

Health

Catholic education includes the development of habits related to healthy living. These habits are based on Church teachings, moral values and physical, mental, emotional, and social well-being.

Catholic schools hope to help students toward a solid foundation of health knowledge, attitudes, and practices based on the teachings of the Church. The health program must be designed to help develop Christian values, with emphasis placed on reverence for life, respect to the human body, concern for the well being of each person, chastity and respect for God's creation.

The philosophy of health in Catholic schools emphasizes the achievement of an appropriate and positive self-concept based on the understanding of our dependance on God, our need for forgiveness and God's unconditional love.

	PAGE
PROGRAM GOAL I: SELF-CONCEPT AND RELATIONSHIPS	H - 2
PROGRAM GOAL II: SAFETY EDUCATION	H - 5
PROGRAM GOAL III: CONSUMER AND PERSONAL HEALTH	H - 7
PROGRAM GOAL IV: NUTRITION	H - 9
PROGRAM GOAL V: HUMAN GROWTH AND DEVELOPMENT	H - 11
PROGRAM GOAL VI: PREVENTION AND CONTROL OF DISEASE	H - 13
PROGRAM GOAL VII: RESPECTING GOD'S CREATION	H - 16
PROGRAM GOAL VIII: SUBSTANCE USE AND ABUSE	H - 18

PROGRAM GOAL I: SELF-CONCEPT AND RELATIONSHIPS

PROGRAM OBJECTIVES:

- A. Recognizes the factors necessary for good personal mental health
- B. Defines the interpersonal relationships necessary for good family and social living.
- C. Identifies sources of possible problems in inter-personal relationships and suggest solutions
- D. Identifies some of the emotional and mental disorders which affect relationships.
- E. Demonstrates understanding of child abuse prevention techniques

SKILLS LEVEL:
 I-Introduction
 D-Develop
 M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	PERSONAL MENTAL HEALTH									
A1.	Identifies and names feelings	I	I	D	D	D	D	M	M	M
A2.	Lists things that make them happy		I	D	D	D	D	D	D	D
A3.	Recognizes that events in people's lives can cause sadness		I	D	D	D	D	D	D	D
A4.	Identifies positive ways to cope with anger		I	D	D	D	D	D	D	D
A5.	Names situations in which they feel afraid		I	D	D	D	D	D	D	D
A6.	Explores how emotions can lead to personal problems				I	D	D	D	D	D
A7.	Describes characteristics they like about themselves	I	I	D	D	D	D	D	D	D
A8.	Differentiates between healthy and unhealthy ways to express emotions			I	D	D	D	D	D	D
A9.	Identifies and clarifies attitudes and values		I	D	D	D	D	D	D	D
A10.	Differentiates between behaviors that demonstrate a positive attitude and those that indicate a negative attitude					I	D	D	D	D
A11.	Names three kinds of traits that are inherited								I	D
A12.	Describes the relationship between good self-concept and social skills								I	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A13.	Identifies and describes defense mechanisms								I	D
A14.	Explains self-discipline and its importance					I	D	D	D	D
A15.	Defines the relationship between emotions and mental health								I	D
A16.	Defines stress and lists several sources of stress				I	D	D	D	D	D
A17.	Indicates how stress can cause physical as well as mental problems						I	D	D	
A18.	Identifies several ways to cope with stress				I	D	D	D	D	D
A19.	Identifies ways to deal with negative peer pressure					I	D	D	D	D
B.	FAMILY AND SOCIAL LIVING									
B1.	Identifies how the family influences health choices			I	D	D	D	D	D	D
B2.	Identifies grown-ups who help children in school	I	I	D	D	D	D	D	D	D
B3.	Describes ways families are alike and different				I	D	D	D	D	D
B4.	Distinguishes between socially acceptable and unacceptable behavior in the classroom and home	I	I	D	D	D	D	D	D	D
C.	INTERPERSONAL RELATIONSHIPS									
C1.	Defines and gives examples of cliches, gossip and "A" statements							I	D	D
C2.	Identifies listening skills by practicing how to give feedback	I	I	I	D	D	D	M	M	M
C3.	Recognizes the importance of communicating effectively with others	I	I	D	D	D	D	M	M	M
C4.	Identifies various ways of communicating: written/spoken language; symbols; signs; eye contact; gestures; pictures; touching; etc.					I	I	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C5.	Identifies characteristics of negative (poor) inter-personal relationships: threats; bribes; fear; abuse; etc.					I	D	D	D	D
C6.	Describes essential elements of positive (good) interpersonal relationships: mutual respect; understanding; loyalty; honesty; consideration; etc.					I	D	D	D	D
C7.	Distinguishes between personal rights and rights of others	I	I	I	I	D	D	D	D	D
C8.	Identifies ways to manage difficult interpersonal situations	I	I	I	I	D	D	D	D	D
C9.	Lists six steps to become a better listener				I	I	D	D	D	D
C1	Describes how faces and bodies show			I	I	D	D	D	D	D
D.	EMOTIONAL/MENTAL DISORDERS									
D1.	Identifies types of mental and emotional disorders								I	D
D2.	Explores the causes for some mental and emotional disorders								I	D
D3.	Understands the results of severe disorders including suicide								I	D
D4.	States possible means of treatment for disorders								I	D
D5.	Defines and differentiates between neurosis and psychosis								I	D
E.	CHILD ABUSE PREVENTION									
E1.	Recognizes each person's basic right to bodily privacy and respect	I	I	D	D	D	D	D	M	M
E2.	Identifies people from whom to take things: money, medicine, etc.	I	I	D	D	M	M	M	M	M
E3.	Identifies "good" and "bad" touch	I	I	D	D	D	D	D	D	D
E4.	Gives examples of refusal skills which can be used to say "no" to any risk behavior	I	I	D	D	D	D	D	D	D
E5.	Recognizes certain lures that may lead to molestation and abduction	I	I	D	D	D	D	M	M	M
E6.	Describes actions that reduce risks of becoming a victim of someone else	I	I	D	D	D	D	D	D	D

PROGRAM GOAL II: SAFETY EDUCATION

PROGRAM OBJECTIVES:

- A. Develops accident prevention behaviors.
Develops attitudes and skills necessary to ensure personal safety
- B. Responds effectively to first aid situations and other health care emergencies
- C. Identifies health careers in safety education.

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	ACCIDENT PREVENTION									
A1.	Identifies causes and lists means of preventing accidents in the home, including fire	I	I	D	D	D	D	D	M	M
A2.	Identifies causes and lists means of preventing accidents in public places, including school and work	I	I	I	D	D	D	D	M	M
A3.	Identifies causes and lists means of preventing accidents in recreational activities, including swimming, boating, competitive sports, and cycling		I	D	D	D	D	D	M	M
A4.	Identifies causes and lists means of preventing accidents in pedestrian behaviors	I	I	D	D	D	D	D	M	M
A5.	Describes steps to follow to keep safe in severe weather conditions	I	I	D	D	D	D	D	M	M
B.	PERSONAL SAFETY									
B1.	Gives examples of refusal skills which can be used to say "no" to any risk behavior	I	I	D	D	D	D	D	D	D
B2.	Describes actions that reduce risks of becoming a crime victim	I	I	D	D	D	D	D	D	D
B3.	Recognizes each person's basic right to bodily privacy and respect	I	I	D	D	D	D	D	D	D
B4.	Identifies the differences between "good" touch and "bad" touch	I	I	D	D	D	D	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C.	EMERGENCY RESPONSE									
C1.	Describes effective responses to fire emergencies (home, outdoors, public places)			I	D	D	D	D	M	M
C2.	Describes effective responses to weather emergencies (flood, tornado, etc.) In the home, outdoors, public places					I	D	D	M	M
C3.	Lists basic first aid principles					I	D	D	M	M
C4.	Demonstrates correct first aid procedure for treating medical emergencies in self or others:									
	Bleeding, venous.....					I	D	D	D	D
	Bleeding, arterial.....					I	D	D	D	D
	Burns.....					I	D	D	D	D
	Head injuries.....					I	D	D	D	D
	Snake and insect bites.....					I	D	D	D	D
	Broken bones.....					I	D	D	D	D
	Mouth-to-mouth resuscitation.....							I	D	D
	Cardio-pulmonary resuscitation.....							I	D	D
	Shock.....							I	D	D
	Heimlich Maneuver (choking).....							I	D	D
C5.	Lists ways to meet survival requirements in large-scale emergencies					I	D	D	D	D
D.	HEALTH CAREERS									
D1.	Identifies health careers			I	D	D	D	D	D	D

PROGRAM GOAL III: CONSUMER AND PERSONAL HEALTH

PROGRAM OBJECTIVES:

- A. Recognizes wise consumer practices in buying health products.
- B. Develops a working knowledge and basic skills for proper care of the body.

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	CONSUMER									
A1.	Lists why we should think before buying products advertised on television		I	D	D	D	D	D	D	D
A2.	Explains how consumers are informed about the danger to health posed by cigarette smoking					I	I	D	D	D
A3.	Cites two ways in which federal law protects								I	D
A4.	Gives two reasons to pay attention to information on clothing labels and tags								I	D
A5.	Identifies two kinds of health quackery								I	D
B.	PERSONAL HEALTH									
B1.	Demonstrates how to floss and brush teeth	I	I	D	D	D	D	M	M	M
B2.	Explains what happens in a dental checkup	I	I	D	D	D	D	D	M	M
B3.	Lists some ways to prevent tooth decay		I	D	D	D	D	D	D	D
B4.	Describes the preferred kind of toothbrush and toothpaste					I	D	D	D	D
B5.	Lists things a doctor may do in a health checkup		I	D	D	D	D	D	D	D
B6.	Lists three safety precautions for protecting the eyes				I	D	D	D	D	D
B7.	Lists three ways to take care of the eyes						I	D	D	D
B9.	Names the parts of the ear					I	D	D	M	M

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B10.	Explains proper procedures for cleansing the ears						I	D	D	D
B11.	Lists three things to avoid as dangerous to the ears						I	D	D	D
B12.	Explains why we should wash our hands often	I	I	I	D	D	M	M	M	M
B13.	Explains proper care of skin, hair, nails				I	D	D	D	D	D
B14.	Explains the purpose of washing hands and taking baths or showers					I	D	D	D	D
B15.	Explains why food, sleep, and exercise are important for good health	I	I	D	D	D	D	D	D	D
B16.	States how much sleep is needed by children					I	D	D	D	D
B17.	Lists two effects of lack of sleep								I	D
B18.	Describes some health services available in the community		I	D	D	D	D	D	D	D
B19.	Explains the importance of getting enough exercise						I	D	D	D
B20.	Defines physical fitness and demonstrates several exercise that keep one fit							I	D	D
B21.	Demonstrates good posture and tells why it is important		I	D	D	D	D	D	D	D
B22.	Demonstrates good posture to use at home in such chores as lifting								I	D
B23.	States how food can promote good health					I	D	D	D	D
B24.	Explains how to make a simple food for the family					I	D	D	D	D
B25.	Explains how a food guide can help in family meal planning						I	D	D	D
B26.	Explains how information on food labels can help the family shopper								I	D
B27.	Notes two reasons why breakfast is important				I	D	D	D	M	M

PROGRAM GOAL IV: NUTRITION

PROGRAM OBJECTIVES:

- A. Recognizes the difference in kinds of foods and the effect each has on health
- B. Notes the importance of good eating practices to nutrition
- C. Lists ways in which ideal weight can be attained by controlled diet
- D. Identifies some nutrition health problems and possible solutions.

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	FOOD										
A1.	Identifies foods that belong to each level of the food pyramid	I	I	D	D	D	M	M	M	M	
A2.	Names some foods that are not healthful when eaten often	I	I	D	D	D	D	M	M	M	
A3.	Describes why food is needed for growth and development	I	I	D	D	D	D	D	M	M	
A4.	Identifies healthful foods for breakfast, lunch and dinner	I	I	D	D	D	M	M	M	M	
A5.	Identifies foods that contain the following: protein, carbohydrates, fats, and states why each is needed for good health					I	D	D	D	D	
A6.	Identifies two minerals needed for good health					I	D	D	M	M	
A7.	Lists vitamins and identifies foods that contain them					I	D	D	M	M	
A8.	Explains the need for water in order to have a healthy body					I	D	D	D	D	
A9.	Lists the six main kinds of nutrients: proteins, fats, carbohydrates, vitamins, minerals, water						I	D	M	M	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A10.	Defines and identifies "fast foods"						I	D	D	D
A11.	Selects from a sample menu a balanced meal with correct number of servings from the four food groups			I	I	D	D	D	D	D
B.	EATING PRACTICES									
B1.	Selects a balanced meal using the food pyramid			I	I	D	D	M	M	M
B2.	Makes a plan to eat foods with adequate starch and fiber								I	D
B3.	Makes a plan for eating without adding sugar to food				I	D	D	D	D	D
B4.	Makes a plan for a meal low in salt				I	D	D	D	D	D
C.	DIET AND WEIGHT									
C1.	Explains how overweight people can lose weight						I	D	D	D
C2.	Defines "calorie" and differentiates between foods that are high and foods that are low in calories						I	D	D	D
C3.	Identifies three ways to be certain of having a balanced diet							I	D	D
C4.	Lists six tips for maintaining ideal weight								I	D
C5.	Describes the effects of overweight on physical, mental, social, and emotional health								I	D
C6.	Lists four suggestions for gaining weight								I	D
D.	PROBLEMS									
D1.	Lists three kinds of foods that may harm health		I	D	D	D	D	D	M	M
D2.	Describes what is meant by overeating						I	D	M	M
D3.	Defines eating disorders (i.e. anorexia, bulimia) and Identifies implications for health							I	D	D
D4.	Describes the relationship between diet and cancer and diet and exercise								I	D

PROGRAM GOAL V : HUMAN GROWTH AND DEVELOPMENT

PROGRAM OBJECTIVES:

- A. Describes structures and functions of human body systems
- B. Explains human heredity
- C. Explains physical development throughout the human life cycle
- D. Identifies emotional development throughout the human life cycle

SKILL LEVELS:

- I-Introduce
- D-Develop
- M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	BODY SYSTEMS									
A1.	Identifies cells, tissues, and organs as components of body systems					I	D	D	D	D
A2.	Identifies the structures and functions of the:									
	Skeletal System.....					I	D	D	D	D
	Muscular System.....					I	D	D	D	D
	Digestive System.....					I	D	D	D	D
	Respiratory System.....					I	D	D	D	D
	Nervous System.....					I	D	D	D	D
	Circulatory and Lymphatic Systems.....					I	D	D	D	D
	Excretory System.....						I	D	D	D
	Endocrine System.....						I	D	D	D
	Reproductive System.....						I	D	D	D
B.	HUMAN HEREDITY									
B1.	Predicts single trait expression in off-spring using Mendel's laws							I	D	D
B2.	Describes gene theory							I	D	D
B3.	Explains determination of sex							I	D	D
B4.	Identifies genetic disorders								I	D
B5.	Identifies the goals and techniques of genetic engineering									I D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C.	PHYSICAL DEVELOPMENT									
C1.	Explains individual differences	I	D	D	D	D	D	D	M	M
C2.	Differentiates between male and female reproductive systems						I	D	D	D
C3.	Explains menstrual cycle						I	D	D	D
C4.	Distinguishes between meiosis of gametes and mitosis of body cells						I	D	D	D
C5.	Explains the occurrence of multiple births							I	D	D
C6.	Explains conception, embryo and fetal development and birth				I	I	I	D	D	D
C7.	Identifies physical changes in infancy, young childhood, late childhood, adolescence, young adulthood, mature adulthood, and old age						I	D	D	D
D.	PSYCHOLOGICAL DEVELOPMENT									
D1.	Identifies the psychological and developmental stages of infancy, young childhood, late childhood, adolescence, young adulthood, mature adulthood, and old age								I	D

PROGRAM GOAL VI: PREVENTION AND CONTROL OF DISEASE

PROGRAM OBJECTIVES:

- | | |
|---|--|
| <p>A. Explains the body's defense mechanisms against disease</p> <p>B. Distinguishes between communicable and non-communicable diseases, chronic and acute</p> <p>C. Identifies methods of prevention, control, and treatment</p> <p>D. Identifies community agencies and resources for prevention, control, and treatment</p> <p>E. Identifies healthy Christian norms, attitudes, concerning HIV/AIDS (Human immuno-deficiency Virus)</p> | <p>SKILL LEVELS:</p> <p>I-Introduce</p> <p>D-Develop</p> <p>M-Maintain/Master</p> |
|---|--|

SUBJECT OBJECTIVES		GRADE LEVEL									
		K	1	2	3	4	5	6	7	8	
A.	BODY DEFENSES										
A1.	Explains disease concept of host, causative agent and symptoms							I	D	D	
A2.	Identifies body defenses against disease					I	D	D	D	D	
B.	COMMUNICABLE AND NONCOMMUNICABLE DISEASE, CHRONIC AND ACUTE										
B1.	Identifies communicable diseases					I	D	D	D	D	
B2.	Defines "epidemic"							I	D	D	
B3.	Describes sexually transmitted diseases, to include syphilis, gonorrhea, herpes and AIDS								I	D	
B4.	Identifies noncommunicable diseases such as heart disorder, cancer, arthritis, diabetes, and mental illness					I	D	D	D	D	
B5.	Distinguishes between chronic and acute diseases						I	D	D	D	
B6.	Identifies ways in which the AIDS virus is transmitted								I	D	

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
C.	METHODS OF PREVENTION, CONTROL, AND TREATMENT FOR INDIVIDUALS									
C1.	States the procedures and benefits of annual check-ups					I	D	D	M	M
C2.	Explains immunizations						I	D	D	D
C3.	Identifies principles of wise consumerism in selection of health products						I	D	D	D
C4.	Describes quackery								I	D
C5.	Describes modern medical treatment to include drugs, surgery, and radiation							I	D	D
C6.	Summarizes the benefits of medical insurance								I	D
D.	METHODS OF PREVENTION, CONTROL, AND TREATMENT FOR COMMUNITY									
D1.	Identifies types of medical personnel (doctors, nurses, etc.) and identifies types of medical facilities (hospitals, clinics, private practices, etc.)			I	D	D	D	D	D	D
D2.	Identifies local community health agencies					I	D	D	D	D
D3.	Identifies state and federal roles in health care including research and laws						I	D	D	D
D4.	Identifies world health organizations and their functions								I	D
D5.	Identifies worldwide health problems								I	D
E.	HIV/AIDS - HEALTHY CHRISTIAN RESPONSE									
E1.	Recognizes that human relationships are built on respect and love for self and others	I	I	D	D	D	D	D	D	D
E2.	Examines one's role in God's plan of creation	I	I	I	D	D	D	D	D	D
E3.	Recognizes the Gospel demands of reverence for life in all circumstances	I	I	I	D	D	D	D	D	D
E4.	Recognizes the expression of affection through appropriate words and actions	I	I	I	D	D	D	D	D	D
E5.	Recognizes sexuality as integral part of the total person						I	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E6.	Defines the virtue of chastity and articulates its value						I	I	D	D
E7.	Identifies misuse of one's own sexuality (self-indulgence, immodesty, not taking care of the body, etc.)						I	D	D	D
E8.	Identifies misuse of sexuality with others (not respecting the privacy of others, artificial contraceptions, premarital sex, adultery, etc.)						I	D	D	D
E9.	Describes negative peer pressure as a source of unhealthy encounters/relationships						I	D	D	D
E10.	Identifies the act of sexual intercourse as the expression and celebration of faithful love between husband and wife which is open to new life							I	D	D
E11.	Identifies HIV/AIDS:									
	The manner of transmission of HIV/AIDS.....								I	D
	How HIV/AIDS is spread								I	D
	Characteristics of the virus								I	D
	The effects of the disease								I	D
Response of Christians to persons with HIV/AIDS								I	D	

PROGRAM GOAL VII: RESPECTING GOD'S CREATION

PROGRAM OBJECTIVES:

- A. Develops perception skills which relate environment to quality of life and health
- B. Lists reasons and methods for controlling environmental pollution
- C. Verbalizes critical environment issues, local and national

SKILLS LEVELS:
 I-Introduce
 D-Develop
 M-Maintain/Master

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	RESPECT FOR THE ENVIRONMENT									
A1.	Explains the ways that balance in nature can be upset						I	D	M	M
A2.	Lists changes in the environment designed to improve the quality of life		I	D	D	D	D	D	M	M
A3.	States ways the communities, industries, and government protect the environment				I	D	D	D	M	M
A4.	Lists several ways the environment has influence on health					I	D	D	M	M
B.	CONTROLLING ENVIRONMENTAL POLLUTION									
B1.	Identifies issues related to pollution	I	I	D	D	D	D	D	M	M
B2.	Explains how pollution control is the responsibility of everyone	I	I	D	D	D	D	M	M	M
B3.	Identifies steps being taken to clean the air			I	D	D	D	D	M	M
B4.	Describes effect of air pollution on health					I	D	D	M	M
B5.	Lists some causes of water pollution		I	I	D	D	D	M	M	M
B6.	Describes characteristics which identify hazardous wastes					I	D	D	M	M
B7.	Notes advantages and disadvantages of using pesticides					I	D	D	D	D
B8.	Examines the pros and cons of nuclear energy								I	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B9.	Describes noise pollution			I	D	D	D	D	M	M
B10	Lists causes and effects of indoor pollution						I	D	M	M
C.	SUMMARIZES CRITICAL ENVIRONMENTAL ISSUES FACED BY COMMUNITIES ACROSS THE COUNTRY									
C1.	Describes pollution problems caused by industry							I	D	D
C2.	Lists some ways people may unintentionally pollute the environment								I	D
C3.	Describes how pollution can result from carelessness in recreational activities					I	D	D	D	D
C4.	Describes how conserving energy affects the environment				I	D	D	D	D	D

PROGRAM GOAL VIII: SUBSTANCE USE AND ABUSE

PROGRAM OBJECTIVES:

- A. Identifies alcohol as a drug which can cause serious changes in the body
- B. Notes reasons why alcohol is especially dangerous to young people
- C. Distinguishes between substances which are helpful and those which are harmful
- D. Notes classification and effects of drugs of abuse
- E. Develops skills for making personal decisions about use of drugs
- F. Realizes the potential for health and fire hazards caused by smoking tobacco

SKILL LEVELS:

I-Introduce

D-Develop

M-Master/Maintain

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
A.	ALCOHOL AND THE BODY									
A1.	Identifies drinks that contain alcohol				I	D	D	D	D	D
A2.	Describes the harmful changes in the body caused by alcohol				I	D	D	D	D	D
A3.	Lists reasons why effects of alcohol may differ with different people					I	D	D	D	D
A4.	Explains that there are different reasons why people choose to drink or not to drink						I	D	D	D
A5.	Explains that there are short-term and long-term effects of alcohol consumption								I	D
A6.	Identifies diseases resulting from the heavy use of alcohol								I	D
A7.	Explains the dangerous effects of mixing alcohol with other drugs						I	D	D	D
A8.	Explains the route of alcohol in the body and the organs affected								I	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
B.	ALCOHOL AND YOUNG PEOPLE									
B1.	Explains the need to make responsible decisions about drinking						I	D	D	D
B2.	Lists dangers specific to youth in drinking alcohol						I	D	D	D
B3.	Explains why there are laws against alcohol abuse						I	D	D	D
B4.	Identifies the role of peer pressure in making decisions about drinking						I	D	D	D
B5.	Identifies sources for help for the alcoholic as well as his/her family and friends						I	D	D	D
B6.	Recognizes the use of alcohol and drugs as escape mechanisms							I	D	D
C.	HELPFUL AND HARMFUL SUBSTANCES									
C1.	Lists rules for the proper use and storage of medicine in the home	I	I	D	D	M	M	M	M	M
C2.	Identifies people from whom children may take medicine	I	I	D	M	M	M	M	M	M
C3.	Identifies safe places for storing medicine	I	I	D	M	M	M	M	M	M
C4.	Lists foods and other household substances which have drugs in them				I	D	D	D	D	D
C5.	Defines over-the-counter (OTC) and RX medicines				I	D	D	M	M	M
C6.	Develops skill in reading labels on OTC and RX medicines				I	D	D	D	M	M
C7.	Lists some specific safety precautions to be taken when using OTC or RX medicines	I	I	D	D	D	M	M	M	M
C8.	Lists possible side effects to medicine and proper steps to take						I	D	D	D
C9.	Identifies household items which contain poisons and lists proper means of storage		I	D	D	D	D	M	M	M
C10.	Compiles and records a list of safety rules for storing and taking medicine	I	I	D	D	D	M	M	M	M

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
D.	CLASSIFICATION AND EFFECTS OF DRUGS									
D1.	Defines the term "drug"				I	D	D	D	M	M
D2.	Identifies the following controlled substances:									
	Opiates							I	D	D
	Depressants							I	D	D
	Stimulants							I	D	D
	Hallucinogens							I	D	D
D3.	Describes the effects of caffeine				I	D	D	D	D	D
D4.	Describes the effects and medical uses of drugs					I	D	D	D	D
D5.	Describes how drugs affect different people in different ways					I	D	D	D	D
D6.	Defines drug abuse						I	D	D	D
D7.	Defines drug addiction						I	D	D	D
D8.	Explains why it may be very dangerous, even fatal, to mix drugs						I	D	D	D
E.	MAKING DECISIONS ABOUT THE USE OF DRUGS									
E1.	Describes how each person is special	I	I	D	D	D	M	M	M	M
E2.	Defines the meaning of feelings and identifies the kinds of feelings	I	I	D	D	D	D	D	M	M
E3.	Identifies persons with whom they can share feelings	I	I	D	D	D	D	D	M	M
E4.	Describes characteristics which they like about themselves	I	I	D	D	D	D	D	D	D
E5.	Differentiates between healthy and unhealthy ways to act on feelings	I	I	D	D	D	D	D	D	D
E6.	Defines stress and lists several sources of stress				I	D	D	D	D	D
E7.	Defines physical health				I	D	D	D	M	M
E8.	Defines mental and social health						I	D	D	D

SUBJECT OBJECTIVES		GRADE LEVEL								
		K	1	2	3	4	5	6	7	8
E9.	Practices decision-making skills				I	D	D	D	D	D
E10.	Describes the influence of culture on behavior						I	D	D	D
E11.	Demonstrates the steps used in problem-solving						I	D	D	D
E12.	Describes the relationship between good self-concept and drug abuse behavior								I	D
E13.	Describes how self-discipline helps one reach goals								I	D
E14.	Describes how stress management can be handled through problem-solving								I	D
E15.	Describes the affect of peer pressure upon decision-making skills						I	D	D	D
F.	SMOKING TOBACCO									
F1.	Describes ways nicotine may be harmful to health	I	I	D	D	D	D	D	M	M
F2.	Gives reasons why a person chooses not to smoke			I	D	D	D	D	M	M
F3.	Identifies reasons why smoking can be harmful habit (fires)	I	I	D	D	D	D	D	M	M
F4.	Describes how cigarette smoking harms the nonsmoker		I	D	D	D	D	D	M	M
F5.	Explains how cigarette ads try to convince people to buy cigarettes					I	D	D	D	D
F7.	Describes the components of cigarette smoke and the diseases these components cause						I	D	D	D
F8.	Gives reasons why a person continues to smoke						I	D	D	D
F9.	Identifies ways smokers can learn how to stop smoking						I	D	D	D