

REGULAR MONTHLY MEETING OF THE BOARD OF EDUCATION - AGENDA

Alma Public Schools

Monday, April 12, 2021

- A. Call to Order and announce location of Open Meetings Act Poster
 - 1. Verification of Receipt of Notice, which was published in the Harlan County Journal
 - 2. Roll of Board Members - Excuse absent board members
 - 3. Approval of Consent Agenda
 - a. Minutes from Previous Meetings
 - b. General Financial Report
 - c. Activity Financial Report
 - 4. Review monthly bills submitted
- B. Request to address the Board
- C. Action Items - Discuss, consider, and take all necessary action
 - 1. **to review the Beef to School program.**
 - 2. **to review the Graduation List and decide who will hand out diplomas at the Ceremony.**
 - 3. **to review and possibly approve a quote for repair/replacement of the high school building roof.**
 - 4. **to review and possibly approve a quote for replacing the carpet and tile in the FCS room and the Tech (Mrs. Schempers) room.**
 - 5. **to review and possibly approve a quote from Yandas on upgrading the sound system at the track/football field.**
 - 6. **to review and possibly pursue promotional ads during the school year to help fund several projects for the school's activities programs.**
 - 7. **to review and discuss the proposed Nebraska Health Education Standards.**
- D. Principal's Report

1. Prom 2021
 2. State ACT Test
 3. NSCAS Testing
- E. Superintendent's Report: Legislative Happenings, ESSER (Cares Act) Funding, American Civics Committee, Transportation Needs, Project updates, NRCSA Convention, Booster Club, Coaching Duties, NSAA updates, Personnel update.
- F. Next Regular Meeting
- G. Adjourn

THE BOARD OF EDUCATION OF THE ALMA SCHOOL DISTRICT NO. 2 WILL DISCUSS, CONSIDER, OR TAKE ACTION ON ALL ISSUES MENTIONED IN THIS AGENDA.

MINUTES OF THE REGULAR March 8, 2021 MONTHLY MEETING OF THE

BOARD OF EDUCATION OF ALMA PUBLIC SCHOOLS

The regular meeting of the Alma Public Schools Board of Education was convened in open and public session on Monday March 8, 2021, at 7:00 PM in the library at Alma Public Schools. Roll was called and the following board members were present: Allen Brugh, Brett Hammond, Randy Heckenlively, Kate Hopkins, Nick Simonson, Samantha Stuhmer.

Notice of the meeting was given in advance by publication and/or posted in accordance with the Board approved method for giving notice of meetings. Notice of this meeting and hearing were given in advance to all members of the Board of Education. The Secretary of the Board maintains a list of the news media requesting notification of meetings. Availability of the agenda was communicated in the publicized notice and a current copy of the Agenda was maintained as stated in the publicized notice. All proceedings of the Board of Education, except as may be hereinafter noted, were taken while the convened meeting was open to the attendance of the public.

A motion was made by Nick Simonson and seconded by Brett Hammond to approve consent agenda items which includes minutes from the February regular board meeting and the financial reports. After discussion and on roll call vote the Board voted as follows: Allen Brugh: Yea, Brett Hammond: Yea, Randy Heckenlively: Yea, Kate Hopkins: Yea, Nick Simonson: Yea, Samantha Stuhmer: Yea

A motion was made by Samantha Stuhmer and seconded by Kate Hopkins to approve the receipts, expenditures, and payment of claims from the General Fund for \$443,976.99, Lunch Fund for \$17,078.48, and from Activity Fund for \$11,359.81. After discussion and on roll call vote the Board voted as follows: Allen Brugh: Yea, Brett Hammond: Yea, Randy Heckenlively: Yea, Kate Hopkins: Yea, Nick Simonson: Yea, Samantha Stuhmer: Yea

A motion was made by Nick Simonson and seconded by Randy Heckenlively to approve a contract with Aliessa Luke for 2021-2022 school term. After discussion and on roll call vote the Board voted as follows: Allen Brugh: Yea, Brett Hammond: Yea, Randy Heckenlively: Yea, Kate Hopkins: Yea, Nick Simonson: Yea, Samantha Stuhmer: Yea

A motion was made by Brett Hammond and seconded by Kate Hopkins to approve the resignation of Cindi King, effective May 31, 2021. After discussion and on roll call vote the Board voted as follows: Allen Brugh: Yea, Brett Hammond: Yea, Randy Heckenlively: Yea, Kate Hopkins: Yea, Nick Simonson: Yea, Samantha Stuhmer: Yea

Principal Brandyberry reported on participation percentages at Parent/Teacher Conferences, State Wrestling results (Ayden Molzahn placed 3rd), NSCAS Testing (scheduled March 23-April 8), reviewed the External Visit Exit Report and reported we had three students qualify in two events for State Speech.

Superintendent Davis reported on proposed bills before the unicameral, State Aid, NRCSA Spring Conference, Covid-19 Procedures, future building projects, Tour Nebraska will be here June 16, 17, and there will be an American Civics Committee meeting next quarter.

The meeting was adjourned at 8:03 PM.

DATED Monday, March 8, 2021

HARLAN COUNTY SCHOOL DISTRICT #2,

a/k/a ALMA PUBLIC SCHOOLS

<u>General/Money Market/Trans Accts</u>	Receipts	Disburse	Total
03/01/2021 General			\$199,688.79
03/01/2021 Money Market			\$760,595.03
03/01/2021 Transaction			\$13,553.40
Furnas County Treasurer	\$3,893.08		
Harlan County Treasurer	\$173,405.13		
BCBS - self pay	\$2,728.17		
State Aid	\$140,890.00		
GMS IDEA	\$570.00		
Sp Ed School Age	\$43,538.00		
MAAPS/MIPS	\$6,280.69		
Drivers' Education	\$5,620.00		
City of Alma - liquor license	\$400.00		
BSN/US Games repay overpayment	\$286.35		
McGraw Hill - textbook overpayment	\$692.20		
Title 1, Title 2, Title 4, IDEA	\$148,953.00		
interest earned - Transaction Acct	\$3.28		
interest earned - MMA	\$52.18		
interest earned - Gen Fund	\$14.05		
TOTAL RECEIPTS	\$527,326.13		\$1,501,163.35
cks cleared in March		\$450,707.15	\$1,050,456.20
borrowed \$ returned to other funds		\$500,000.00	
outstanding checks		\$296.00	\$550,160.20
<u>Certificates of Deposit</u>			\$415,452.99
Balance 03/31/2021			\$965,613.19
<hr/>			
<u>Bldg/Sinking Fund</u>			
Balance 03/01/2021			\$87,062.68
Furnas County Treasurer	\$269.48		
Harlan County Treasurer	\$12,644.90		
loan paid back from General Fund	\$300,000.00		
interest earned	\$25.39		
Total Receipts	\$312,939.77		
loan payment auto-deduct		\$1,743.45	
Balance 03/31/2021			\$398,259.00
<hr/>			
<u>QCPU Fund</u>			
Balance 03/01/2021			\$32,568.09
Furnas County Treasurer	\$89.82		
Harlan County Treasurer	\$4,636.88		
loan paid back from General Fund	\$100,000.00		

interest earned	\$12.78		
Total Receipts	\$104,739.48		
Balance 03/31/2021			\$137,307.57

Depreciation Fund

Balance 03/01/2021			\$39,623.33
loan paid back from <i>General Fund</i>	\$100,000.00		
interest earned	\$6.93		
Balance 03/31/2021			\$139,630.26

Lunch Fund

Balance 03/01/2021			\$11,730.86
Total Receipts	\$44,451.49		
March expenses		\$17,125.37	\$39,056.98
outstanding checks		\$0.00	
Balance 03/31/2021			\$39,056.98

Activity Fund

Balance 03/01/2021			\$141,213.22
Receipts	\$8,542.34		
cks cleared in March		\$11,509.49	\$138,246.07
outstanding checks		\$7,425.59	
Balance 03/31/2021			\$130,820.48

Regular; Beginning Month 03/2021; Processing Month 03/2021; Account Type 7; Fund Number 05

Fund: 05 ACTIVITY FUND

		<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
Fund Balance					
05 704 0100	ART	2,980.98	0.00	0.00	2,980.98
05 704 0101	elementary students fund balance	248.40	0.00	0.00	248.40
05 704 0110	COMPUTERS	15,456.97	0.00	0.00	15,456.97
05 704 0113	eSports Club	50.02	0.00	0.00	50.02
05 704 0120	MISCELLANEOUS	(373.06)	0.00	1,797.04	1,423.98
05 704 0130	MUSIC SUPPLIES	(528.64)	166.60	253.60	(441.64)
05 704 0131	ELEMENTARY CHOIR	1,054.50	0.00	0.00	1,054.50
05 704 0133	DISTRICT MUSIC	2,170.29	0.00	1,205.00	3,375.29
05 704 0134	BAND PROJECTS	0.00	0.00	0.00	0.00
05 704 0135	CASH BOXES	(500.00)	0.00	0.00	(500.00)
05 704 0140	COURTESY FUND	3,407.31	0.00	0.00	3,407.31
05 704 0141	WOW	670.17	0.00	0.00	670.17
05 704 0142	CIRCLE OF FRIENDS	628.43	0.00	0.00	628.43
05 704 0143	CHRISTMAS DONATION	(834.35)	0.00	0.00	(834.35)
05 704 0144	RESOURCE	928.02	0.00	0.00	928.02
05 704 0145	LUEDKE MEMORIAL	2,841.73	0.00	0.00	2,841.73
05 704 0160	INDUSTRIAL ARTS	167.15	0.00	0.00	167.15
05 704 0161	FFA SCHOLARSHIP	4,792.43	0.00	0.00	4,792.43
05 704 0165	FUTURE FARMS OF AMERICA	31,491.32	7,870.56	164.00	23,784.76
05 704 0170	STUDENT COUNCIL	7,720.12	873.87	2,046.83	8,893.08
05 704 0180	FACULTY-STAFF	421.88	0.00	0.00	421.88
05 704 0190	DISTANCE LEARNING COURSES	18.00	0.00	0.00	18.00
05 704 0218	CLASS OF 2018	243.89	0.00	0.00	243.89
05 704 0219	CLASS OF 2019	119.35	0.00	0.00	119.35
05 704 0220	CLASS OF 2020	0.00	0.00	0.00	0.00
05 704 0221	CLASS OF 2021	2,829.58	0.00	641.00	3,470.58
05 704 0222	CLASS OF 2022	2,361.18	360.03	0.00	2,001.15
05 704 0223	CLASS OF 2023	3,187.31	0.00	0.00	3,187.31
05 704 0224	CLASS OF 2024	2,406.90	0.00	0.00	2,406.90
05 704 0240	PLATE FUND	251.19	0.00	0.00	251.19
05 704 0250	ANNUAL/YEARBOOK	2,523.47	0.00	602.50	3,125.97
05 704 0251	PICTURES	5,677.15	177.50	0.00	5,499.65
05 704 0260	HOME EC/CONS ED	1,991.14	0.00	0.00	1,991.14
05 704 0265	COOKIE SALES	2,674.38	0.00	0.00	2,674.38
05 704 0270	BOOK/SOFTWARE ORDERS	6,526.65	0.00	0.00	6,526.65
05 704 0271	GENERAL MILLS BOX TOPS	4,994.61	0.00	0.00	4,994.61
05 704 0280	FIELD TRIPS	343.42	0.00	0.00	343.42
05 704 0300	ATHLETICS	3,083.62	609.13	172.15	2,646.64
05 704 0301	FOOTBALL	2,139.88	0.00	0.00	2,139.88
05 704 0302	VOLLEYBALL	5,720.84	1,000.00	0.00	4,720.84
05 704 0303	BOYS BASKETBALL	267.13	0.00	0.00	267.13
05 704 0304	GIRLS BASKETBALL	4,355.71	0.00	0.00	4,355.71
05 704 0305	CROSS COUNTRY	266.48	0.00	0.00	266.48
05 704 0306	TRACK	645.87	0.00	0.00	645.87
05 704 0307	WRESTLING	183.28	0.00	0.00	183.28
05 704 0308	GOLF	(407.97)	0.00	0.00	(407.97)
05 704 0309	JR. HIGH SPORTS	(720.00)	0.00	0.00	(720.00)
05 704 0400	CHEERLEADERS	1,747.89	65.85	0.00	1,682.04
05 704 0500	NAT'L HONOR SOCIETY	475.80	0.00	0.00	475.80
05 704 0550	MILK MACHINE	3,256.99	857.74	533.00	2,932.25
05 704 0600	QUIZ BOWL	959.32	25.00	400.00	1,334.32
05 704 0940	SCHOOL CLIMATE COMMITTEE	404.59	0.00	0.00	404.59

Regular; Beginning Month 03/2021; Processing Month 03/2021; Account Type 7; Fund Number 05

Fund: 05	ACTIVITY FUND	<u>Beginning Balance</u>	<u>Debits</u>	<u>Credits</u>	<u>Ending Balance</u>
05 704 0950	SCHOLARSHIP FUND	1,211.50	0.00	0.00	1,211.50
05 704 0970	WEIGHT ROOM	535.11	0.00	0.00	535.11
05 704 0971	DEPOSITS WEIGHT ROOM USE	4,620.00	0.00	0.00	4,620.00
05 704 0980	MATH/SCIENCE CLUB	15.00	0.00	0.00	15.00
05 704 0990	SPEECH	(1,463.62)	0.00	0.00	(1,463.62)
05 704 0991	DRAMA	2,967.06	85.83	760.00	3,641.23
Total:	Fund Balance	139,206.37	12,092.11	8,575.12	135,689.38
Total:	05	139,206.37	12,092.11	8,575.12	135,689.38

Vendor ID	Vendor Name	Invoice Number	Description	Invoice Date	Check Date	Checking Account ID	Check Number	CC:	Invoice Amount
ANDERSON	ANDERSON'S	9758836	goblets for prom	02/26/2021	03/30/2021	5	18498		360.03
HESEMANN	B.H. HESEMANN SHOP	030220	FFA contest welds	03/02/2020	03/31/2021	5	18499		27.20
HESEMANN	B.H. HESEMANN SHOP	032021	FFA contest welds	03/20/2021	03/31/2021	5	18499		179.88
CHS	C H S / AGRI SERVICE CENTER	628011	hinges, washers for greenhouse	03/01/2021	03/29/2021	5	18497		28.96
CHS	C H S / AGRI SERVICE CENTER	628051	hinges,spray paint,washers greenhouse	03/03/2021	03/29/2021	5	18497		52.31
CHS	C H S / AGRI SERVICE CENTER	628371	semigloss, hinge-gate, bolt-greenhouse	03/19/2021	03/29/2021	5	18497		40.80
CAMBRIDGE	CAMBRIDGE PUBLIC SCHOOL	032921	golf meet entry fee	03/29/2021	03/29/2021	5	18493		50.00
CWD	CASH-WA DISTRIBUTING	12794566	milk for vending machine	02/05/2021	03/01/2021	5	18475		57.00
CWD	CASH-WA DISTRIBUTING	12820056	milk for vending machine	02/26/2021	03/01/2021	5	18475		57.00
CWD	CASH-WA DISTRIBUTING	12820057	chips for concession stand	02/26/2021	03/01/2021	5	18475		20.40
CHESTER	CHESTERMAN CO	2691591	pop for concessions	02/03/2021	03/08/2021	5	18480		128.80
CHESTER	CHESTERMAN CO	2702880	pop for concessions	02/10/2021	03/08/2021	5	18480		92.00
CHESTER	CHESTERMAN CO	2702881	pop for vending machine	02/10/2021	03/08/2021	5	18480		162.00
CHESTER	CHESTERMAN CO	2715859	pop for concessions	02/24/2021	03/08/2021	5	18480		207.00
CHESTER	CHESTERMAN CO	2715860	pop for vending machine	02/24/2021	03/08/2021	5	18480		185.00
ESU11	EDUCATIONAL SERVICE UNIT #11	012821	FFA ag demo	01/28/2021	03/29/2021	5	18494		14.04
ESU11	EDUCATIONAL SERVICE UNIT #11	021721	cheer poster	02/17/2021	03/29/2021	5	18494		15.85
FSB	FIRST STATE BANK	031821	cash for state speech	03/18/2021	03/18/2021	5	18486		75.00
FUNEXPRES	FUN EXPRESS LLC	708374387-01	1-Act, K-8 Theater Camp items	03/02/2021	03/08/2021	5	18478		65.83
GESICK	Gesick, Dana	032921	Gesick refund on K-8 theatre camp	03/29/2021	03/29/2021	5	18492		20.00
GOLDMEDAL	GOLD MEDAL SQUARED	030921	volleyball camp	03/09/2021	03/10/2021	5	18483		1,000.00
HILINE	Hi-Line Bulls	032921	HS track meet entry fee	03/29/2021	03/29/2021	5	18495		110.00
HOGELAND	HOGELANDS MARKET	1947	juice & milk FFA breakfast	02/25/2021	03/08/2021	5	18479		27.93
HOGELAND	HOGELANDS MARKET	5931	refund on buns for concessions	02/17/2021	03/08/2021	5	18479		(32.78)
HOGELAND	HOGELANDS MARKET	7189	buns for concessions	02/01/2021	03/08/2021	5	18479		11.92
HOGELAND	HOGELANDS MARKET	8802	buns, condiments for concessions	02/09/2021	03/08/2021	5	18479		66.75
LOUPCITY	LOUP CITY HIGH SCHOOL	033121	Alma percent of district speech expenses	03/31/2021	03/31/2021	5	18500		249.13
MELTON	MELTON, BROOKE	031621	cheer judge	03/16/2021	03/16/2021	5	18484		25.00
MOLZAKRIS	MOLZAHN, KRISTIN	031621	cheer judge	03/16/2021	03/16/2021	5	18485		25.00
NAEA6	NAEA DIST. 6	022321	FFA participant fee	02/23/2021	03/09/2021	5	18482		115.00
SOUTHVAL	SOUTHERN VALLEY SCHOOL	031921	HS quiz bowl	03/19/2021	03/19/2021	5	18487		25.00
UNL	UNIVERSITY OF NEBRASKA	031721	FFA career development events	03/17/2021	03/23/2021	5	18489		120.00
USB	US BANK	23892	Miller's Imaging-Heckenlively	03/19/2021	03/29/2021	5	18496		177.50
USB	US BANK	402559576	Boxed-snacks for vending machine	01/29/2021	03/02/2021	5	18476		145.59
USB	US BANK	405106236	Boxed-snacks for vending machine	02/10/2021	03/02/2021	5	18476		182.17
USB	US BANK	4750617	electronic cash register for greenhouse	02/26/2021	03/29/2021	5	18496		108.71
USB	US BANK	6404769108	Sams Club-snacks for vending machine	02/10/2021	03/02/2021	5	18476		98.76

Invoice Listing - Summary

Posted - All; Batch Description MARCH 2021 ACTIVITY FUND EXPENSES; Processing Month 03/2021

<u>Vendor ID</u>	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Invoice Date</u>	<u>Check Date</u>	<u>Checking Account ID</u>	<u>Check Number</u>	<u>CC:</u>	<u>Invoice Amount</u>
USB	US BANK	7545027	hanging baskets for greenhouse	02/26/2021	03/29/2021	5	18496		192.50
USB	US BANK	8044264	fertilizer for greenhouse	02/26/2021	03/29/2021	5	18496		128.36
USB	US BANK	8802634	hanging baskets for greenhouse	02/26/2021	03/29/2021	5	18496		157.96
USB	US BANK	9287412	hygrometer, garden carts for greenhouse	02/26/2021	03/29/2021	5	18496		293.46
USB	US BANK	94304	Sams Club-snacks for vending machine	02/01/2021	03/02/2021	5	18476		192.22
USPOSTAL	US POSTAL SERVICE	032321	postage for FFA welding cde	03/23/2021	03/23/2021	5	18490		16.90
WAYNE	WAYNE STATE COLLEGE	022821	1/2 NHS Chesney scholarship	02/28/2021	03/08/2021	5	18477		125.00
WILCOXHIL	WIL-HIL PS	032521	HS track meet entry fee	03/25/2021	03/25/2021	5	18491		125.00
WILD	WILD ROOTS GREENHOUSE & MARKET LLC	510	plants for greenhouse	03/12/2021	03/22/2021	5	18488		6,366.55
YANDAS	YANDAS MUSIC	512093	instrument repair-Stuhmer	02/19/2021	03/09/2021	5	18481		48.00
YANDAS	YANDAS MUSIC	512568	instrument repair-Scott	02/23/2021	03/09/2021	5	18481		68.00
YANDAS	YANDAS MUSIC	513296	instrument repair-Goedert	02/26/2021	03/09/2021	5	18481		50.60
Report Total:									12,059.33

<u>Check Number</u>	<u>Entity Name</u>	<u>Amount</u>
---------------------	--------------------	---------------

Lunch Fund Ck List April 2021

1967	ARAMARK	165.12
1968	CASH-WA DISTRIBUTING	1,943.02
1969	DEAN DAIRY LeMars	2,013.28
1970	HOGELANDS MARKET	460.70
1971	IDEAL LINEN SUPPLY	109.40
1972	SYSCO LINCOLN	2,160.67
1973	US Foods, Inc.	3,941.33
	sub-total	<u>10,793.52</u>
	PAYROLL	<u>8,964.37</u>
	Total	<u><u>19,757.89</u></u>

April 2021 General Fund Check List

Apr chg	FIRST STATE BANK - ACH	monthly ACH fee	35.00
ACH Apr	Bosselmann Pump & Pantry	fuel	417.48
ACH Mar	Bosselmann Pump & Pantry	fuel	1,274.09
1744	BCBSNE	self-pay	2,572.28
1745	Mosyle Corporation	Manager License Fee thru Apr 9,'22	2,882.00
30970	ALMA Auto Parts-Carquest	wire splice	6.49
30971	ALMA SCHOOL LUNCH FUND	Friday AM mths	22.00
30972	BEAR FRAME & ALIGNMENT SVC INC	14 bus repair	2,934.76
30973	BENTLEY & KISKER PC	audit	7,176.00
30974	C H S / AGRI SERVICE CENTER	fuel, parts, supplies	2,594.29
30975	CEI SECURITY & SOUND	labor, mileage cameras	415.00
30976	CITY OF ALMA	water, sewer, gas, trash	5,841.34
30977	CORNHUSKER INTL TRUCKS, INC.	emergency handle (2)	192.59
30978	DANA F COLE & CO.	monthly cafeteria plan fee	65.00
30979	DAS STATE ACCTING	interagency billing	232.49
30980	EAKES OFFICE PRODUCTS	DocMgt, file cabinet keys	339.00
30981	ECOLAB PEST ELIM DIVISION	pest control	84.26
30982	Edpuzzle, Inc.	1 year renewal	845.00
30983	EDUCATIONAL SERVICE UNIT #11	tech support, domain name renewal	213.16
30984	EDUCATIONAL SERVICE UNIT 10	deaf education services	312.83
30985	FRONTIER	landlines	1,161.48
30986	HARLAN COUNTY JOURNAL	publishing, advertising	106.01
30987	HARLAN COUNTY SHERIFF	DOT random test	25.00
30988	HOGELANDS MARKET	March charges	457.61
30989	HOLMES PLBG & HTG SUPPLY CO	plumbing supplies/parts	241.02
30990	The Home Depot Pro	custodial supplies	2,339.42
30991	HOMETOWN LEASING	copier lease	2,473.04
30992	KAUK KONSTRUCTION	1/25,26 snow removal	310.00
30993	KEARNEY TOWING & REPAIR	towing bus (Bells)	482.50
30994	LEE BHM Corp (Kearney Hub)	help wanted ad	285.58
30995	LOU'S SPORTING GOODS	track warmups	1,849.03
30996	MADISON NATIONAL LIFE	retiree prepaid life ins	11.60
30997	MATHESON TRI-GAS, INC.	welding gases, supplies	214.10
30998	MFAC, LLC	Hip #s, dispenser w/bag	479.00
30999	NE RURAL COMM SCHOOLS ASSN	Spring Conference	210.00
31000	NEBRASKA PUBLIC POWER DISTRICT	electricity	3,863.58
31001	NEBRASKA SAFETY CENTER	C Jorgensen level 2	100.00
31002	Nebraska State Fire Marshal Agency	elevator inspection	120.00
31003	NEBRASKA/CENTRAL EQUIPMENT, INC.	2020 entrance door switch	274.85
31004	PLATINUM AWARDS & GIFTS	wrestling plaque, medal	18.10
31005	PRAIRIE HILL LANDFILL	dump fee	7.50
31006	PROTEX CENTRAL INC	alarm monitoring 1 yr	960.00
31007	RASMUSSEN MECHANICAL SERVICES	water leak N boiler room	778.61
31008	S & W AUTO PARTS, INC	14 bus lamp	126.47
31009	SKUTT CERAMIC PRODUCTS, INC	kiln repair parts	366.22
31010	SOUTHERN VALLEY SCHOOL	shared cost track program	5,750.00
31011	STUDIES WEEKLY	4,5,6 history curriculum	631.50
31012	SUPER DUPER PUBLICATIONS	Speech supplies	548.31
31013	TRIPE MOTOR CO	09 Silverado tire sensor	90.02
31014	TRUSTWORTHY HARDWARE	screws, joint compound, ice scrapers	16.21
31015	U.S.CELLULAR	Bruce's cell phone	79.97
31016	US BANK	Mar cgs less \$406.90 auto deduct	59.43
31017	WAGGONER INSURANCE AGENCY	Qtrly pmt prop/liab insurance	21,166.25
		sub-total	<u>74,057.47</u>
	PAYROLL		<u>385,219.74</u>
	TOTAL		<u><u>459,277.21</u></u>

nt	Grade Level	Student Number	School
Bach, Tessa LeAnn	12	2121	AHS
Barwick, Alex Michael	12	2061	AHS
Bose, Connor Lee	12	2123	AHS
Christensen, Karri Jayne	12	2124	AHS
Christian, Austin Joseph	12	2741	AHS
Colburn, Carson Wayne	12	2832	AHS
Dahlgren, Colton Mitchell	12	2125	AHS
Dubbs, Madeline Renae	12	2700	AHS
Ehrke, Maddie Dean	12	2126	AHS
Fischer, Colten Lee	12	2128	AHS
Hadley, Nigel Liam	12	2130	AHS
Halbert, Zachary Ray	12	2129	AHS
Heckenlively, Tanner Rylan	12	2164	AHS
Hudson, Antonio Rene Marcel	12	2683	AHS
Jackson, Owen Dean	12	2345	AHS
Lujan Medrano, Michelle	12	2236	AHS
Mapes, Adam Clay	12	2067	AHS
McConnell, Tyler Dale	12	2131	AHS
Russell, Andrew Joseph	12	2673	AHS
Schluntz, Nathan Raymond	12	2133	AHS
Stephens, Lucas Joseph	12	2076	AHS
Wells, David Wesley	12	2166	AHS
White, Teagan Jean	12	2135	AHS
Wing, Haylee Ann	12	2108	AHS

WILSON FLOORING

629 15th Ave
Franklin, NE 68939

Estimate

Date	Estimate #
3/31/2021	3944

Name / Address
Alma School 515 Jewell Ave, Alma Ne 68920 Walk off carpet In Common area only

Project

Item	Description	Qty	Rate	Total
Carpet	Mohawk Learn and Live, side stripe 965 WestPoint 8sy per, box 13	104	23.99	2,494.96
Glue	Empress	2	110.00	220.00
Carpet	Mohawk Learn and Live, side stripe 969 Brook wood 8sy per,	80	23.99	1,919.20
Cove Base	Cove Base Black	240	0.97	232.80
Glue	Cove base glue	4	5.40	21.60
Transitions	Transitions black 2 carpet to tile one tapdown	3	15.65	46.95
Vinyl	Matuto Plus Stone 12 x 24 915A Frost bite 36 sf 22box	792	3.36	2,661.12
Vinyl	Matuto Plus Stone 12 x 24 556A Mega Blue	36	3.36	120.96
Glue	M99 for tile	1	193.70	193.70
Shipping	Shipping	2	100.00	200.00
	Product Total			8,111.29
Install	Install Carpet Tiles	184	5.00	920.00
Tear out	Tear out old	184	2.00	368.00
Install	Install cove base Vinyl and carpet.	240	0.75	180.00
Hourly rate	Floor prep	4	30.00	120.00
Install	Install Vinyl Tile	828	0.00	0.00
	Install Total			1,588.00
	If we need to use sealer it will be \$457.50 more Opti seal.			
Install	Carpet Tiles used	44	5.00	220.00
Tear out	old carpet in offices.	44	2.00	88.00
Glue	Glue for old tiles	44	1.71	75.24
	We would need someone to remove the old wax off the tile in the kitchen area.			

		Subtotal	\$10,082.53
Phone # 308-425-3322	Email wilsonflooring@frontier.com	Sales Tax (6.5%)	\$0.00
		Total	\$10,082.53



Quote

Sales Rep. **Nathan Elstermeier**
 Email **nathan@yandasmusic.com**
 Phone **308.440.8227**
 Date **4/1/2021**

Expires: 5/1/2021

Customer	Bruce Ring	Project	Football Field - Sound System
Organization	Alma Public Schools	Email	jon.davis@almacardinals.com
City	Alma, NE	Phone	

Product	Qty.
Alesis Multimix 10 Sound Mixer W/Bluetooth	1
NCDI-2000 Concessions amp	1
NCDI4X12US Main speakers amp	1
AWC-82 Concessions speaker	1
AWC-129 Bleachers	4
Aqua Cable Burried cable	1
CD-400U CD/Bluetooth	1
Misc (Cables/Connectors/Rigging)	1
Installation Labor	1
Mileage	1
Total: \$16,328.04	

School will trench wires to the light poles.

System Includes a 2 year warranty.

Signature as Acceptance of the Proposal and Terms

Date of Acceptance

Signed Acceptance must be received prior to ordering of equipment for installation

NEBRASKA

HEALTH EDUCATION

STANDARDS



Nebraska Health Education Standards
Table of Contents

Introduction.....3
Content Standards Overview.....3
Organization and Structure.....3
Kindergarten.....7
Grade 1 Standards.....10
Grade 2 Standards.....14
Grade 3 Standards.....18
Grade 4 Standards.....23
Grade 5 Standards.....29
Grade 6 Standards.....34
Grade 7 Standards.....39
Grade 8 Standards.....44
High School: Foundations of Health Education.....50
High School: Fundamentals of Community and Public Health.....56

Introduction

Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others (SHAPE America). Comprehensive skills-based Health Education is a planned sequential standards based curriculum presented by qualified professionals to promote the development of health knowledge, health related skills, and positive attitudes toward health and wellbeing for students preschool through grade 12. The comprehensive health education program motivates students to maintain and improve their health; advocate for self and others; prevent disease; form healthy relationships; and avoid or reduce health-related risk behaviors. The Nebraska Health Education Standards identify the following 8 content strands for skill development for students in Kindergarten through grade 12: *foundations of personal health; nutrition & physical activity promotion; substance abuse prevention; disease prevention; injury prevention & safety; social, emotional & mental health; human growth & development; and consumer & environmental health.*

Content Area Standards Overview

The Nebraska Health Education Standards guide the knowledge and skills that students should learn, practice and demonstrate, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching, learning and assessment, and they articulate a trajectory for knowledge and skill acquisition across all grade levels. This ensures that student learning builds on prior knowledge and skills and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards. **The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.**

Organization and Structure of Health Education Standards

The overall structure of Nebraska's Health Education Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. In addition to standards and indicators, the Nebraska Health Education Standards provide examples. The "e.g...." statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet equitable learning expectations of the standards and indicators.

The Nebraska Health Education Standards are organized by grade level for grades K-8 and course-based for high school. The K-8 standards and indicators are organized within eight strands, which are essential components for health literacy.

The eight content strands are described below:

- **Foundations of Personal Health:** Foundations of Personal Health will assist students with acquiring basic health concepts and functional health knowledge and skills providing a foundation for promoting health-enhancing behaviors. This strand includes essential concepts that are based on established health behavior theories and models. These concepts focus on both health promotion and risk reduction. Through the development of the foundational skills and knowledge (e.g. communication skills, resiliency skills, protective factors, goal setting, decision making), the subsequent content strands will build upon and further cultivate these skills for student health literacy.
- **Nutrition & Physical Activity Promotion:** The nutrition and physical activity strand promotes healthy lifestyle choices through knowledge and skills development to properly fuel the body. Students will learn the importance of movement and dietary choices along with their effects on the body, academics and overall health. The link between nutrition and physical activity and learning is well documented. Healthy eating patterns and physical activity are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Proper nutrition and adequate physical activity significantly reduce risk factors for obesity and other chronic diseases, such as type 2 diabetes, heart disease, stroke, certain cancers, and depression (CDC).
- **Substance Abuse Prevention:** The substance abuse prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance abuse (e.g. alcohol, tobacco, nicotine-delivery devices, and other drugs both legal and illegal). Students will learn the difference between harmful and helpful drugs and medication along with short and long term consequences of use, misuse, and abuse on overall health. Substance abuse and misuse potentially has the ability to negatively impact every aspect of an individual's life at home, school or community.
- **Disease Prevention:** The disease prevention strand promotes hygiene and safety practices to prevent and reduce the risk of diseases and conditions. By understanding what a disease is and how they are transmitted and acquired, students will learn and adopt behaviors which will maintain and enhance their overall health. Six in ten Americans live with at least one chronic disease, like heart disease and stroke, cancer, or diabetes. These and other chronic diseases are the leading causes of death and disability in America, and they are also a leading driver of healthcare costs (CDC, 2020).
- **Injury Prevention & Safety:** The injury prevention and safety strand will assist students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury. Additionally, students will develop skills to recognize and appropriately respond to injuries or emergency situations. In the United States, Injuries are the leading cause of death in children ages 19 and younger. Injuries affect everyone—regardless of age, race, or economic status (CDC, 2020).
- **Social, Emotional & Mental Health:** The social, emotional, and mental health strand will help students understand diverse cultural experiences that impact mental, emotional, and social health. Students will learn strategies to help

manage their thoughts, feelings, emotions, and behaviors. Learning how to cope with change and stressors and recognize when support is needed for self or others is a key component of this strand. Students will develop positive social behaviors that provide them with the skills to get along with and assist others. Social, emotional, and mental wellness are key elements to one's overall health and well-being. Understanding individual abilities to manage emotions can assist in coping with the typical stresses of life, increasing productivity, building stronger relationships and lead to happier, healthier more fulfilling lives.

- **Human Growth & Development:** The human growth & development strand teaches students the structures and functions of the body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation experienced throughout the lifespan. Students will recognize characteristics relating to identity, sexuality and healthy relationships and identify the fundamental components of sexual health. It is recommended that comprehensive human growth and development education begins in kindergarten and occurs sequentially for all students grades K-12. Human growth and development programs that are developmentally, culturally, age appropriate, medically accurate, and unbiased have been proven to prevent or reduce risky behaviors.
- **Consumer & Environmental Health:** The consumer & environmental health strand will teach students how to identify and access valid consumer products, services and resources for a healthy lifestyle and recognize how the environment plays a major factor in one's overall well-being. Students will develop an understanding and health enhancing behaviors for community engagement and utilizing supports within their community. School-based consumer health education is necessary to prepare current and future consumers to safely and efficiently advocate for oneself and utilize the medical marketplace (i.e. consumer products, services, and resources) to ensure a healthy lifestyle. Maintaining a healthy environment is central to increasing quality of life and years of healthy life. Therefore, environmental health must address the societal and environmental factors that increase the likelihood of exposure and disease (Healthy People 2020).

In addition to a common structure for content area standards, a consistent numbering system is used. The Health Education standards numbering system is as follows:



- The first set of letters represent the content area, Health Education.
- The second letter(s) or number represents the grade level.

- The third is a number, for K-8 it represents the content strand and for high school it represents the course name.
- The fourth is a number to represent the standard within the strand or course.
- Last, is a letter representing the indicator for that standard.

Kindergarten

HE.K.1. Foundations of Personal Health

HE.K.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.
HE.K.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.K.1.2.a: Identify how family can help make healthy decisions.
	HE.K.1.2.b: Identify how the school can help make healthy decisions. (e.g. healthy food in cafeteria, rules, practices and procedures).
	HE.K.1.2.c: Explain the relationship between a decision and an outcome.
HE.K.1.3.	Students will focus on personal development and growth.
	HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.
	HE.K.1.3.b: Define goals and explain why setting goals is important.
	HE.K.1.3.c: Identify examples of things that make you feel frustrated, angry and nervous.
	HE.K.1.3.d: Demonstrate what one could do when feeling frustrated, angry and nervous.

HE.K.2. Nutrition & Physical Activity Promotion

HE.K.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.K.2.1.a: Identify nutrient-rich and less nutrient-rich food choices.
	HE.K.2.1.b: Identify the importance of eating a nutrient-rich breakfast every day.
	HE.K.2.1.c: Describe how much water someone should drink in a day.
	HE.K.2.1.d: Set a goal to eat breakfast every day.
HE.K.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.K.2.2.a: Describe how being physically active helps a person stay healthy.
	HE.K.2.2.b: Define physical activity and identify examples of active play opportunities outside of physical education.
HE.K.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.K.2.3.a: State how food gives us energy and helps us grow.

HE.K.3. Substance Abuse Prevention

HE.K.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.K.3.1.a: Explain why taking medications under the care of a trusted adults is important.

HE.K.4. Disease Prevention

HE.K.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.K.4.1.a: State examples of a healthy/well and unhealthy/ill person (e.g. fever, coughing, physically active, doctor visits, good hygiene).
	HE.K.4.1.b: Explain that germs can cause diseases.
	HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).

HE.K.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.K.4.2.a: State the importance of hand washing, mask wearing, coughing and sneezing etiquette to prevent the spread of germs.
	HE.K.4.2.b: Demonstrate how to properly wash one's hands.
	HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.
	HE.K.4.2.d: Describe ways to protect one's vision and hearing (e.g. routine exams, volume, sunglasses, hats, earbud use).
HE.K.5. Injury Prevention & Safety	
HE.K.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.
	HE.K.5.1.b: Identify fire exits, and how to safely evacuate a building in multiple situations.
	HE.K.5.1.c: Demonstrate safe practices (tornado/fire drills) with adults.
	HE.K.5.1.d: Identify injury and/or emergency situations (e.g. tornadoes, lightning, fire, accident, poisoning, medical emergency, bug bites or stings).
	HE.K.5.1.e: Demonstrate stop, drop and roll.
HE.K.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.K.5.2.a: Identify behaviors or activities that could lead to harm (e.g. trampolines, swimming pools, sun safety, bicycling, riding in a car, crossing the street).
	HE.K.5.2.b: Explain how proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks) helps protect from injury.
	HE.K.5.2.c: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).
	HE.K.5.2.d: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).
	HE.K.5.2.e: Identify safety rules for home, school and community and describe why those rules are in place.
HE.K.6. Social, Emotional & Mental Health	
HE.K.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.K.6.1.a: Describe qualities of being a good friend.
	HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.
	HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.
HE.K.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.K.6.2.a: Practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).
	HE.K.6.2.b: Identify how different emotions feel and how the body reacts to those emotions (e.g. tantrum, sweaty palms, heart rate, breathing).
HE.K.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.K.6.3.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).

HE.K.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Practice what to say when talking to a trusted adult to manage feelings.
	HE.K.6.4.b: Analyze how different events impact how people feel (e.g. pandemic, sports, protests, leadership, peer interactions).
HE.K.7. Human Growth & Development	
HE.K.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.K.7.1.a: State medically accurate names for body parts including genitalia.
HE.K.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.K.7.2.a: Discuss different kinds of family structures. (e.g. single parent, blended, intergenerational, cohabitating, adoptive, foster, same-gender, interracial).
	HE.K.7.2.b: Distinguish between safe and unsafe touch.
	HE.K.7.2.c: Define consent and identify how to clearly say no.
HE.K.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.K.7.3.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.
	HE.K.7.3.b: Explain that living things grow and mature.
HE.K.7.4.	Students will understand the structure and functions of body systems.
	HE.K.7.4.a: Name and describe the five senses.
HE.K.8. Consumer & Environmental Health	
HE.K.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.K.8.1.a: Classify products as harmful or safe (e.g. household products, food, pesticides, gardening/yard products, health products).
HE.K.8.2.	Students will recognize how the environment affects health.
	HE.K.8.2.a: Explain why seeking shelter during a storm (e.g. lightening, hail, tornado) is important.
	HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.
	HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).

Grade 1	
HE.1.1. Foundations of Personal Health	
HE.1.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.1.1.1.a: Identify how healthy behaviors (e.g. brushing teeth, using crosswalk, physical activity) affect personal health.
	HE.1.1.1.b: Identify the multiple dimensions of health.
HE.1.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.1.1.2.a: Identify trusted adults who can help make healthy decisions.
	HE.1.1.2.b: Explain how to make good, health-related decisions and how all decisions can affect self or others.
HE.1.1.3.	Students will focus on personal development and growth.
	HE.1.1.3.a: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.
	HE.1.1.3.b: Describe personal health goals and determine who can assist in achieving them.
	HE.1.1.3.c: Identify how frustration, anger and nervousness makes one feel emotionally and physically.
	HE.1.1.3.d: Demonstrate how to manage frustration, anger and nervousness.
HE.1.2. Nutrition & Physical Activity Promotion	
HE.1.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.1.2.1.a: Identify foods from each food group.
	HE.1.2.1.b: Describe health benefits of water, compared to other beverages.
	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.
	HE.1.2.1.d: Recognize that family and culture influence food choices.
HE.1.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.
	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.
HE.1.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).
	HE.1.2.3.b: Explain why nutrient-rich foods are necessary for overall health.
HE.1.3. Substance Abuse Prevention	
HE.1.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.1.3.1.a: Identify trustworthy adults who can help make healthy decisions about potentially harmful substances.
HE.1.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products like cleaners.

	HE.1.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
HE.1.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.1.3.3.a: Identify the short-and long-term physical effects of tobacco smoke (first and second hand smoke).
	HE.1.3.3.b: Set a goal to be tobacco free.
HE.1.4. Disease Prevention	
HE.1.4.1.	Students will recognize what a disease is and how it is spread or acquired.
	HE.1.4.1.a: Classify diseases into 3 categories: "easy to pass", "hard to pass", and "cannot pass".
HE.1.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.1.4.2.a: Describe when one should wash their hands.
	HE.1.4.2.b: Explain why proper hygiene (e.g. oral, washing body, clean clothes) is important to stay healthy.
	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.
	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.
HE.1.5. Injury Prevention & Safety	
HE.1.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.1.5.1.a: Demonstrate ways to ask a trusted adult (e.g. parent, guardian, relative, teacher, police officer, firefighter, spiritual leader, neighbor) for help when an emergency or injury occurs.
	HE.1.5.1.b: Describe situations that may be uncomfortable or unsafe that need to be reported to a trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).
	HE.1.5.1.c: Demonstrate the procedure for calling 911 and when it is appropriate to do so.
	HE.1.5.1.d: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightning, fire, accident, poisoning, medical emergency, bug bites or stings).
HE.1.5.2	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).
	HE.1.5.2.b: Demonstrate proper use of safety equipment (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs) to help protect from injury.
	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).
	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).
	HE.1.5.2.e: Apply strategies to prevent fires and burns.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.
HE.1.6. Social, Emotional & Mental Health	
HE.1.6.1.	Students will develop social skills and understand how to positively interact with others.

	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.
	HE.1.6.1.b: Explain importance of demonstrating respect for the personal space and boundaries of others.
	HE.1.6.1.c: Practice telling someone they are entering one's personal space and identify when to ask an adult for help.
	HE.1.6.1.d: Define bullying and teasing and why it is wrong to bully or tease others.
	HE.1.6.1.e: Explain the difference between tattling and reporting and why it is important to tell a trusted adult when they or someone they know is feeling threatened or harmed.
	HE.1.6.1.f: Identify bullying, teasing, and aggressive behaviors.
HE.1.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.1.6.2.a: Identify the causes of different feelings and emotions.
	HE.1.6.2.b: Define the influence of peers, the media, and the family on feelings and emotions.
	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.
HE.1.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.1.6.3.a: Identify who to talk to when feeling sad or having strong emotions. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.1.6.3.b: Discuss the emotions of loneliness and worry and how it may make one feel.
	HE.1.6.3.c: Apply communication skills to find out how others are feeling.
HE.1.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.1.6.4.a: Demonstrate what to say when showing respect and acceptance of differences in others.
	HE.1.6.4.b: Explain the influence of self-concept with performance in daily life.
HE.1.7. Human Growth & Development	
HE.1.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.1.7.1.a: Recall medically accurate names for body parts, including genitalia.
HE.1.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.1.7.2.a: Demonstrate ways to show respect for different types of family structures.
	HE.1.7.2.b: Explain that everyone has the right to tell others not to touch their body.
	HE.1.7.2.c: Discuss ways to respond if someone is touching them in a way that makes them feel uncomfortable.
	HE.1.7.2.d: Define gender, gender identity, and gender-role stereotypes.
HE.1.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.1.7.3.a: Explain why sleep and rest are important for proper growth and good health.
	HE.1.7.3.b: Discuss the importance of talking to a trusted adult about growth and development.
HE.1.7.4.	Students will understand the structure and functions of body systems.
	HE.1.7.4.a: Explain how the heart and lungs work.

HE.1.8. Consumer & Environmental Health	
HE.1.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.1.8.1.a: Discuss that not all products advertised or sold are good for them.
HE.1.8.2.	Students will recognize how the environment affects health.
	HE.1.8.2.a: Explain various rules, signs and signals (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk) necessary for staying safe around traffic.
	HE.1.8.2.b: Demonstrate how to safely cross the street.
	HE.1.8.2.c: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).
	HE.1.8.2.d: Demonstrate ways to prevent damage from the sun.

Grade 2	
HE.2.1. Foundations of Personal Health	
HE.2.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.
HE.2.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.2.1.2.a: Demonstrate the steps of the decision-making process.
	HE.2.1.2.b: Recognize when help is needed in making a decision.
HE.2.1.3.	Students will focus on personal development and growth.
	HE.2.1.3.a: Examine positive health choices (e.g. eating habits, physical activity, hygiene, sleeping habits).
	HE.2.1.3.b: Describe ways they are different and special.
	HE.2.1.3.c: Explain why it is important to accept differences in people.
HE.2.2. Nutrition & Physical Activity Promotion	
HE.2.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.
	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.
	HE.2.2.1.c: Set a goal to drink enough water each day.
	HE.2.2.1.d: Identify the variety of foods of plant and animal origins.
	HE.2.2.1.e: Demonstrate making nutrient-rich snack choices at school and at home.
HE.2.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.
	HE.2.2.2.b: State the purpose of a warm-up and cool down when performing physical activities.
	HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.
	HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.
HE.2.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.
	HE.2.2.3.b: Discuss how physically activity can make one feel better.
	HE.2.2.3.c: Identify things they like about themselves to help build a positive body image.
HE.2.3. Substance Abuse Prevention	
HE.2.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.3.1.a: Describe what over-the-counter and prescription medications are and how to safely use them (e.g. only take with adult supervision, use according to the label, use only when necessary).

	HE.2.3.1.b: Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine or other drugs by someone other than a trusted adult.
	HE.2.3.1.c: Identify a variety of tobacco products.
HE.2.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a trusted adult. (e.g. firmly saying no and walking away).
	HE.2.3.2.b: Identify healthy alternatives (e.g. physical activity, healthy eating, reading, recreation) to alcohol, tobacco, nicotine, and other harmful substances.
	HE.2.3.2.c: Encourage peers to be tobacco free.
HE.2.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.2.3.3.a: Describe the short and long term effects of using tobacco, including addiction.
	HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.
	HE.2.3.3.c: Describe the consequences of experimenting with tobacco.
HE.2.4. Disease Prevention	
HE.2.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.
	HE.2.4.1.b: Recognize bacteria and viruses are types of germs.
HE.2.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.
	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye dr.).
	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.
	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.
	HE.2.4.2.e: Seek help from a trusted adult when not feeling well.
HE.2.5. Injury Prevention & Safety	
HE.2.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.2.5.1.a: Explain protective behaviors to use when approached personally by strangers or on the internet.
	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.
	HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.
	HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.
	HE.2.5.1.e: Generate examples of safe places one might go if feeling personally threatened.
HE.2.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.

	HE.2.5.2.a: Describe how to cross the street safely.
	HE.2.5.2.b: State how emotions can influence safety-related behaviors.
	HE.2.5.2.c: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).
	HE.2.5.2.d: List personal behaviors that contribute to safe or unsafe use of technology.
	HE.2.5.2.e: Define child abuse (sexual, physical, and emotional) and identify behaviors that would be considered abusive.
HE.2.6. Social, Emotional & Mental Health	
HE.2.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).
	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.
	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.
	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.
	HE.2.6.1.e: Demonstrate responsibility for one's own actions and possessions and the possessions of others.
HE.2.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.2.6.2.a: Identify situations that trigger various emotions (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.
	HE.2.6.2.c: Explain the influence of peers, the media, technology, and family on feelings and emotions.
	HE.2.6.2.d: Practice the use of self talk to regulate emotions.
	HE.2.6.2.e: Explain the importance of talking with a trusted adult about feelings and emotions.
	HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.
HE.2.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.2.6.3.a: Discuss how various support systems for personal mental health needs could be used. (e.g. spiritual leader, counselor, medical professional, parent/guardian, teacher).
	HE.2.6.3.b: Discuss the influence of loneliness and worry on one's personal mental health.
	HE.2.6.3.c: Identify feelings associated with disappointment, loss and grief and how to express the feeling in a healthy way.
HE.2.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.2.6.4.a: Model ways to treat all people with dignity and respect.
	HE.2.6.4.b: Discuss how media influences thoughts, feelings, and beliefs (e.g. bias, perceptions, social norms, spirituality, gender roles).


	HE.2.6.4.c: Define and discuss examples of bias (e.g. stereotype, prejudice, stigma).
HE.2.7. Human Growth & Development	
HE.2.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.2.7.1.a: Recognize genitalia differences.
HE.2.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.2.7.2.a: Demonstrate how to clearly say no, leave a situation, and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe.
	HE.2.7.2.b: Identify healthy ways for friends to express feelings for each other, both physically and verbally.
	HE.2.7.2.c: Explain that if someone touches them in an unsafe way it is not their fault and they are not to blame.
	HE.2.7.2.d: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
HE.2.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.2.7.3.a: Explain that healthy bodies come in different shapes, sizes, and abilities.
	HE.2.7.3.b: Demonstrate healthy practices and behaviors (e.g. sleep, cleaning body, nutrition, physical activity) that maintain or improve healthy growth and development.
	HE.2.7.3.c: Discuss the human cycle of birth, aging, and death.
HE.2.7.4.	Students will understand the structure and functions of body systems.
	HE.2.7.4.a: Identify the major bones in the body and their location.
HE.2.8. Consumer & Environmental Health	
HE.2.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.2.8.2.	Students will recognize how the environment affects health.
	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO ₂ detectors, weather alarms).
	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).
	HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).




Grade 3

HE.3.1. Foundations of Personal Health	
HE.3.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.
	HE.3.1.1.b: Define hygiene and identify ways to practice good hygiene.
	HE.3.1.1.c: Explain the importance of practicing good hygiene.
HE.3.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health. (e.g. culture, family, biases, values, peers, community views).
	HE.3.1.2.b: Describe how choices can have positive and negative consequences.
	HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.
HE.3.1.3.	Students will focus on personal development and growth.
	HE.3.1.3.a: Describe ways some people are believed to be different and demonstrate ways to show dignity and respect while interacting with others.
	HE.3.1.3.b: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).
	HE.3.1.3.c: Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
	HE.3.1.3.d: Demonstrate the use of "I-statements" to express one's feelings or thoughts.
	HE.3.1.3.e: Respond positively to constructive criticism.
HE.3.2. Nutrition & Physical Activity Promotion	
HE.3.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).
	HE.3.2.1.b: Identify the recommended serving sizes for each food group.
	HE.3.2.1.c: Explain what food-borne illness is and how those illnesses can spread.
	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.
	HE.3.2.1.e: Discuss how family, friends, and media influence food choices.
HE.3.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activity to enhance fitness.
	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.
	HE.3.2.2.c: Discuss the importance of the muscular system on movement.
	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.
HE.3.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.

	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.
	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.
	HE.3.2.3.c: Define nutrients and their role within the body.
	HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.
HE.3.3. Substance Abuse Prevention	
HE.3.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.3.1.a: Explain rules for safe use of medicines and household products.
	HE.3.3.1.b: Explain the differences between medications (over the counter and prescription) and drugs (legal or illegal).
HE.3.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.3.3.2.a: Identify family, school and community rules about substance use.
	HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drugs use.
	HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs when offered by someone other than a trusted adult.
	HE.3.3.2.d: Describe how to locate sources of accurate information for alcohol- & tobacco-use prevention.
	HE.3.3.2.e: Encourage peers to be alcohol and tobacco free.
HE.3.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.3.3.3.a: Describe the short and long term effects of alcohol use, including addiction.
	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.
	HE.3.3.3.c: Explain the dangers of riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.d: Demonstrate strategies, including persuading others, to avoid riding in a motor vehicle with a driver who is under the influence of alcohol.
	HE.3.3.3.e: Set a goal to be alcohol free.
HE.3.4. Disease Prevention	
HE.3.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.
	HE.3.4.1.b: Identify common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.
	HE.3.4.1.c: Describe symptoms that occur when a person is sick.
HE.3.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).
	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.
	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common infectious (communicable) and non-infectious (non-communicable) diseases.

	HE.3.4.2.d: Summarize the benefits of personal health care practices such as tooth brushing and flossing, skin care and bathing regularly.
	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.
	HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.
HE.3.5. Injury Prevention & Safety	
HE.3.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.3.5.1.a: Identify and describe situations that may be uncomfortable or unsafe (e.g. weapons, harmful substances, abuse, injury, crosswalks, strangers).
	HE.3.5.1.b: Locate fire exits, and demonstrate how to safely evacuate a building.
	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).
	HE.3.5.1.d: Illustrate how to react to an injury or emergency situation and promptly report to a trusted adult or emergency service.
	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning by household cleaning and paint products.
	HE.3.5.1.f: Describe actions to take in a poison emergency.
HE.3.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.3.5.2.a: Identify at-risk situations that may require a decision making process and distinguish when assistance is necessary from an adult.
	HE.3.5.2.b: Illustrate how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.
	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger).
	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and discuss safety rules at home, school, and in the community.
	HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.
	HE.3.5.2.f: Analyze environments to determine whether they are safe places.
	HE.3.5.2.g: Describe safety guidelines for internet and social media use.
	HE.3.5.2.h: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (e.g. dangerous activities, unsafe challenges, purchasing choices).
HE.3.6. Social, Emotional & Mental Health	
HE.3.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.3.6.1.a: Demonstrate effective verbal and nonverbal communication skills (including setting personal boundaries).
	HE.3.6.1.b Define conflicts and identify strategies for conflict resolution.
	HE.3.6.1.c: Role play how to respond appropriately to bullying, teasing or aggressive behavior.
	HE.3.6.1.d: Demonstrate how to support students who are left out.
	HE.3.6.1.e: Discuss what is positive and negative peer pressure.
	HE.3.6.1.f: Identify characteristics of those involved in a bullying situation (e.g. the child who bullied, the child who was bullied, the child who was both bullied and bullied others, and bystanders).

	HE.3.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).
	HE.3.6.1.h: Identify benefits of intervening and disadvantages of being a spectator.
	HE.3.6.1.i: Explain why it is wrong to tease or bully others based on personal characteristics (e.g. body type, gender, appearance, mannerisms, and the way one dresses or acts).
HE.3.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.3.6.2.a: Identify examples of self-control during situations that trigger various emotions. (e.g. listening to music, talking to a friend, taking a test, being scolded).
	HE.3.6.2.b: Identify strategies for coping with upsetting situations (e.g. disappointment, loss, separation, being told no), including talking with a trusted adult.
	HE.3.6.2.c: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).
	HE.3.6.2.d: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.
	HE.3.6.2.e: State that sharing feelings is a healthy action.
	HE.3.6.2.f: Explain that anger is a normal emotion and identify nonviolent ways to manage anger.
HE.3.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.
	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings (e.g. loss, grief, loneliness, disappointment, worry).
	HE.3.6.3.c: Examine cultural and media factors that promote the stigma of mental health conditions.
HE.3.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.3.6.4.a: Display being open minded to the perspective of others.
	HE.3.6.4.b: Examine various cultural practices and beliefs (e.g. holidays, foods, music, and customs).
	HE.3.6.4.c: Define prejudice and discrimination.
	HE.3.6.4.d: Discuss stereotypes and racial bias in media and books (e.g. heros, "bad guys", characteristics, roles).
HE.3.7. Human Growth & Development	
HE.3.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.3.7.1.a: Describe the functions of basic reproductive body parts.
	HE.3.7.1.b: Explain reproduction and why all living things may have the capacity to reproduce.
HE.3.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.3.7.2.a: Demonstrate ways to promote dignity and respect for people of all genders, gender expressions, and gender identities, including other students, their family members, and members of the school community.
	HE.3.7.2.b: Describe the characteristics of healthy relationships.

	HE.3.7.2.c: Discuss the range of ways people express their gender and how gender-role stereotypes may influence behavior.
	HE.3.7.2.d: Explain the relationship between consent, personal boundaries, and bodily autonomy.
	HE.3.7.2.e: Define sexual orientation.
	HE.3.7.2.f: Explain that inappropriate touches should be reported to a trusted adult.
	HE.3.7.2.g: Identify trusted adults, including parents and caregivers, whom students can ask questions about gender identity and sexual orientation.
HE.3.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.3.7.3.a: Explain how puberty and development can vary greatly and still be normal.
	HE.3.7.3.b: Describe physical changes that occur during development (e.g. body hair, body odor, body shape).
	HE.3.7.3.c: Describe how puberty prepares human bodies for the potential to reproduce.
	HE.3.7.3.d: Identify potential resources (for example: parents, caregivers, health care professionals, websites) that can provide accurate information about puberty.
	HE.3.7.3.e: Discuss good hygiene practices and their importance for growth and development.
	HE.3.7.3.f: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.3.7.4.	Students will understand the structure and functions of body systems.
	HE.3.7.4.a: Describe the muscular system and its basic functions.
HE.3.8. Consumer & Environmental Health	
HE.3.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.3.8.1.a: Describe how family, community, peers, and media can influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).
	HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).
HE.3.8.2.	Students will recognize how the environment affects health.
	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.
	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds and identify common sources of noise.
	HE.3.8.2.c: Practice ways to protect ones hearing.
	HE.3.8.2.d: Discuss how family, community, peers, and media can influence personal environmental health practices and behaviors.

Grade 4

HE.4.1. Foundations of Personal Health	
HE.4.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.
	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.
	HE.4.1.1.c: Describe values that promote personal health (e.g. self-efficacy, family beliefs).
HE.4.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.4.1.2.a: Locate medically-accurate resources from home, school, and community that can influence one's decision making.
	HE.4.1.2.b: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.
	HE.4.1.2.c: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.
HE.4.1.3.	Students will focus on personal development and growth.
	HE.4.1.3.a: Recognize and accept that reasonable people can have differing opinions.
	HE.4.1.3.b: Prioritize healthy choices for self while being influenced by others.
	HE.4.1.3.c: Set a specific and measurable short-term health-related goal and track the progress.
	HE.4.1.3.d: Define stress and identify what causes or triggers stress in oneself and others.
	HE.4.1.3.e: Discuss strategies to manage stress triggers.
	HE.4.1.3.f: Identify physical and emotional reactions to stress.
	HE.4.1.3.g: Demonstrate ways to promote dignity and respect for all people (e.g. race, ethnicity, socio-economic status, differing abilities, immigration status, family configuration).
	HE.4.1.3.h: Examine your interests and get involved within your school community (e.g. tutor, student council, clubs, mentoring new students).
HE.4.2. Nutrition & Physical Activity Promotion	
HE.4.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.
	HE.4.2.1.b: Set a short-term goal to choose healthy foods for snacks and meals.
	HE.4.2.1.c: Differentiate between portions and servings sizes.
	HE.4.2.1.d: Identify foods with labels and locate key nutrition items on those labels.
	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.
	HE.4.2.1.f: Describe safe food handling and preparation practices.
	HE.4.2.1.g: Practice asking family members for nutrient-rich food options.
HE.4.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.4.2.2.a: Identify the components of health-related fitness (cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.

	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.
	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, workout, cool-down).
HE.4.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.4.2.3.a: Discuss the importance of hydration and hydration choices for physical activities.
	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and good health.
	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.
	HE.4.2.3.d: Demonstrate strategies for taking personal responsibility for eating healthy foods and being physically active.
HE.4.3. Substance Abuse Prevention	
HE.4.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).
	HE.4.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.
	HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).
	HE.4.3.1.d: Access sources of accurate information for tobacco, alcohol and medications.
HE.4.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not to use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).
	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.4.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.
	HE.4.3.2.d: Demonstrate how to locate sources of accurate information for prevention of substance use and misuse.
	HE.4.3.2.e: Give factual information about the benefits of not using alcohol, tobacco or other drugs.
	HE.4.3.2.f: Describe the impact of using substances (e.g. tobacco, alcohol, medications, caffeine), including that they can be addictive.
HE.4.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.4.3.3.a: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).
	HE.4.3.3.b: Examine the consequences to the brain and body when harmful substances are ingested (e.g. intoxicants, medications, alcohol, illicit drugs).
	HE.4.3.3.c: Demonstrate ways to request to others to avoid driving under the influence.

	HE.4.3.3.d: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.
	HE.4.3.3.e: Explain the short and long term physical, mental, social, financial, and emotional effects of alcohol, tobacco and other substance use.
HE.4.4. Disease Prevention	
HE.4.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.
	HE.4.4.1.b: Describe when it is important to seek health care treatment of infectious (communicable) and non-infectious (non-communicable) diseases.
	HE.4.4.1.c: Identify the most common symptoms of an infectious (communicable) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).
	HE.4.4.1.d: Demonstrate how to show empathy towards individuals that have chronic conditions.
HE.4.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.4.4.2.a: Demonstrate how to locate sources of accurate information on the internet to prevent diseases.
	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood health problems.
	HE.4.4.2.c: Locate professional health services in the community.
	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions. (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).
HE.4.5. Injury Prevention & Safety	
HE.4.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.4.5.1.a: Describe the symptoms of someone who is seriously ill or injured and needs immediate medical attention.
	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.
	HE.4.5.1.c: Practice strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.
	HE.4.5.1.d: Explain the importance of telling an adult if someone is in danger.
HE.4.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm (e.g. swimming, pedestrian, motor vehicle, wheeled recreation, falls, burns, poisoning).
	HE.4.5.2.b: Demonstrate ways to start a conversation when you are seeking help from a trusted adult about an uncomfortable or dangerous situation (e.g. bullying, teasing, child abuse).
	HE.4.5.2.c: Examine ways to be a safe pedestrian.
	HE.4.5.2.d: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.
	HE.4.5.2.e: Identify the potential consequences of risky behaviors.
	HE.4.5.2.f: Explain why abusive behaviors are harmful and their potential impacts.
	HE.4.5.2.g: Describe the potential risks and dangers associated with online communication.

	HE.4.5.2.h: Explain responsible uses of technology and digital information and describe potential consequences of inappropriate use.
HE.4.6. Social, Emotional & Mental Health	
HE.4.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.4.6.1.a: Demonstrate graciousness in winning and losing.
	HE.4.6.1.b: Develop strategies for building relationships with others who are different from oneself.
	HE.4.6.1.c: Describe ways to express forgiveness.
	HE.4.6.1.d: Explain the difference of positive and negative peer pressure and how it could influence a friendship.
	HE.4.6.1.e: Explain how resolving a conflict with a friend could strengthen the friendship.
	HE.4.6.1.f: Identify assertive, passive and aggressive conflict resolution behaviors.
	HE.4.6.1.g: Identify strategies to intervene safely when someone is being bullied or teased.
	HE.4.6.1.h: Demonstrate ways of dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.4.6.1.i: Practice reflective listening (e.g. I messages, paraphrase).
	HE.4.6.1.j: Define empathy and practice demonstrating empathy with peers.
	HE.4.6.1.k: Discuss the different types of bullying (social, verbal, physical, and cyber).
HE.4.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.
	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.
	HE.4.6.2.c: Utilize "I-statements" to express various emotions.
	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify triggers and causes.
HE.4.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.4.6.3.a: Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others.
	HE.4.6.3.b: Recognize that using resources and strategies, including talking to someone (e.g. a trusted adult (mental health medical professionals, caregivers, teachers) to manage feelings is a healthy action.
	HE.4.6.3.c: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a trusted adult.
HE.4.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.4.6.4.a: Define and discuss examples of conscious and unconscious bias.
	HE.4.6.4.b: Analyze the various points of view expressed on an historical, political, or social issue.
	HE.4.6.4.c: Explain behaviors associated with inclusiveness in a variety of relationships.
	HE.4.6.4.d: Discuss stereotyping and its negative impact on others.
	HE.4.6.4.e: Describe that people from different cultural and social groups share many things in common.

HE.4.7. Human Growth & Development	
HE.4.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.4.7.1.a: Define Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS).
	HE.4.7.1.b: Explain that it is safe to be a friend of someone who is living with HIV or AIDS.
	HE.4.7.1.c: Define the process of human reproduction.
	HE.4.7.1.d: Describe how puberty prepares human bodies for the potential to reproduce and that some healthy people have conditions that impact the ability to reproduce.
HE.4.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.4.7.2.a: Demonstrate refusal skills to protect personal boundaries and avoid or reduce health risks.
	HE.4.7.2.b: Compare positive and negative ways friends, peers and media can influence relationships.
	HE.4.7.2.c: Describe gender-role stereotypes and their potential impact on oneself and others.
X	HE.4.7.2.d: Differentiate between sexual orientation and gender identity.
	HE.4.7.2.e: Demonstrate the use of healthy and respectful words and actions to express friendship, attraction, and affection.
X	HE.4.7.2.f: Distinguish between sex assigned at birth and gender identity and explain how they may or may not differ.
HE.4.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.4.7.3.a: Explain ways to manage the physical and emotional changes associated with puberty.
	HE.4.7.3.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/adults).
	HE.4.7.3.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.4.7.3.d: Demonstrate how to ask a trusted adult questions about puberty and adolescents.
	HE.4.7.3.e: Discuss common human sexual development and the role of hormones (e.g. romantic and sexual feelings, mood swings, timing of puberty onset).
	HE.4.7.3.f: Explain body image and discuss that healthy bodies come in different shapes, sizes, and abilities.
HE.4.7.4.	Students will understand the structure and functions of body systems.
	HE.4.7.4.a: Describe the respiratory and cardiovascular system and their basic functions.
HE.4.8. Consumer & Environmental Health	
HE.4.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.4.8.1.a: Locate trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).
	HE.4.8.1.b: Identify characteristics of valid health information, products and services.


	HE.4.8.1.c: Investigate resources from home, school, and community that provide valid health information.
HE.4.8.2.	Students will recognize how the environment affects health.
	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).
	HE.4.8.2.b: Discuss strategies to protect the skin (e.g. bug spray, sun screen, protective gear, chemical exposure) when playing outdoors.
	HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).

Grade 5	
HE.5.1. Foundations of Personal Health	
HE.5.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.
	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.
HE.5.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.5.1.2.a: Analyze a variety of internal and external factors that influence health practices and behaviors. (e.g. culture, family, biases, values, peers, community views).
	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.
	HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.
	HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.
HE.5.1.3.	Students will focus on personal development and growth.
	HE.5.1.3.a: Communicate ideas using a variety of formats including technology.
	HE.5.1.3.b: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).
	HE.5.1.3.c: Demonstrate ways to express gratitude and treat others with dignity and respect.
	HE.5.1.3.d: Demonstrate strategies to reduce stress (e.g. talking to a friend or trusted adult, considering what led to these feelings, exercise).
	HE.5.1.3.e: Practice turning criticism into constructive feedback.
HE.5.2. Nutrition & Physical Activity Promotion	
HE.5.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.5.2.1.a: Define a calorie and describe how it is used by the body.
	HE.5.2.1.b: Explore food choices from different cultures.
	HE.5.2.1.c: Identify strategies that can be used to consume recommended portions of food to meet individual nutrient needs.
	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.
	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.
	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, solid fat, and sodium.
HE.5.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.5.2.2.a: Identify the skill-related components of fitness.
	HE.5.2.2.b: Differentiate between skill-related and health-related components of fitness.
	HE.5.2.2.c: Develop a personal plan to be physically active.
	HE.5.2.2.d: Identify ways to strengthen each skill- and health-related component of fitness.
	HE.5.2.2.e: Track progress towards achieving a personal physical activity goal.

	HE.5.2.2.f: Discuss the role of weight or resistance training prior to puberty.
HE.5.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.
	HE.5.2.3.b: Illustrate foods' role during the process of digestion.
	HE.5.2.3.c: Describe the social benefits gained from participating in physical activity.
	HE.5.2.3.d: Identify the role of physical activity and healthy eating in prevention of chronic disease.
	HE.5.2.3.e: Examine how the media portrays beauty.
	HE.5.2.3.f: Discuss how healthy bodies come in all shapes, sizes and abilities.
HE.5.3. Substance Abuse Prevention	
HE.5.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).
	HE.5.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.
	HE.5.3.1.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.
HE.5.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.
	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.
	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.
	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.
	HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.
HE.5.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.5.3.3.a: Summarize the risks associated with driving a motor vehicle under the influence of alcohol and other drugs.
	HE.5.3.3.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.
	HE.5.3.3.c: Explain addiction and recovery.
	HE.5.3.3.d: Describe the benefits of abstaining from or discontinuing substance use or misuse (e.g. nicotine, alcohol, medications, household products, tobacco, marijuana).
HE.5.4. Disease Prevention	
HE.5.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.5.4.1.a: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.
	HE.5.4.1.b: Discuss pathogens (germs) and common types of pathogens.

	HE.5.4.1.c: Locate factual information about common chronic health conditions (e.g. asthma, diabetes, allergies, anaphylaxis, seizures).
HE.5.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.5.4.2.a: Demonstrate approaching a trusted adult about feeling ill at school and home.
	HE.5.4.2.b: Name alternatives to unhealthy behaviors that may cause disease.
	HE.5.4.2.c: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).
	HE.5.4.2.d: Discuss how social determinants and health disparities can impact health.
HE.5.5. Injury Prevention & Safety	
HE.5.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.5.5.1.a: Communicate with a trusted adult at home how to respond to a fire and/or tornado.
	HE.5.5.1.b: Demonstrate how to obtain and offer assistance to others in harmful situations.
	HE.5.5.1.c: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including sexual harassment.
HE.5.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.
	HE.5.5.2.b: Identify ways to reduce risk of injuries from animal and insect bites and stings.
	HE.5.5.2.c: Explain a variety of healthy behaviors (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety) that promote injury prevention and personal safety.
	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.
	HE.5.5.2.e: Define what is sex- and human trafficking.
	HE.5.5.2.f: Explain the potential risks associated with the use of networked digital environments (internet, cell phones, wireless networks) and sharing personal information.
	HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.
HE.5.6. Social, Emotional & Mental Health	
HE.5.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a trusted adult for assistance.
	HE.5.6.1.b: List different approaches one might have to dealing with conflict (e.g. avoidance, compliance, negotiation).
	HE.5.6.1.c: Interpret non-verbal communication cues (e.g. hand gestures, facial expressions, body language).
	HE.5.6.1.d: Explain how one's own behavior might affect the feelings of others.
	HE.5.6.1.e: Recognize how a situation would make one feel (positive and negative) and treat others accordingly.
	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.

	HE.5.6.1.g: Recognize and accept that reasonable people can have differing opinions.
	HE.5.6.1.h: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
HE.5.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.5.6.2.a: Demonstrate strategies to avoid situations that might lead to negative consequences.
	HE.5.6.2.b: Demonstrate strategies to manage strong feelings.
	HE.5.6.2.c: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).
	HE.5.6.2.d: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.
HE.5.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.5.6.3.a: Demonstrate how to get help from an adult when someone is in danger of hurting themselves or others.
	HE.5.6.3.b: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.
	HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.
HE.5.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.5.6.4.a: Evaluate examples of how the media portray various social and cultural groups.
	HE.5.6.4.b: Demonstrate ways to advocate for others.
	HE.5.6.4.c: Describe cultural beliefs, conscious and unconscious bias and stigma and the various factors that influence them.
	HE.5.6.4.d: Discuss how current events could trigger various emotions.
HE.5.7. Human Growth & Development	
HE.5.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.5.7.1.a: Use medically accurate names for body parts, including genitalia.
	HE.5.7.1.b: Explain the human reproductive systems, including the external and internal body parts and their functions, and that there are natural variations in human bodies.
	HE.5.7.1.c: Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
	HE.5.7.1.d: Define the functions of sperm and egg cell in human reproduction.
	HE.5.7.1.e: Define STDs, including HIV, and clarify ways they are transmitted and prevented.
	HE.5.7.1.f: Describe the benefits of being sexually abstinent.
	HE.5.7.1.g: Explain sexual intercourse and how it relates to human reproduction.
HE.5.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.5.7.2.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.
	HE.5.7.2.b: Demonstrate positive ways to communicate differences of opinion while maintaining romantic relationships.

	HE.5.7.2.c: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.
	HE.5.7.2.d: Describe steps a person can take when they are being or have been sexually abused.
	HE.5.7.2.e: Demonstrate ways to promote dignity and respect for people of all sexual orientations, including other students, their family members, and members of the school community.
	HE.5.7.2.f: Explain that gender expression and gender identity exist along a spectrum.
	HE.5.7.2.g: Define sexual abuse, sexual harassment, and domestic/dating violence and explain why they are harmful and their potential impacts.
	HE.5.7.2.h: Explain that some survivors are not believed when they disclose sexual abuse or harassment and that it is important to keep telling trusted adults until one of the adults takes action.
HE.5.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.5.7.3.a: Use self-assessment skills to identify feelings and personal changes that are part of puberty.
	HE.5.7.3.b: Discuss the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.5.7.3.c: Identify personal hygiene practices and health and safety issues related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.5.7.3.d: Make a plan for maintaining personal hygiene during puberty.
	HE.5.7.3.e: Explain the significance of the physical changes in puberty and the potential role of hormone blockers on young people who identify as transgender.
HE.5.7.4.	Students will understand the structure and functions of body systems.
	HE.5.7.4.a: Describe the digestive system and its basic functions.
	HE.5.7.4.b: Identify the building blocks of the human body (cells, tissues, organs, organ system, organisms).
HE.5.8. Consumer & Environmental Health	
HE.5.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.5.8.1.a: Demonstrate how to positively influence family, peers and community consumer health choices and behaviors (e.g. nutritional foods, hygiene, products, community opportunities).
	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.
HE.5.8.2.	Students will recognize how the environment affects health.
	HE.5.8.2.a: State how different industries (e.g. agriculture, factories) impact the environment and one's health (e.g. water and air quality, pesticides).
	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.
	HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.
	HE.5.8.2.d: Analyze how one's family influences (positive or negative) environmental health practices and behaviors.

Grade 6	
HE.6.1. Foundations of Personal Health	
HE.6.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.6.1.1.a: Define health and identify healthy lifestyles and habits.
	HE.6.1.1.b: Distinguish between the multiple dimensions of health.
	HE.6.1.1.c: Analyze the influence of media and technology on personal and family health.
HE.6.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.
	HE.6.1.2.b: Predict the positive and negative consequences of a decision.
	HE.6.1.2.c: Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
HE.6.1.3.	Students will focus on personal development and growth.
	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.
	HE.6.1.3.b: Create strategies to manage deadlines for a school-related activity (e.g. studying for a test, completing a project).
	HE.6.1.3.c: Describe passive, aggressive, and assertive communication styles.
	HE.6.1.3.d: Demonstrate how to communicate assertively in a respectful manner.
	HE.6.1.3.e: Describe passive, aggressive, and assertive communication styles.
	HE.6.1.3.f: Describe the signs and symptoms of stress.
	HE.6.1.3.g: Identify positive and negative results of stress and appropriate ways of dealing with each.
	HE.6.1.3.h: Demonstrate ways to promote dignity and respect for all people.
HE.6.2. Nutrition & Physical Activity Promotion	
HE.6.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).
	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.
	HE.6.2.1.c: Differentiate between portion and serving sizes.
	HE.6.2.1.d: Identify the nutritional value for various foods.
	HE.6.2.1.e: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.
	HE.6.2.1.f: Explain the importance of eating breakfast every day.
	HE.6.2.1.g: Analyze how advertising and marketing techniques used for food and beverages affect choices.
HE.6.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.6.2.2.a: Demonstrate examples of each skill-related component of fitness.
	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.

	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.
	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.
	HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.
	HE.6.2.2.f: Demonstrate the role of a warm-up and cool down through dynamic movement.
	HE.6.2.2.g: Discuss the importance of proper technique while performing muscular strength exercises.
HE.6.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.6.2.3.a: Define caloric intake and expenditure.
	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.
	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).
	HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
	HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.
HE.6.3. Substance Abuse Prevention	
HE.6.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.
	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.
	HE.6.3.1.c: Access sources of accurate information for a variety of substances.
HE.6.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.6.3.2.b: Identify the potential effects of substance use.
	HE.6.3.2.c: Demonstrate strategies to resist substance use that can lead to misuse and abuse.
	HE.6.3.2.d: Describe positive alternatives to using alcohol, tobacco and other drugs.
HE.6.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.
	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.
	HE.6.3.3.c: Access school and community resources to assist with substance use, misuse, and abuse.
	HE.6.3.3.d: Locate school policies and community laws about alcohol, tobacco and other drugs use.
	HE.6.3.3.e: Summarize the short and long term effects of marijuana use.
HE.6.4. Disease Prevention	

HE.6.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.6.4.1.a: Break down what a disease is and its correlation within the body.
	HE.6.4.1.b: Examine pathogens and the diseases they cause.
	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, poverty, health disparities of marginalized communities, race, environment, hygiene).
HE.6.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.
	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.
	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.
HE.6.5. Injury Prevention & Safety	
HE.6.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.6.5.1.a: Predict the severity of an injury or emergency and respond appropriately.
	HE.6.5.1.b: Interpret emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms).
HE.6.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.
	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).
	HE.6.5.2.c: Describe ways to reduce risk of injuries from firearms.
	HE.6.5.2.d: Predict the potential outcomes to at-risk behaviors.
	HE.6.5.2.e: Identify strategies that sex traffickers/exploiters employ to recruit youth.
	HE.6.5.2.f: Identify key components of digital citizenship.
	HE.6.5.2.g: Describe how prejudice, discrimination, intolerance, and bias can lead to violence.
HE.6.6. Social, Emotional & Mental Health	
HE.6.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.6.6.1.a: Demonstrate effective listening skills.
	HE.6.6.1.b: Demonstrate the ability to use the steps of conflict resolution.
	HE.6.6.1.c: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.
	HE.6.6.1.e: Describe how to end unhealthy relationships.
HE.6.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.6.6.2.a: Demonstrate the ability to use practical strategies to manage strong feelings.
	HE.6.6.2.b: Identify, recognize and name personal complex emotions.

	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.
	HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.
	HE.6.6.2.e: Discuss how emotions change during adolescence.
HE.6.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.
	HE.6.6.3.b: Define mental health and understand what it means to be mentally healthy.
	HE.6.6.3.c: Identify risk factors for mental illnesses and challenges.
	HE.6.6.3.d: Research school and community mental health resources to help and assist with mental illnesses or challenges.
	HE.6.6.3.e: Locate appropriate processes for reporting unsafe behaviors or situations for self and others.
	HE.6.6.3.f: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).
HE.6.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.6.6.4.a: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.6.4.b: Explain how recognizing and understanding different perspectives could prevent conflict.
HE.6.7. Human Growth & Development	
HE.6.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.6.7.1.a: Infer that people/families have different cultural beliefs when it comes to sexual health (e.g. abstinence, birth control, gender roles).
	HE.6.7.1.b: Identify prevention strategies, including abstinence, of pregnancy, STDs and HIV.
	HE.6.7.1.c: Explain STDs, including HIV, how common STDs are, and how they are and are not transmitted.
	HE.6.7.1.d: Explain why it is unethical to pressure anyone to have sexual contact and emphasize how individuals have the right to refuse any level of sexual contact.
	HE.6.7.1.e: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
	HE.6.7.1.f: Correlate how engaging in sexual activity could affect personal goals.
HE.6.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.6.7.2.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.2.b: Define and explain differences between cisgender, transgender, gender non-binary, gender expansive, and gender identity.
	HE.6.7.2.c: Define sexual identity and explain a range of identities related to sexual orientation (e.g. heterosexual, bisexual, lesbian, gay, queer, two- spirit, asexual, pansexual).
	HE.6.7.2.d: Describe the similarities and differences between friendships and romantic relationships.

	HE.6.7.2.e: Summarize how technology, including social media can impact friendships and relationships.
	HE.6.7.2.f: Discuss the ways people express their gender and how gender-role stereotypes may limit behavior.
	HE.6.7.2.g: Demonstrate communication skills that will support healthy relationships.
	HE.6.7.2.h: Recognize techniques that are used to coerce or pressure someone to have sex.
HE.6.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.6.7.3.a: Review the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.
	HE.6.7.3.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.
	HE.6.7.3.c: Locate medically accurate sources of information about puberty and adolescent development.
	HE.6.7.3.d: Identify health care providers for puberty and adolescent development services.
	HE.6.7.3.e: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain good hygiene during maturation.
HE.6.7.4.	Students will understand the structure and functions of body systems.
	HE.6.7.4.a: List the basic interactions of the human body systems.
	HE.6.7.4.b: Describe the immune system and its basic functions.
HE.6.8. Consumer & Environmental Health	
HE.6.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.
	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.
HE.6.8.2.	Students will recognize how the environment affects health.
	HE.6.8.2.a: Identify environmental factors that can affect health (e.g. pollutants, safety guidelines/laws for home, school and community).
	HE.6.8.2.b: Identify ways you could contribute to your community (e.g. help a neighbor, contribute to community safety, help keep your block clean).
	HE.6.8.2.c: Identify common causes of noise-induced hearing loss.
	HE.6.8.2.d: Summarize actions to take to protect oneself against potential damage from exposure to the sun.

Grade 7	
HE.7.1. Foundations of Personal Health	
HE.7.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.
	HE.7.1.1.b: Explain the relationship between the multiple dimensions of health.
	HE.7.1.1.c: Analyze the physical, emotional, mental, and social importance of keeping the body clean.
HE.7.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).
	HE.7.1.2.b: Demonstrate the use of resistance/refusal skills in managing conflicts.
HE.7.1.3.	Students will focus on personal development and growth.
	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.
	HE.7.1.3.b: Identify influences on personal development and advocate for self.
	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.
	HE.7.1.3.d: Describe common stress triggers and how stress effects one's health.
	HE.7.1.3.e: Practice strategies for dealing with stress (for example: e.g. deep breathing, guided visualization, aerobic exercise, time management).
	HE.7.1.3.f: Describe how time management might contribute to stress reduction.
HE.7.2. Nutrition & Physical Activity Promotion	
HE.7.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.
	HE.7.2.1.b: Analyze nutritional information to enhance food choices.
	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.
	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.
	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices (e.g. choice, food deserts, family & culture, community).
HE.7.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.7.2.2.a: Differentiate between the components of skill- and health-related fitness.
	HE.7.2.2.b: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.
	HE.7.2.2.c: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.
	HE.7.2.2.d: Describe the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.
	HE.7.2.2.e: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

	HE.7.2.2.f: Explain the relationship between self-expression and lifelong enjoyment through physical activity.
	HE.7.2.2.g: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.
HE.7.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.
	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.
	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.
	HE.7.2.3.d: Define disordered eating and eating disorders.
HE.7.3. Substance Abuse Prevention	
HE.7.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.7.3.1.a: Describe the possible progression of substance use, misuse, and abuse and the potential risks associated with each.
	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
HE.7.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.
	HE.7.3.2.b: Apply strategies to resist substance use that can lead to misuse and abuse.
	HE.7.3.2.c: Examine the reasons why people choose to use or not to use alcohol, tobacco and other drugs.
	HE.7.3.2.d: Define addiction and understand the need for professional intervention.
	HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.
HE.7.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.
	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health (including side effects).
	HE.7.3.3.c: Assess the validity of information as it applies to substance use, misuse, and abuse.
	HE.6.3.3.d: Evaluate how the use of substances can cause illness, injury and complications with growth and development.
	HE.7.3.3.e: Describe the health risks of using performance-enhancing drugs.
	HE.7.3.3.f: Encourage others to be tobacco-, alcohol- and drug-free.
HE.7.4. Disease Prevention	
HE.7.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.

	HE.7.4.1.a: Differentiate between communicable (infectious) and non-communicable (non-infectious) diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).
	HE.7.4.1.b: Identify blood borne pathogens, such as those causing HIV and Hepatitis B and C, and methods to prevent disease transmission.
	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.
HE.7.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.
	HE.7.4.2.b: Summarize health behaviors to prevent the spread of infectious (communicable) diseases that are transmitted by food, air, indirect contact, and person-to-person contact.
	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.
	HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.
HE.7.5. Injury Prevention & Safety	
HE.7.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.7.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.
	HE.7.5.1.b: Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.
	HE.7.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.
	HE.7.5.1.d: Identify signs and symptoms of self-harm.
HE.7.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted driver, use of safety restraints in motor vehicles, and use of safety equipment).
	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.
	HE.7.5.2.c: Identify protective equipment necessary for sports and recreational activities.
	HE.7.5.2.d: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, texting, websites, phone and tablet applications) can negatively impact personal safety of self or others.
	HE.7.5.2.e: Describe ways to reduce risk of injuries while riding in or on a motor vehicle, around water and as a pedestrian.
	HE.7.5.2.f: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle choices).
	HE.7.5.2.g: Develop a personal plan for safe and responsible technology use.
HE.7.6. Social, Emotional & Mental Health	
HE.7.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.

	HE.7.6.1.b: Analyze the effectiveness of conflict resolution steps when dealing with conflict.
	HE.7.6.1.c: Illustrate responsible interactions on social and digital media.
	HE.7.6.1.d: Describe how power and control differences in relationships can contribute to aggression and violence.
	HE.7.6.1.e: Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed.
HE.7.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.
	HE.7.6.2.b: Apply skills to manage strong feelings.
	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.
	HE.7.6.2.d: Explore common life changes (e.g. moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
	HE.7.6.2.e: Summarize the benefits of talking with parents and other trusted adults about feelings.
HE.7.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).
	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.
	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community (e.g. school counselors, psychologists, social workers).
	HE.7.6.3.d: Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.
	HE.7.6.3.e: Identify mental health conditions and challenges that require support.
	HE.7.6.3.f: Research careers associated with mental health care (for example: social worker, psychologist, psychiatrist, school counselor).
HE.7.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.7.6.4.a: Demonstrate ways to show respect for others, including those with real or perceived differences (e.g. cultural differences, disabilities, gender, and sexual orientation).
	HE.7.6.4.b: Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ.
	HE.7.6.4.c: Define and provide examples of the various 'isms' (for example: racism, sexism, ageism, heterosexism, ableism, classism).
HE.7.7. Human Growth & Development	
HE.7.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.7.7.1.a: Compare and contrast reproductive systems including body parts and their functions.
	HE.7.7.1.b: Define sexual intercourse and how it relates to human reproduction.
	HE.7.7.1.c: Examine behaviors and situations that may result in increased risk for STDs, including HIV.
	HE.7.7.1.d: Demonstrate how to effectively communicate when pressured to participate in sexual behavior.

	HE.7.7.1.e: Define vaginal, oral and anal sex and their relationship to STD/HIV transmission.
	HE.7.7.1.f: Explain the range of ways pregnancy can occur (e.g. IVF, surrogacy).
HE.7.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.7.7.2.a: Describe consent and its impact of healthy relationships.
	HE.7.7.2.b: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.
	HE.7.7.2.c: Examine the influences that can impact attitudes, beliefs, and expectations about gender, sexual orientation, and identity.
	HE.7.7.2.d: Categorize characteristics of healthy and unhealthy relationships.
	HE.7.7.2.e: Examine the impact of technology (e.g., use of smartphones, GPS tracking) including social media, on friendships and relationships (e.g., consent, communication, sexting).
	HE.7.7.2.f: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.
	HE.7.7.2.g: Explain how family, friends, society and media, including sexually explicit media, can impact one's body image and self-esteem.
	HE.7.7.2.h: Describe the state and federal laws related to age of consent, child pornography, sexting, safe haven, and sex trafficking.
HE.7.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.7.7.3.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.
	HE.7.7.3.b: Demonstrate respect of individual differences in puberty and adolescent development.
	HE.7.7.3.c: Create a sleep plan to reduce disruptive behaviors and get at least 8 hours of sleep each night.
	HE.7.7.3.d: Identify trusted adults of whom students can ask questions about puberty and adolescent health issues.
HE.7.7.4.	Students will understand the structure and functions of body systems.
	HE.7.7.4.a: Examine the different body systems and their major functions.
HE.7.8. Consumer & Environmental Health	
HE.7.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.
	HE.7.8.1.b: Investigate ways in which health messages and communication techniques can be altered for different audiences.
	HE.7.8.1.c: Explore various careers in the healthcare field and their roles.
HE.7.8.2.	Students will recognize how the environment affects health.
	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.
	HE.7.8.2.b: Illustrate appropriate ways to protect vision and hearing. (e.g. protective goggles, sun safety, reduce volume, earplugs).

Grade 8	
HE.8.1. Foundations of Personal Health	
HE.8.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.
	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the different dimensions of health.
	HE.8.1.1.c: Correlate the relationship between different dimensions of health.
HE.8.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.8.1.2.a: Apply the steps of the decision-making process.
	HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).
	HE.8.1.2.c: Apply resistance/refusal skills in conflict management.
	HE.8.1.2.d: Assess the positive and negative impacts of a decision.
HE.8.1.3.	Students will focus on personal development and growth.
	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.
	HE.8.1.3.b: Analyze how influences impact personal development.
	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.
	HE.8.1.3.d: Demonstrate respect for human dignity virtually and in-person.
	HE.8.1.3.e: Apply strategies to reduce stress.
HE.8.2. Nutrition & Physical Activity Promotion	
HE.8.2.1.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.
	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.
	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.
	HE.8.2.1.d: Identify foods and beverages that contain each of the six important nutrients.
	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.
	HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.
	HE.8.2.1.g: Explain how to select healthy foods when dining out.
	HE.8.2.1.h: Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.
HE.8.2.2.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.
	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.
	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.

	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day (e.g. lifetime sports, dance, aquatic, outdoor activity).
	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.
HE.8.2.3.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.
	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.
	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.
	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health. (e.g. eating disorders, diets, cultural).
	HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.
	HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.
	HE.8.2.3.g: Locate school and community resources for help and support with eating disorders.
	HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.
HE.8.3. Substance Abuse Prevention	
HE.8.3.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.3.1.a: Analyze the relationship of substance use, misuse, and abuse progression.
	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).
	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter and prescription medicines.
	HE.8.3.1.d: Investigate the risks associated with substance use, misuse, and abuse.
HE.8.3.2.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse (e.g. peer, family, media, technology, spirituality, culture).
	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.
	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.
	HE.8.3.2.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other substances.
	HE.8.3.2.e: Demonstrate strategies, using factual information, to resist peer pressure with regards to substance use or misuse.
HE.8.3.3.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.8.3.3.a: Demonstrate strategies to avoid riding in a car with someone driving under the influence and find alternate transportation.
	HE.8.3.3.b: Make a pledge to be alcohol-, tobacco- and drug-free.

	HE.8.3.3.c: Describe the relationship between substance use and misuse and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and other drug use.
	HE.8.3.3.d: Apply refusal/resistance skills to minimize exposure and/or influences to substance use.
	HE.8.3.3.e: Describe the health risks of using weight loss drugs.
	HE.8.3.3.f: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.
HE.8.4. Disease Prevention	
HE.8.4.1.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.8.4.1.a: Compare and contrast infectious (communicable), non-infectious (non-communicable), acute and chronic diseases.
	HE.8.4.1.b: Examine the factors that contribute to how diseases are spread and/or acquired.
	HE.8.4.1.c: Examine how various pathogens are spread and the effects of pathogens and diseases.
	HE.8.4.1.d: Research how health disparities and environment can increase or decrease risk of acquiring disease.
HE.8.4.2.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions (e.g. genetics, lifestyle choices, hygiene).
	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.
	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices, hygiene).
	HE.8.4.2.d: Define standard precaution and bodily fluids it applies to.
	HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.
HE.8.5. Injury Prevention & Safety	
HE.8.5.1.	Students will recognize and respond to an injury or emergency situation.
	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and emergencies and the appropriate responses.
	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).
	HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).
	HE.8.5.1.d: Identify reliable community resources and/or other sources of support for someone who is being sexually harassed, abused, assaulted, exploited or trafficked.
	HE.8.5.1.e: Demonstrate how to help or contact the appropriate emergency resources (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line) for different situations.
HE.8.5.2.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.8.5.2.a: Examine personal decision making and refusal skills in avoiding risky behaviors.

	HE.8.5.2.b: Demonstrate advocacy skills to support others to be safe at home, school and the community.
	HE.8.5.2.c: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).
	HE.8.5.2.d: Evaluate the potential consequences of personal risky behaviors.
	HE.8.5.2.e: Locate reliable resources and/or other sources of support within the community or school that students can go to if they or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
HE.8.6. Social, Emotional & Mental Health	
HE.8.6.1.	Students will develop social skills and understand how to positively interact with others.
	HE.8.6.1.a: Demonstrate confidence in handling tasks and challenges in a positive way. (e.g. reframing from negative comments, engaging in positive self-talk).
	HE.8.6.1.b: Apply conflict resolution skills to real or hypothetical situations involving peers.
	HE.8.6.1.c: Utilize strategies to manage social pressures associated with social and digital media.
	HE.8.6.1.d: Examine how social and digital media can potential impact one's reputation and relationships.
	HE.8.6.1.e: Describe how sharing or posting personal information electronically about self or others on social media sites (e.g. chat groups, e-mail, websites, phone and tablet applications) can negatively impact mental and emotional health.
	HE.8.6.1.f: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.
HE.8.6.2.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors.
	HE.8.6.2.b: Demonstrate basic self-advocacy academically and socially.
	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.
	HE.8.6.2.d: Describe ways to manage interpersonal conflict nonviolently.
HE.8.6.3.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.
	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.
	HE.8.6.3.c: Examine how negative perceptions and stigmas effect accessing help or assistance on mental or emotional challenges.
	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.
	HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.
	HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).
	HE.8.6.3.g: Exhibit positive body image.

HE.8.6.4.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.8.6.4.a: Compare and contrast internal and external factors that help to determine how one acts toward others.
	HE.8.6.3.b: Discuss and describe the various 'isms' (e.g. racism, sexism, ageism, heterosexism, ableism, classism) and their impact (individual and societal).
	HE.8.6.4.c: Analyze how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
	HE.8.6.4.d: Apply empathy practices through understanding of others' feelings and acknowledgement of their perspective.
HE.8.7. Human Growth & Development	
HE.8.7.1.	Students will learn the fundamental components of Sexual Health.
	HE.8.7.1.a: Explain how the human reproductive systems function, including external and internal body parts.
	HE.8.7.1.b: Acknowledge that the naturally occurring appearance of body parts may vary.
	HE.8.7.1.c: Examine medically accurate resources about pregnancy prevention, reproductive care, and STD/HIV, such as, prevention, testing, and treatment resources.
	HE.8.7.1.d: Describe the signs, symptoms, or lack thereof, and potential impacts of STDs, including HIV.
	HE.8.7.1.e: Develop a plan to eliminate or reduce risk of unintended pregnancy and STDs, including HIV.
	HE.8.7.1.f: Describe pregnancy testing, the signs and symptoms of a pregnancy, and pregnancy options.
	HE.8.7.1.g: Demonstrate the use of effective communication skills related to physical intimacy and sexual behavior decisions.
HE.8.7.2.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.8.7.2.a: Discuss sexual consent and sexual agency.
	HE.8.7.2.b: Compare and contrast the characteristics of healthy and unhealthy relationships.
	HE.8.7.2.c: Access medically accurate information about gender identity, sexual orientation, and gender expression.
	HE.8.7.2.d: Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
	HE.8.7.2.e: Analyze how peers, family, and a person's intersecting identities can influence attitudes, beliefs, and expectations about gender, gender identity, gender roles, and gender expression.
	HE.8.7.2.f: Develop personal refusal skills and describe how and when to use those skills.
	HE.8.7.2.g: Analyze how alcohol and other substances can influence sexual decision-making.
HE.8.7.3.	Students will recognize and manage the changes during development and maturation.
	HE.8.7.3.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence, including among people who are intersex and transgender.
	HE.8.7.3.b: Access medically accurate sources (online and in the community) of information about puberty and adolescence development.

	HE.8.7.3.c: Demonstrate the use of decision making skills to evaluate the possible outcomes of personal hygiene practices and health and safety issues (e.g. showering, using sanitary products, deodorant, athletic supporters).
	HE.8.7.3.d: Explain the importance of having a trusted adult to ask questions about puberty and adolescent health issues.
	HE.8.7.3.e: Explain the impact that media, including sexually explicit media, can have on one's body image and self-esteem.
	HE.8.7.3.f: Analyze how puberty prepares human bodies for the potential to reproduce.
HE.8.7.4.	Students will understand the structure and functions of body systems.
	HE.8.7.4.a: Investigates the structures, functions & diseases affecting the body systems.
	HE.8.7.4.b: Analyze how the different body systems work together to function.
HE.8.8. Consumer & Environmental Health	
HE.8.8.1.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.8.8.1.a: Identify situations that may require professional health services.
	HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.
	HE.8.8.1.c: Access valid health information from home, school, and community.
	HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity of those claims.
HE.8.8.2.	Students will recognize how the environment affects health.
	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).
	HE.8.8.2.b: Explain how one can help the environment (e.g. recycling, pick up trash, energy and water conservation, compost) and how these practices can impact one's health.
	HE.8.8.2.c: Demonstrate ways to protect our soil and water supply.

HE.HS.1. Foundations of Health Education

Foundations of Health education is designed to help students learn how their bodies function, what affects their bodies and how to make positive choices related to their health. The health curriculum is comprehensive and progressive, promoting understanding of health-related knowledge and responsibility for decisions that affect one's health. The course focuses on risk reduction and healthy protective factors and health promotion through identifying risk behaviors to your personal health including dietary habits, tobacco and vaping use, alcohol and drug use, physical inactivity, intentional and unintentional injuries as well as risky sexual behavior. Through identifying these risk factors, the course aims to develop an understanding of how you can utilize skills and knowledge to promote your overall personal health.

HE.HS.1.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.
	HE.HS.1.1.b: Examine and impact of the dimensions of health, society, family, school, environmental stressors and social determinants on personal health.
HE.HS.1.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.HS.1.2.a: Apply the decision-making process in health-related situations.
	HE.HS.1.2.b: Apply effective verbal and nonverbal refusal skills to enhance health and to avoid or reduce health risks.
	HE.HS.1.2.c: Analyze how peers influence health-related behaviors.
	HE.HS.1.2.d: Identify personal health-related decisions and examine the internal and external influences.
	HE.HS.1.2.e: Justify when individual or collaborative decision-making is appropriate.
HE.HS.1.3.	Students will focus on personal development and growth.
	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.
	HE.HS.1.3.b: Examine how time management can contribute to stress reduction and a healthier life.
HE.HS.1.4.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.
	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.
	HE.HS.1.4.c: Compare and contrast food labels to determine nutritious products.
HE.HS.1.5.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.HS.1.5.a: Analyze the amounts and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.
	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.HS.1.6.	Students will recognize the effects of nutritional and physical activity choices on overall health.
	HE.HS.1.6.a: Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.

	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.
	HE.HS.1.6.c: Describe the relationship between lack of physical activity and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
	HE.HS.1.6.d: Classify the effects eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).
	HE.HS.1.6.e: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.
HE.HS.1.7.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.HS.1.7.a: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.
	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.
	HE.HS.1.7.c: Differentiate between the classifications of substances.
	HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.
HE.HS.1.8.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.HS.1.8.a: Practice methods to resist peer pressure with regards to alcohol, tobacco, and other substances, including the misuse of prescription drugs.
	HE.HS.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.
	HE.HS.1.8.c: Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.
	HE.HS.1.8.d: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine and other drug products.
	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
HE.HS.1.9.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.HS.1.9.a: Investigate potential short and long-term consequences (e.g. physical, mental and emotional, social, legal, financial, addiction) of alcohol, tobacco, and other drug use, including the misuse of prescription drugs.
	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.
	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.
	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.
	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use.
	HE.HS.1.9.f: Persuade others to avoid driving while under the influence of substances.
HE.HS.1.10.	Students will recognize what a disease is and how it is spread or acquired.
	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of infectious (communicable) diseases.

	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.
	HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.
	HE.HS.1.10.d: Assess how the body defends itself against pathogens and disease.
	HE.HS.1.10.e: Analyze treatment options for bacterial, viral, fungal and parasitic infections.
	HE.HS.1.10.f: Analyze how Sexually Transmitted Infections spread and affect the body.
	HE.HS.1.10.g: Examine the causes and progression of non-communicable (non-infectious) diseases and their treatment.
HE.HS.1.11.	Students will identify ways to protect from and reduce the risk of diseases and conditions.
	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.
	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.
	HE.HS.1.11.c: Analyze the different ways that communicable (infectious) diseases spread to others (Methods of Transmission).
	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.
	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection. (e.g. sleep patterns, nutrition, exercise).
	HE.HS.1.11.f: Practice respiratory etiquette and best practices for hand washing.
	HE.HS.1.11.g: Practice skills for sexual risk reduction and avoidance.
	HE.HS.1.11.h: Analyze the effectiveness of prophylaxis for prevention of Sexually Transmitted Infections.
	HE.HS.1.11.i: Identify and compile resources for testing and treatment of Sexually Transmitted Infections and Sexually Transmitted Diseases.
HE.HS.1.12.	Students will recognize and respond to an injury or emergency situation.
	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.
	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.
	HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies such as CPR and AED, first aid, and control of bleeding.
	HE.HS.1.12.d: Interpret when a natural disaster is occurring and how to respond for personal safety.
	HE.HS.1.12.e: Locate reliable community resources and/or other sources of support for someone who is being sexually harassed, abused, assaulted, exploited or trafficked.
HE.HS.1.13.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.
	HE.HS.1.13.b: Assess safety strategies in the home, school, and community (e.g. working, carbon/smoke alarms, gun safety, swimming, internet safety).
	HE.HS.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).

	HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication and technology.
	HE.HS.1.13.e: Practice digital citizenship.
	HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.
HE.HS.1.14.	Students will develop social skills and understand how to positively interact with others.
	HE.HS.1.14.a: Demonstrate competency in active listening skills. (e.g. active engagement with others).
	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.
	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.
	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.
	HE.HS.1.14.e: Evaluate how social media and technology effects interaction and socialization.
HE.HS.1.15.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and emotional triggers.
	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.
	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.
	HE.HS.1.15.d: Develop a list of trusted adults at home, school, or community that can be contacted in times of emotional distress.
HE.HS.1.16.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.HS.1.16.a: Summarize how mental health conditions develop.
	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.
	HE.HS.1.16.c: Locate school and community resources to encourage positive mental health practices.
	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.
HE.HS.1.17.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.HS.1.17.a: Analyze how culture helps shape mental, emotional and social health.
	HE.HS.1.17.b: Recognize, analyze and discuss how different cultures may face and address different issues.
	HE.HS.1.17.c: Analyze how cultural biases can affect mental, emotional, and social health.
HE.HS.1.18.	Students will learn the fundamental components of Sexual Health.
	HE.HS.1.18.a: Analyze the process of human reproduction.
	HE.HS.1.18.b: Justify the benefits of abstaining from sexual activity.
	HE.HS.1.18.c: Analyze behaviors and barriers that prevent or reduce sexually transmitted diseases (STDs).
	HE.HS.1.18.d: Analyze the health benefits, risks and effectiveness of various contraceptive uses, including abstinence.

	HE.HS.1.18.e: Locate medically accurate resources and services for various contraceptive methods.
	HE.HS.1.18.f: Describe the state and federal laws related to minor's access to sexual health care services, including pregnancy and STD/HIV prevention, testing, care, and treatment.
HE.HS.1.19.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.HS.1.19.a: Formulate ways to establish and maintain healthy relationships.
	HE.HS.1.19.b: Differentiate between sex assigned at birth, gender identity, and gender expression.
	HE.HS.1.19.c: Access accurate information and resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.
	HE.HS.1.19.d: Evaluate strategies to end an unhealthy relationship, including when situations may require adult and/or professional support.
	HE.HS.1.19.e: Explain why a person who has been raped or sexually assaulted is not at fault.
	HE.HS.1.19.f: Demonstrate refusal skills, personal boundaries, and affirmative consent and identify strategies that support the decision to abstain from sexual behavior.
HE.HS.1.20.	Students will recognize and manage the changes during development and maturation.
	HE.HS.1.20.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.
	HE.HS.1.20.b: Examine developmental progression and regression of different stages in the life cycle.
	HE.HS.1.20.c: Identify preventative care examinations (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam) available and where to access them.
	HE.HS.1.20.d: Analyze influences around sleep habits.
	HE.HS.1.20.e: Describe fertilization, fetal development, and the birth process.
HE.HS.1.21.	Students will understand the structure and functions of body systems.
	HE.HS.1.21.a: Summarize the structures and functions of body systems. (cardio, muscular, skeletal, respiratory, nervous, endocrine, digestive, reproductive).
	HE.HS.1.21.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.
HE.HS.1.22.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.HS.1.22.a: Apply criteria to evaluate the validity of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).
	HE.HS.1.22.b: Identify and evaluate valid health resources from home, school, and community that protect and inform consumers.
	HE.HS.1.22.c: Explain the procedures for making an appointment (e.g. type of information needed for the appointment), health screenings, checkups, and other early detection measures.
	HE.HS.1.22.d: Describe the terms and phrases related to health insurance. (e.g. including the terms: deductibles, premium, co-payment, benefits).
	HE.HS.1.22.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).

	HE.HS.1.22.f: Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
HE.HS.1.23.	Students will recognize how the environment affects health.
	HE.HS.1.23.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).
	HE.HS.1.23.b: Analyze the relationship between personal health and their effect on self, others, and society.
	HE.HS.1.23.c: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.d: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.
	HE.H1.8.23.e: Formulate an accurate and effective health-enhancing message.
	HS.HS.1.23.f: Develop a plan to attain a personal health-related goal that addresses strengths, needs and risks.

HE.HS.2. Fundamentals of Community and Public Health

Fundamentals of Community and Public Health focuses on the promotion and education of the health of the community as a whole. This course provides perspective of the overall health of a population or populations and provides opportunities for the student to examine the biological, behavioral, environmental and social factors that influence the health of their communities. This course will provide an introduction to the principles of public health as well as provide a deeper dive into personal health topics that are advanced beyond the Foundations of Health Education course. Topics in the course include personal health and population health, health care and public health, influences on community health, basic epidemiology, disease prevention, social determinants of health, risk factors, statistical analysis of Health Education, screening and prevention of chronic diseases and community health disparities. In addition to community health, time will be spent on some advanced principles of personal health promotion.

HE.HS.2.1.	Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.
	HE.HS.2.1.a: Analyze the attributes of a safe and healthy person.
	HE.HS.2.1.b: Connect the attributes of a nurturing, empathetic, respectful & responsible person.
	HE.HS.2.1.c: Analyze the impact of the dimensions of health, society, family, school, environmental stressors and social determinants on personal health.
HE.HS.2.2.	Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.
	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
	HE.HS.2.2.b: Select and apply a health skill to improve personal safety and health.
	HE.HS.2.2.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.
	HE.HS.2.2.d: Develop a plan to attain a personal health-related goal that addresses strengths, needs and risks.
HE.HS.2.3.	Students will focus on personal development and growth.
	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
HE.HS.2.4.	Students will be able to make healthy food choices based on dietary recommendations.
	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.HS.2.5.	Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.
	HE.HS.2.5.a: Execute exercise programs with safety and effectiveness.
	HE.HS.2.5.b: Analyze the importance of an exercise program that uses progressions to develop a specific outcome (e.g. weight loss/gain, athletes, various populations, disabilities).
HE.HS.2.6.	Students will recognize the effects of nutritional and physical activity choices on overall health.

	HE.HS.2.6.a: Analyze the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
	HE.HS.2.6.b: Evaluate the effects the use of dietary supplements, popular fad diets and weight loss products have on the human body.
	HE.HS.2.6.c: Analyze the relationship between lack of physical activity and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.
HE.HS.2.7.	Students will understand the differences between harmful and helpful use of drugs and medication.
	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
	HE.HS.2.7.b: Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.
HE.HS.2.8.	Students will recognize positive and negative influences and effects of substance use, misuse and abuse.
	HE.HS.2.8.a: Calculate the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
	HE.HS.2.8.b: Locate community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.
	HE.HS.2.8.c: Examine the influence of culture and society on the misuse and abuse of prescription drugs in school, sports, or entertainment.
	HE.HS.2.8.d: Educate others about the dangers of drug use, including the misuse of prescription drugs, or smoking.
HE.HS.2.9.	Students will identify short and long term consequences of substance use, misuse and abuse in relation to the health triangle.
	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
	HE.HS.2.9.b: Discuss how substance use alters brain development and function and research the link between genetics and addiction.
	HE.HS.2.9.c: Research the legal consequences of driving under the influence of alcohol and other substances.
	HE.HS.2.9.d: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
	HE.HS.2.9.e: Analyze the validity of resources and services available for substance use, misuse and abuse as well as prevention.
	HE.HS.2.9.f: Create awareness of substance use, misuse and abuse using factual community resources.
HE.HS.2.10.	Students will recognize what a disease is and how it is spread or acquired.
	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
	HE.HS.2.10.c: Research how historical public health crises had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.
HE.HS.2.11.	Students will identify ways to protect from and reduce the risk of diseases and conditions.

	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
	HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.
	HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.
	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
HE.HS.2.12.	Students will recognize and respond to an injury or emergency situation.
	HE.HS.2.12.a: Demonstrate effective refusal, negotiation, and collaboration skills for avoiding dangerous and risky situations.
	HE.HS.2.12.b: Demonstrate how to ask for and offer assistance to enhance the safety of self and others.
	HE.HS.2.12.c: Evaluate personal susceptibility to injury, illness, or death on the basis of genetics, family history, and health behaviors.
	HE.HS.2.12.d: Formulate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies such as CPR and AED, first aid, and control of bleeding.
HE.HS.2.13.	Student will understand and learn specific behaviors that promote injury prevention and personal safety.
	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.
	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.
	HE.HS.2.13.d: Describe Nebraska laws, policies, and regulations regarding cyberbullying, bullying, dating violence, gang activity, driving, graduated driving, social media, and sexting.
	HE.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.HS.2.13.f: Analyze the influence of alcohol and other drug use on personal, family, and community safety.
	HE.HS.2.13.g: Analyze community resources for disaster preparedness.
HE.HS.2.14.	Students will develop social skills and understand how to positively interact with others.
	HE.HS.2.14.a: Compare and contrast face to face interaction and interactions via electronic devices.
	HE.HS.2.14.b: Analyze how social skills impact socioeconomic status.
	HE.HS.2.14.c: Analyze and explain how social media can lead to positive or negative self-imagery.
	HE.HS.2.14.d: Demonstrate appropriate online conflict resolution skills.
HE.HS.2.15.	Students will identify and manage feelings, emotions, and behaviors in a healthy manner.
	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.

	HE.HS.2.15.b: Analyze how physical activity impacts emotional feelings and behaviors.
	HE.HS.2.15.c: Identify and apply skills needed for a mediation.
HE.HS.2.16.	Students will identify signs and symptoms of mental health conditions and where to access support.
	HE.HS.2.16.a: Analyze and explain how social media can lead to the development of mental health conditions like depression and narcissism.
	HE.HS.2.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.
	HE.HS.1.16.c: Asses community resources available for support of common mental health conditions.
HE.HS.2.17.	Students will learn and discuss cultural issues that impact mental, emotional, and social health.
	HE.HS.2.17.a: Recognize and analyze how cultural biases affect mental, emotional, and social health.
	HE.HS.2.17.b: Recognize and analyze how cultural biases can affect medical diagnosis, treatments, and procedures.
	HE.HS.2.17.c: Evaluate and explain how cultural trauma could affect one's self.
	HE.HS.2.17.d: Evaluate and explain how some laws and policies are viewed as tools of systemic racism.
HE.HS.1.18.	Students will learn the fundamental components of Sexual Health.
	HE.HS.2.18.a: Recommend medically accurate sources of information about and local services that provide contraceptive methods (e.g. emergency contraception, condoms) and pregnancy options (e.g. parenting, adoption, prenatal care).
	HE.HS.2.18.b: Locate medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV.
	HE.HS.2.18.c: Analyze methods that prevent or reduce unintended pregnancy (e.g. abstinence, birth control, adoption).
	HE.HS.2.18.d: Analyze cultural and social factors (e.g. sexism, homophobia, transphobia, racism, ableism, classism) that can influence decisions regarding sexual behaviors.
HE.HS.1.19.	Students will learn characteristics relating to identity, sexuality and healthy relationships.
	HE.HS.2.19.a: Argue why using tricks, threats or coercion in relationships is wrong.
	HE.HS.2.19.b: Compare and contrast characteristics of healthy and unhealthy romantic and/or sexual relationships (consent, sexual assault, rape).
	HE.HS.2.19.c: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.HS.2.19.d: Analyze how peers, media, family, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about sexual orientation and sexual identity.
HE.HS.1.20.	Students will recognize and manage the changes during development and maturation.
	HE.HS.2.20.a: Access medically accurate information and sources on preventative health, including mammograms, pap smears, prostate and testicular health.
	HE.HS.2.20.b: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media.

HE.HS.1.21.	Students will understand the structure and functions of body systems.
	HE.HS.2.21.a: Analyze how lifestyle choices affect the body systems.
	HE.HS.2.21.b: Recognize healthy and unhealthy functions of various body systems.
	HE.HS.2.21.c: Discuss risk reduction, prevention, and early detection methods for common conditions.
HE.HS.1.22.	Students will identify and access valid consumer products, services and resources for a healthy lifestyle.
	HE.HS.2.22.a: Outline where and how students can access valid and reliable health information, products, and services.
	HE.HS.2.22.b: Analyze situations or conditions to determine when and the type of health services needed.
	HE.HS.2.22.c: Identify various types of health insurance. (including the terms: HSA, Coinsurance, out-of-pocket minimum, HMO, PPO, POS).
	HE.HS.2.22.d: Explain how HIPAA relates to the health industry.
	HE.HS.2.22.e: Summarize the procedures for organ donation, local and state resources, and benefits.
	HE.HS.2.22.f: Advocate to improve personal, family and community health.
	HE.HS.2.22.g: Adapt health messages and communication techniques to a specific target audience.
	HE.HS.2.22.h: Utilize societal norms to develop messages that enhance public health.
HE.HS.1.23.	Students will recognize how the environment affects health.
	HE.HS.2.23.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. smoke free establishments, EPA).
	HE.HS.2.23.b: Examine how environment-related government regulations can impact a person's health.
	HE.HS.2.23.c: Explain the rights and responsibilities a person has in relation to health.

NDE Non-Core Standards The Process

- Non-Core Standards that have been approved by the State Board of Education
 - Fine Arts
 - Physical Education
 - World Language
 - CTE – Career and Technical Education
- Note: The process that is being used for the Health Standards was used to create all previous non-core standards.
- Health Standards will tentatively be voted on by the State Board this Fall.
 - NDE has never created State Health Standards before.
 - If the State Board approve the Health Standards:
 - Local School Districts – Public and Private – do not have to approve Local District must have standards (sometimes known as Guidelines or Frameworks) for all non-core areas offered. (National Standards, locally created, all or part of the State Standards are acceptable). The curriculum should align w/ the standards.
 - The curriculum and teaching strategies for all core and non-core standards are a function of the local district – NOT THE NDE.
 - The Health Standards were written by Nebraska Educators (Teachers, School Nurse, Administrators, ESU Leaders,)
 - Public and Non Public; Rural and Urban...I do not know about other demographic factors, but I can say the NDE “Equity Lens” was a factor when selecting the Nebraska Health Standards Writing Team members.
 - In school year 2018-19, a “Youth Risk Behavioral Study” YRBS was sent to randomly selected Nebraska Schools. I do not know the number of surveys that were returned to NDE, but I do know this was one of the resources that influenced the writing of the health standards.
 - The Nebraska Writing Team did a study of literature and contacted experts in the field (called the Advisory Council). The Advisory Council was made up of all Nebraskans. Also, a national organization was used to format the standards, but did not critique the content.

- Variables such as amount of input after each draft receives will determine the number of drafts that will be created. As a point of reference, the core Social Studies Standards had three drafts.
- There has been some discussion about the survey. Again, professional survey developers (my term) were involved in its creation.
 - There was concern expressed by a couple of respondents to the survey that allowing “Out of State” people to respond could skew the data in such a way that the input may not reflect the opinions of Nebraskans.
 - Response: When a survey goes public – worldwide - respondents to the survey cannot be controlled. By asking if the survey respondent was from out of state, it does provide for a degree of assurance that respondents were from a certain region of the State.

Lacey Peters and Cory Epler are NDEs’ leads on the Health Standards. They are available to answer your questions and listen to your input.

The members of the State Board of Education, being your representatives, are also available to “listen” to the concerns of our citizens.