prevention.
		6.1.e	The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include (e) prevention of communicable and non-communicable diseases.
		7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors.
6.5	The student will be able to describe the	5.2.a	The student will demonstrate

	<p>etiology, effects, and transmission AIDs.</p>	<p>7.1.b</p> <p>6.2.c</p> <p>6.4.d</p>	<p>responsibility for developing personal health habits and practicing the behaviors that promote an active, healthy lifestyles. Key concepts/skills include (a) relationship between health promotion and disease prevention.</p> <p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors.</p> <p>The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (c) the effects of disease on the functions of the body.</p> <p>The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (d) identification and avoidance of risk-taking behaviors.</p>
<p>6.6</p>	<p>The student will summarize the process of human reproduction and the benefits of postponing premarital sexual activity.</p>	<p>5.1</p> <p>6.4b</p> <p>6.4.d</p> <p>7.1.b</p>	<p>The student will demonstrate the interpersonal skills necessary to build healthy relationships.</p> <p>The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (b) the importance of accepting responsibility for personal actions; (d) identification and avoidance of risk-taking behaviors.</p> <p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include</p>

		7.1.e	(b) recognition of harmful and risky behaviors; (e) factors that affect school success;
		7.1.g	(g) development of healthy interpersonal relationships.
6.7	The student will describe personal characteristics that can contribute to happiness for self and others.	5.1	The student will demonstrate the interpersonal skills necessary to build healthy relationships.
		6.1	The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.
		6.4	The student will analyze the consequences of personal choices on health and wellness.
		6.7	The student will evaluate the benefits of becoming a positive role model within the family and community.
		7.1	The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
6.8	The student will demonstrate increased understanding of child abuse and neglect, including emotional and sexual abuse.	7.1	The student will use knowledge of health concepts to make decisions related to personal safety and wellness.
6.9	The student will become aware of community health-care and safety agencies and their functions.	7.4	The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems.
6.10	The student will explain the effects of substance abuse on the individual, family, school, and society.	5.3	The student will analyze the risks of dependence on addiction to alcohol, tobacco, inhalants, and other drugs.
		6.2.d	The student will use knowledge of the body's structure and function to make sound decisions related to

		<p>6.6.a</p> <p>7.1.b</p> <p>7.1.e</p> <p>7.2.c</p>	<p>personal health. Key concepts/skills include (d) the relationship of drugs, alcohol, tobacco, inhalants and other harmful substances to body functioning.</p> <p>The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include (a) assessment of personal and family wellness.</p> <p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;</p> <p>(e) factors that affect school success.</p> <p>The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include (c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances.</p>
<p>6.11</p>	<p>The student will evaluate the messages from mass media related to sexuality and gender stereotyping.</p>	<p>5.4</p> <p>6.6.c</p> <p>7.3.a</p>	<p>The student will critically evaluate how print media, broadcast media, and Internet technology influence perceptions of health information, products, and services.</p> <p>The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include (c) recognition of the persuasive tactics used by various types of media.</p> <p>The student will investigate and analyze the various factors that guide an individual's decisions</p>

		7.3.b	<p>about health and wellness. Key concepts/skills include</p> <p>(a) the types of advertising techniques used to influence adolescents' decisions;</p> <p>(b) the validity of information from different resources.</p>
6.12	The student will apply decision-making skills in solving specific problems and in determining the possible outcomes of his or her decisions.	<p>5.1.b</p> <p>6.1</p> <p>6.4.b</p> <p>6.7</p> <p>7.1</p>	<p>The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include</p> <p>(b) the use of refusal and conflict resolution skills.</p> <p>The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.</p> <p>The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include</p> <p>(b) the importance of accepting responsibility for personal actions.</p> <p>The student will evaluate the benefits of becoming a positive role model within the family and community.</p> <p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness.</p>

SEVENTH GRADE			
	FLE		Health
7.1	The student will identify his or her role and relationships within the family.	6.6.a	The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include (a) assessment of personal and family wellness .
		6.7	The student will evaluate the benefits of becoming a positive role model within the family and community.
		7.1.f	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (f) the impact of difficult family situations.
		7.3.c	The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include (c) family practices and customs.
		8.5	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.
7.2	The student will recognize the physical development of his or her sex characteristics and how they affect emotional and social growth.	8.1.d	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to

			emotional and mental health.
7.3	The student will realize that physical affection is not all sexual, but that it also can be an expression of friendship, of celebration, or of a loving family.		
7.4	The student will recognize that sexual behaviors are conscious decisions; that it is important to say "no" to premarital and inappropriate sexual relationships; and that appropriate relationships are based on mutual respect, trust, and caring.	6.3.d	The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include (d) the effects of peer pressure.
		6.4	The student will analyze the consequences of personal choices on health and wellness.
		7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school success;
		7.1.g	(g) development of healthy interpersonal relationships.
		8.1.a	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
		8.1.d	(d) the impact of failing to recognize issues related to emotional and mental health;
		8.1.e	(e) the health risks associated with feelings of immortality and

		8.1.h	invincibility; (h) the risk factors associated with communicable and non-communicable diseases.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
		8.2.c	(c) the importance of developing relationships that are positive and promote wellness.
		8.5.b	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure;
		8.5.c	(c) practices associated with healthy environments.
7.5	The student will identify messages in society related to sexuality.	6.6.c	The student will access and analyze information for the purpose of improving personal and family health. Key concepts/skills include (c) recognition of the persuasive tactics used by various types of media.
		7.3	The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness.
		8.4	The student will interpret and evaluate how health information, products, services, and agencies target adolescents.
7.6	The student will be aware of the consequences of preteen and teenage	6.4.b	The student will analyze the consequences of personal choices

	<p>sexual intercourse.</p>	<p>6.4.d 7.1.b 7.1.e 8.1.h 8.5.b</p>	<p>on health and wellness. Key concepts/skills include (b) the importance of accepting responsibility for personal actions; (d) identification and avoidance of risk-taking behaviors. The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors; (e) factors that affect school success. The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (h) the risk factors associated with communicable and non-communicable diseases. The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure.</p>
<p>7.7</p>	<p>The student will list the adverse consequences of a pregnancy in early adolescence, as well as the positive benefits of postponing pregnancy until marriage.</p>	<p>6.4.b 6.4.d 7.1.b</p>	<p>The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (b) the importance of accepting responsibility for personal actions; (d) identification and avoidance of risk-taking behaviors. The student will use knowledge of health concepts to make decisions</p>

			<p>related to personal safety and wellness. Key concepts/skills include</p> <p>(b) recognition of harmful and risky behaviors;</p> <p>7.1.e (e) factors that affect school success;</p> <p>7.1.g (g) development of healthy interpersonal relationships.</p> <p>8.1.a The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include</p> <p>(a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;</p> <p>8.1.b (b) the roles of preventive health measures, immunization, and treatment in disease prevention;</p> <p>8.1.d (d) the impact of failing to recognize issues related to emotional and mental health;</p> <p>8.1.h (h) the risk factors associated with communicable and non-communicable diseases.</p> <p>8.2.b The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include</p> <p>(b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;</p> <p>8.2.c (c) the importance of developing relationships that are positive and promote wellness.</p>
7.8	The student will describe the signs and		

	symptoms of pregnancy.		
7.9	The student will develop an understanding of and responsibility for family planning.	6.4.b	The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (b) the importance of accepting responsibility for personal actions;
		6.4.d	(d) identification and avoidance of risk-taking behaviors.
		7.5.a	The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include (a) implementation of safe and healthy practices and behaviors.
		8.1.b	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (b) the roles of preventive health measures, immunization, and treatment in disease prevention;
		8.1.h	(h) the risk factors associated with communicable and non-communicable diseases.
7.10	The student will explain techniques for preventing and reporting sexual assault and molestation.	6.3.e	The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include (e) the effects of bullying.
		7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school

		<p>7.1.f (f) the impact of difficult family situations.</p> <p>8.1.d The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health.</p>
7.11	The student will identify causes, symptoms, treatment, prevention, and transmission of sexually transmitted diseases, including AIDS.	<p>6.1.e The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include (e) prevention of communicable and non-communicable diseases.</p> <p>6.2.c The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include (c) the effects of disease on the functions of the body.</p> <p>6.4.d The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include (d) identification and avoidance of risk-taking behaviors.</p> <p>7.1.b The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors.</p> <p>8.1.a The student will analyze and evaluate the relationship between health-risk behaviors and the onset</p>

		<p>8.2.c</p> <p>8.5.b</p> <p>8.5.c</p>	<p>health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (g) development of healthy interpersonal relationships.</p> <p>The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (c) the importance of developing relationships that are positive and promote wellness.</p> <p>The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure;</p> <p>(c) practices associated with healthy environments.</p>
<p>7.13</p>	<p>The student will realize the role of peers and the peer group during adolescence, and the nature and purpose of dating.</p>	<p>6.3</p> <p>7.1</p> <p>8.1.d</p> <p>8.1.h</p>	<p>The student will describe the connections between mental and physical development as they relate to adolescence.</p> <p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness.</p> <p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health;</p> <p>(h) the risk factors associated with communicable and non-communicable diseases.</p>

		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
		8.2c	(c) the importance of developing relationships that are positive and promote wellness.
		8.5.b	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure
		8.5.c	(c) practices associated with healthy environments.
7.14	The student will recognize contributions of various racial and ethnic groups to family life and society.	7.3.c	The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include (c) family practices and customs.
7.15	The student will increase his or her ability to listen to different points of view and to accept the rights of others to a differing point of view.	6.7	The student will evaluate the benefits of becoming a positive role model within the family and community.
		7.1.g	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (g) development of healthy interpersonal relationships.
		7.5.b	The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

			<p>(b) advocacy and use of appropriate methods of expressing opinions on health issues.</p>
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EIGHTH GRADE			
	FLE		Health
8.1	The student will relate stages of human development to his or her own developmental level.		
8.2	The student will recognize the development of sexuality as an aspect of the total personality.		
8.3	The student will become aware of the need to think through decisions and to take responsibility for them.	8.2	The student will apply health concepts and skills to the management of personal and family health.
		9.1.b	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (b) a decision-making process for selecting health and wellness products.
8.4	The student will identify the issues associated with friendships.	7.1.g	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (g) development of healthy interpersonal relationships.
		8.2.c	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (c) the importance of developing relationships that are positive and promote wellness.
		8.5.b	The student will investigate and evaluate ways in which peers, families, and other community

		8.5.c	<p>groups can work together to build a safe and healthy community. Key concepts/skills include</p> <p>(b) the health risks associated with yielding to negative peer pressure;</p> <p>(c) practices associated with healthy environments.</p>
8.5	The student will recognize the nature of dating during adolescence.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include
		7.1.g	(b) recognition of harmful and risky behaviors;
		7.5.a	(g) development of healthy interpersonal relationships.
		8.1.d	The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include
		8.2.b	(a) implementation of safe and healthy practices and behaviors.
		8.2.c	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include
			(d) the impact of failing to recognize issues related to emotional and mental health.
			The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include
			(b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
			(c) the importance of developing relationships that are positive and promote wellness.

		8.5.b	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure;
		8.5.c	(c) practices associated with healthy environments.
8.6	The student will interpret the messages in society related to sexuality.	7.3	The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness.
		8.4	The student will interpret and evaluate how health information, products, services, and agencies target adolescents.
8.7	The student will describe strategies for saying "no" to premarital sexual relations.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school success;
		7.1.g	(g) development of healthy interpersonal relationships.
		7.5.a	The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include (a) implementation of safe and healthy practices and behaviors;
		7.5.b	(b) advocacy and use of appropriate methods of expressing opinions on health issues.
		8.1.a	The student will analyze and evaluate the relationship between health-risk behaviors and the onset

			<p>of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include</p> <p>(a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;</p>
		8.1.d	<p>(d) the impact of failing to recognize issues related to emotional and mental health;</p>
		8.1.f	<p>(f) the consequences of involvement in potentially dangerous situations;</p>
		8.1.h	<p>(h) the risk factors associated with communicable and non-communicable diseases.</p>
		8.2.b	<p>The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include</p> <p>(b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;</p>
		8.2.c	<p>(c) the importance of developing relationships that are positive and promote wellness.</p>
		8.5	<p>The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.</p>
		9.1.d	<p>The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include</p> <p>(d) maintenance of health habits that promote personal wellness;</p>

		9.1.f	(f) establishment of personal parameters for appropriate and inappropriate health behaviors.
		9.2.b	The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.
		9.3.c	The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks.
8.8	The student will develop the coping skills needed to deal with stress.	7.1.c	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (c) the benefits of stress management and stress-reduction techniques;
		7.1.d	(d) development of strategies for coping with disappointment.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues.
		9.1.g	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include

			(g) utilization of a personal system for coping with distress and stress.
8.9	The student will identify the stresses related to changing relationships in the home, school, and community.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.f	(f) the impact of difficult family situations.
		8.1.d	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
		8.2.c	(c) the importance of developing relationships that are positive and promote wellness.
		8.5.b	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure.
		9.1.g	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and

			maintain long-term health and wellness. Key concepts/skills include (g) utilization of a personal system for coping with distress and stress.
8.10	The student will analyze the issues related to teenage pregnancy.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school success;
		7.1.g	(g) development of healthy interpersonal relationships.
		8.1.a	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
		8.1.b	(b) the roles of preventive health measures, immunization, and treatment in disease prevention;
		8.1.d	(d) the impact of failing to recognize issues related to emotional and mental health;
		8.1.h	(h) the risk factors associated with communicable and non-communicable diseases.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision

		8.2.c	making skills for resolving health issues; (c) the importance of developing relationships that are positive and promote wellness.
		8.5	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.
		9.1.f	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (f) establishment of personal parameters for appropriate and inappropriate health behaviors.
8.11	The student will review facts about pregnancy prevention and disease control.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school success.
		8.1.a	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
		8.1.b	(b) the roles of preventive health measures, immunization, and treatment in disease prevention;

		8.1.d	(d) the impact of failing to recognize issues related to emotional and mental health;
		8.1.h	(h) the risk factors associated with communicable and non-communicable diseases.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
		8.2.c	(c) the importance of developing relationships that are positive and promote wellness.
		8.5	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.
		9.1.d	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness;
		9.1.f	(f) establishment of personal parameters for appropriate and inappropriate health behaviors.
		9.2.b	The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.

		9.3.a	The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (a) risky behaviors that may result in permanent disability for self or others;
		9.3.c	(c) identification of situations involving risks.
8.12	The student will describe the effects of alcohol and drug abuse on families and peer relationships.	7.1.b	The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors;
		7.1.e	(e) factors that affect school success.
		7.2.c	The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include (c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances.
		7.5.a	The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include (a) implementation of safe and healthy practices and behaviors.
		8.1.c	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (c) the short- and long-term health issues related to alcohol abuse and tobacco use.

		9.1.c	<p>The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include</p> <p>(c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances.</p>
		9.3.e	<p>The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include</p> <p>(e) the effects of alcohol and other drug use.</p>
		9.5.e	<p>The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include</p> <p>(e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.</p>
8.13	<p>The student will identify the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.</p>	7.1.b	<p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include</p> <p>(b) recognition of harmful and risky behaviors;</p>
		7.1.e	<p>(e) factors that affect school success;</p>
		7.1.f	<p>(f) the impact of difficult family situations.</p>
		7.5.a	<p>The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include</p> <p>(a) implementation of safe and</p>

		8.1.d	<p>healthy practices and behaviors.</p> <p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health.</p>
8.14	The student will recall the ways in which the AIDS virus is transmitted, and techniques for preventing this disease.	9.3.c	<p>The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks.</p>
		7.1.b	<p>The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include (b) recognition of harmful and risky behaviors.</p>
		7.2.c	<p>The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include (c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances.</p>
		7.5.a	<p>The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include (a) implementation of safe and healthy practices and behaviors.</p>
		8.1.a	<p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact</p>

			<p>health and wellness during the adolescent years. Key concepts/skills include</p> <p>(a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;</p> <p>8.1.b (b) the roles of preventive health measures, immunization, and treatment in disease prevention;</p> <p>8.1.d (d) the impact of failing to recognize issues related to emotional and mental health;</p> <p>8.1.e (e) the health risks associated with feelings of immortality and invincibility;</p> <p>8.1.f (f) the consequences of involvement in potentially dangerous situations;</p> <p>8.1.h (h) the risk factors associated with communicable and non-communicable diseases.</p> <p>8.5.a The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include</p> <p>(a) methods used to reduce health hazards and risks;</p> <p>8.5.b (b) the health risks associated with yielding to negative peer pressure.</p> <p>9.1.f The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include</p> <p>(f) establishment of personal parameters for appropriate and inappropriate health behaviors</p>
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		9.2.b	The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.
		9.3.a	The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (a) risky behaviors that may result in permanent disability for self or others;
		9.3.c	(c) identification of situations involving risks.

NINTH GRADE			
	FLE		Health
9.1	The student will trace the human growth cycle in relation to parenting skills from the prenatal period through the elderly stage.		
9.2	The student will explain the importance of the family as a basic unit of society and his or her responsibility as a member of the family.		
9.3	The student will recognize the development of sexuality as an aspect of the total personality.		
9.4	The student will review and apply the decision-making process.	<p>8.2.b</p> <p>9.1.b</p> <p>10.2.e</p>	<p>The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues.</p> <p>The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (b) a decision-making process for selecting health and wellness products.</p> <p>The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (e) the influence of emotions and peer approval on personal decision-making.</p>

<p>9.5</p>	<p>The student will review the nature and purposes of dating.</p>	<p>8.1.d</p>	<p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health.</p>
<p>9.6</p>	<p>The student will realize the importance of setting standards for controlling sexual behavior and of postponing sexual relations until marriage.</p>	<p>8.2.b</p>	<p>The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;</p>
		<p>8.2.c</p>	<p>(c) the importance of developing relationships that are positive and promote wellness.</p>
		<p>8.5.b</p>	<p>The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (b) the health risks associated with yielding to negative peer pressure.</p>
		<p>8.1.a</p>	<p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;</p>
		<p>8.1.d</p>	<p>(d) the impact of failing to recognize issues related to emotional and mental health;</p>
		<p>8.1.f</p>	<p>(f) the consequences of</p>

			involvement in potentially dangerous situations;
		8.1.h	(h) the risk factors associated with communicable and non-communicable diseases.
		8.2.b	The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;
		8.2.c	(c) the importance of developing relationships that are positive and promote wellness.
		8.5	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.
		9.1.d	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness;
		9.1.f	(f) establishment of personal parameters for appropriate and inappropriate health behaviors.
		9.2.b	The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.
		9.3.c	The student will analyze,

		10.2	<p>synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks.</p> <p>The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.</p>
9.7	The student will interpret the effects and prevention of sexual assault, rape (including "date rape"), incestuous behavior, and molestation.	8.1.d 9.3.c 10.3.c 10.3.e 10.3.f 10.3.h	<p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (d) the impact of failing to recognize issues related to emotional and mental health.</p> <p>The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks.</p> <p>The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include (c) administration of emergency care;</p> <p>(e) recognition of life-threatening situations;</p> <p>(f) crisis-management strategies;</p> <p>(h) recognition of when to seek support for self and others.</p>

9.8	The student will relate specific information on substance abuse to each stage of the life cycle.	8.1.c	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (c) the short- and long-term health issues related to alcohol abuse and tobacco use.
		9.1.c	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances.
		9.3.e	The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (e) the effects of alcohol and other drug use.
		9.5.e	The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include (e) the awareness of health-related social issues such as organ donation, homelessness, underage drinking, and substance abuse.
		10.1.c	The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include (c) the effects of tobacco, alcohol, inhalants, and other drug use.

		10.5.b	The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include (b) the outcome of drinking and driving;
		10.5.g	(g) the negative influence of teenage drug and alcohol use on younger members of the community.
9.9	The student will be able to explain the process of reproduction.		
9.10	The student will demonstrate understanding of specific health issues, including the ability to conduct particular self-examinations.	9.1.d	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness.
9.11	The student will demonstrate knowledge of pregnancy prevention and disease control.	8.1.a	The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include (a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;
		8.1.b	(b) the roles of preventive health measures, immunization, and treatment in disease prevention;
		8.1.d	(d) the impact of failing to recognize issues related to emotional and mental health;
		8.1.h	(h) the risk factors associated with communicable and non-communicable diseases.
		8.2.b	The student will apply health

			<p>concepts and skills to the management of personal and family health. Key concepts/skills include (b) the benefits of using resistance, problem-solving, and decision making skills for resolving health issues;</p>
		8.2.c	<p>(c) the importance of developing relationships that are positive and promote wellness.</p>
		8.5	<p>The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community.</p>
		9.1.d	<p>The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness;</p>
		9.1.f	<p>(f) establishment of personal parameters for appropriate and inappropriate health behaviors.</p>
		9.2.b	<p>The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.</p>
		9.3.a	<p>The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (a) risky behaviors that may result in permanent disability for self or others;</p>

		<p>9.3.c</p> <p>10.1.d</p> <p>10.2</p>	<p>(c) identification of situations involving risks.</p> <p>The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include</p> <p>(d) behaviors that result in intentional and unintentional injury.</p> <p>The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.</p>
<p>9.12</p>	<p>The student will explain the transmission and prevention of the AIDS virus.</p>	<p>8.1.a</p> <p>8.1.b</p> <p>8.1.d</p> <p>8.1.e</p> <p>8.1.f</p> <p>8.1.h</p>	<p>The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key concepts/skills include</p> <p>(a) the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases;</p> <p>(b) the roles of preventive health measures, immunization, and treatment in disease prevention;</p> <p>(d) the impact of failing to recognize issues related to emotional and mental health;</p> <p>(e) the health risks associated with feelings of immortality and invincibility;</p> <p>(f) the consequences of involvement in potentially dangerous situations;</p> <p>(h) the risk factors associated with communicable and non-</p>

			communicable diseases.
		8.5.a	The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include (a) methods used to reduce health hazards and risks;
		8.5.b	(b) the health risks associated with yielding to negative peer pressure.
		9.1.f	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (f) establishment of personal parameters for appropriate and inappropriate health behaviors
		9.2.b	The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.
		9.3.a	The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (a) risky behaviors that may result in permanent disability for self or others;
		9.3.c	(c) identification of situations involving risks.
		10.1.d	The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce

		10.2.c	health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include (d) behaviors that result in intentional and unintentional injury.
		10.2.e	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (c) the value of exercising self-control; (e) the influence of emotions and peer approval on personal decision-making.
9.13	The student will identify the effects of discrimination.	10.2.f	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (f) the influence of the environment on the individual.
		10.3.a	The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include (a) strategies to reduce and prevent violence;
		10.3.b	(b) peaceful resolution of conflicts.
		10.5.c	The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include (c) the consequences of using acts of violence to settle disputes.
9.14	The student will begin to identify educational and career goals.	9.1.h	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and

		10.4.e	<p>maintain long-term health and wellness. Key concepts/skills include (h) management of deadlines.</p> <p>The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. Key concepts/skills include (e) employment opportunities in health-related careers and professions.</p>
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TENTH GRADE			
	FLE		Health
10.1	The student will determine how maturation affects adolescents.		
10.2	The student will describe his or her own attitudes concerning expectations of self and interpersonal relationships.	9.1.f 9.1.i 9.3.c 10.1 10.2	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (f) establishment of personal parameters for appropriate and inappropriate health behaviors; (i) peaceful resolution of conflicts. The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks. The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.
10.3	The student will examine values, morals, and ethics essential to the growth and maintenance of positive human relationships.	9.1.f	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills

		<p>9.1.i include (f) establishment of personal parameters for appropriate and inappropriate health behaviors;</p> <p>(i) peaceful resolution of conflicts.</p> <p>10.2.c The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (c) the value of exercising self-control;</p> <p>10.2.e (e) the influence of emotions and peer approval on personal decision-making.</p>
10.4	The student will use the steps in the decision-making process to solve specific problems.	<p>9.1.b The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (b) a decision-making process for selecting health and wellness products.</p> <p>10.2.e The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (e) the influence of emotions and peer approval on personal decision-making.</p>
10.5	The student will recognize the need to abstain from premarital sexual intercourse.	<p>9.1.d The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness;</p>

		<p>9.1.f</p> <p>9.2.b</p> <p>9.3.c</p> <p>10.1.d</p> <p>10.2</p>	<p>(f) establishment of personal parameters for appropriate and inappropriate health behaviors.</p> <p>The student will analyze and evaluate the relationship among healthy behaviors, disease prevention and control, and comprehensive wellness. Key concepts/skills include (b) development of a personal plan for remaining free of communicable diseases.</p> <p>The student will analyze, synthesize, and evaluate relationships between positive health behaviors, prevention and treatment of injury, and premature death. Key concepts/skills include (c) identification of situations involving risks.</p> <p>The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include (d) behaviors that result in intentional and unintentional injury.</p> <p>The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.</p>
<p>10.6</p>	<p>The student will recognize alternatives to premarital sexual intercourse for expressing feelings and affection.</p>	<p>9.1.d</p>	<p>The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include (d) maintenance of health habits that promote personal wellness.</p>

10.7	The student will explain the factors to be considered in preparing for dating and marriage.		
10.8	The student will examine factors to be considered in life-goal planning.	10.2.d	The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (d) the merits of goal setting.
10.9	The student will describe the signs and symptoms of pregnancy.		
10.10	The student will analyze the factors associated with a healthy pregnancy.	9.1.a	The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include
		9.1.b	(a) the use of current research and scientific study to interpret nutritional principles;
		9.1.c	(b) a decision-making process for selecting health and wellness products;
		9.1.d	(c) development of personal standards regarding the use of alcohol, tobacco, and other harmful substances;
		9.1.e	(d) maintenance of health habits that promote personal wellness;
		9.1.f	(e) implementation of a fitness and lifelong physical activity plan;
		9.1.g	(f) establishment of personal parameters for appropriate and inappropriate health behaviors;
		9.2	(g) utilization of a personal system for coping with distress and stress.
			The student will analyze and evaluate the relationship among healthy behaviors, disease

		10.1	prevention and control, and comprehensive wellness. The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
10.11	The student will explain the importance of supportive roles of the mother and father through pregnancy and birth.	10.2.g	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (g) family health habits and behaviors as they relate to promotion of health and wellness;
		10.2.h	(h) the importance of support and encouragement from positive role models.
		10.5.f	The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include (f) the value of positive role models.
10.12	The student will describe available birthing options.		
10.13	The student will identify the stages of the birthing process.		
10.14	The student will analyze the skills and attitudes needed to become a competent parent.	10.2	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.
		10.3	The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life.
		10.5	The student will evaluate how

			different types of behaviors impact the family and community
10.15	The student will describe adjustments to be made after the birth of a child.		
10.16	The student will compile a list of community agencies and resources available to assist individuals and families.	9.4	The student will use various sources of information to evaluation global health issues.
		9.5	The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives.
		10.4	The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life.
10.17	The student will review the positive aspects of family life as a basic unit of society and as a means of personal development.	10.2.g	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and health body throughout life. Key concepts/skills include (g) family health habits and behaviors as they relate to promotion of health and wellness;
		10.2.h	(h) the importance of support and encouragement from positive role models.
		10.5	The student will evaluate how different types of behaviors impact the family and community.

ELEVENTH GRADE			
	FLE		Health
11.1	The student will evaluate individual strengths and weaknesses in relation to personal, educational, and career goals.	10.2	The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.
		10.3	The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life.
		10.4.e	The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. Key concepts/skills include (e) employment opportunities in health-related careers and professions.
11.2	The student will relate major theories of human development to his or her own situation and/or developmental level.		
11.3	The student will recognize advantages of abstinence from premarital sexual relations, reinforcing methods of saying "no" to undesirable behavior.	10.1.d	The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include (d) behaviors that result in intentional and unintentional injury.
		10.2	The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life.

11.4	The student will explain how television can have both positive and negative effects on the development to individuals--children, adolescents, and adults.	10.1.b	The student will demonstrate and understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life. Key concepts/skills include (b) the effects of active and sedentary lifestyles.
11.5	The student will express his or her own attitude toward parenting.		
11.6	The student will develop skills in making parenting decisions.	10.2.e	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (e) the influence of emotions and peer approval on personal decision-making.
11.7	The student will classify the major problems, issues, and decisions related to each stage of the family life cycle.		
11.8	The student will identify parenthood options in terms of questions to be answered and decisions to be made.	10.2.e	The student will analyze, synthesize and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include (e) the influence of emotions and peer approval on personal decision-making.
11.9	The student will describe characteristics of newborn infants.		
11.10	The student will recall ways to cope with common fears and concerns regarding the care of newborn infants.	10.3.h	The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include (h) recognition of when to seek support for self and others.
11.11	The student will describe the adjustments		

	family members face in the postnatal period.		
11.12	The student will explain the stages of growth and development in children.		
11.13	The student will calculate the personal considerations and financial costs of childbearing.		
11.14	The student will identify criteria for selecting adequate child-care services.		
11.15	The student will analyze community resources to meet specific needs.	10.4	The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life.

TWELFTH GRADE			
	FLE		Health
12.1	The student will describe the value of the home and family as primary sources of enrichment and personal renewal.		NA
12.2	The student will analyze the effects of cultural and family patterns on individual and family development.		NA
12.3	The student will describe types of adjustments and sources of conflict in interpersonal relationships.		NA
12.4	The student will explain how parental responsibilities change throughout the family life cycle.		NA
12.5	The student will recognize problems of individuals with handicapping conditions and ways in which families can be sensitive to and make adjustments for these needs.		NA
12.6	The student will develop a plan for managing resources in the home.		NA
12.7	The student will interpret state laws that affect family life.		NA
12.8	The student will identify ways of preventing and/or coping with various types of violence.		NA
12.9	The student will analyze stress and crisis situations which affect family life.		NA
12.10	The student will identify procedures and criteria for assessing community resources that deal with individual and family problems.		NA
12.11	The student will interpret rationale for saying		NA

	"no" to premarital sexual activity.		
12.12	The student will prepare a plan for the fulfillment of life-long goals.		NA