

Diocese of Madison

Health Standards

A primary goal for health education in diocesan Catholic schools is the physical, emotional, intellectual, and spiritual health of our students as well as their improved educational achievement. A comprehensive health education program helps to provide for student success in school as well as for healthy, productive lives based on the teachings of the Catholic Church.

Content Standard A: Health Promotion and Disease Prevention

Students in the Madison diocese will understand and use concepts related to personal health promotion and disease prevention.

Content Standard B: Health Behaviors

Students in the Madison diocese will practice behaviors that reflect the teachings of the Catholic Church in promoting health, preventing disease, and reducing health risks.

Content Standard C: Goal Setting and Decision Making

Students in the Madison Diocese will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Content Standard D: Health Information and Services

Students in the Madison diocese will demonstrate the ability to access valid health information and health-promoting products and services that are in keeping with the teachings of the Catholic Church.

Content Standard E: culture, Media and Technology

Students in the Madison diocese will analyze the influence of culture, media, technology and other factors on health from a Catholic perspective.

Content Standard F: Communication

Students in the Madison diocese will demonstrate the ability to use interpersonal communication skills to enhance health.

Content Standard G: Advocacy

Students in the Madison diocese will demonstrate the ability to advocate for personal, family and school and community health that is in keeping with the teachings of the Catholic Church.

CURRICULUM CONNECTIONS

The following grade level health performance standards can be integrated into science, physical education, language arts, religion, and social studies instruction, or health can be taught as a separate subject. If taught as a separate class, every effort should be made to reinforce health concepts and skills in the other subject areas.

Grade Level Performance Standards: Kindergarten

WITHIN our kindergarten curriculum, students will:

A: Health Promotion and Disease Prevention

- A.K.1. Show proper personal hygiene skills (e.g. brushing teeth and hand washing).
- A.K.2. Demonstrate safety procedures (e.g. street crossing and fire drills).
- A.K.3. Describe physical activities students do outside of school that enhance one's health.
- A.K.4. Identify household poisons, drugs, and medicines and avoid unsupervised use.
- A.K.5. Choose healthy snacks.

Content Standard B: Health Behaviors

- B.K.1. Identify emotional feelings (e.g. anger, happiness, sadness).
- B.K.2. Demonstrate proper clothing to wear for various weather conditions.
- B.K.3. Describe rules to follow when motor vehicles are present.
- B.K.4. Recognize and care for the body as a gift from God.
- B.K.5. Identify private and special body parts.
- B.K.6. Respond in an appropriate manner to unsafe situations (say "no" and get help).
- B.K.7. Name safe friends.
- B.K.8. Identify special safe adults.

Content Standard C: Goal Setting and Decision Making

- C.K.1. Set a goal of eating a healthy snack everyday.
- C.K.2. Identify people to ask for help in a fire, sudden illness and child enticement situations.
- C.K.3. Set a goal to exercise daily with adult guidance.

Content Standard D: health Information and Services

- D.K.1. Identify sources of help in school and community if she/he, a friend, or a family member were exposed to dangerous substances.
- D.K.2. Identify the symbols for poisons.
- D.K.3. Given a situation, identify healthy and unhealthy choices.

Content Standard E: Culture, Media and Technology

- E.K.1. Identify various tools that the doctor uses in a checkup.
- E.K.2. List favorite foods (e.g. pizza, tacos) and discuss the origins of each.
- E.K.3. Identify health care resource persons such as the school nurse.

Content Standard F: Communication

- F.K.1. Demonstrate the use of "I" statements when expressing needs or feelings.
- F.K.2. Show various ways of communicating care and consideration of others (e.g. sharing, using "please" and "thank you").
- F.K.3. Identify ways of acting in the community that might lead to accidents or dangerous situations at school or in the community.
- F.K.4. Differentiate between safe and unsafe situations involving touching.
- F.K.5. Discuss ways to be a responsive listener.

Content Standard G: Advocacy

- G.K.1. Explain his/her health needs to an adult.
- G.K.2. State the role that healthful food plays in developing and maintaining a healthy body and mind.
- G.K.3. Identify the health related roles of people in their family, neighborhood, and school.

Grade Level Performance Standards: Grade One

WITHIN our first grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.1.1. Explain the effects on the body of healthful and less healthful foods.
- A.1.2. List ways to keep germs out of one's body.
- A.1.3. Identify the need for medical checkups and other health-care procedures.
- A.1.4. Identify escape routes at home and school.
- A.1.5. Follow safety rules for taking medicine.
- A.1.6. Identify the dangers of playing with syringes and contact with body fluids

Content Standard B: Health Behaviors

- B.1.1. Choose and verbalize proper use of safety equipment for different activities (e.g. rollerblading).
- B.1.2. Differentiate between healthy and unhealthy ways to act on feelings.
- B.1.3. Identify personal activities that can keep the home, school and neighborhood pollution free.
- B.1.4. Identify and follow safety rules (e.g. playground, water, electrical).
- B.1.5. Demonstrate how to perform basic self-care/safety procedures (e.g. fire/weather drill, auto safety).
- B.1.6. Identify private and special body parts.
- B.1.7. Respond in an appropriate manner to unsafe situations (say "no" and get help).
- B.1.8. Name safe friends.
- B.1.9. Identify special safe adults.

Content Standard C? Goal Setting and Decision Making

- C.1.1. Set Goals for task completion.
- C.1.2. Identify health problems (e.g. child abuse) that require the help of a trusted adult.
- C.1.3. Use decision-making skills to select a healthful meal.
- C.1.4. Use "I can" statements when trying new activities.

Content Standard D: health Information and Services

- D.1.1. Identify what safety helpers to contact for different problems.
- D.1.2. Demonstrate when and how to use 911.
- D.1.3. Identify harmful household products.

Content Standard E: Culture, Media and Technology

- E.1.1. Understand the importance of regular exercise and/or active play in a world of increasing technology.
- E.1.2. Cite examples of how television, computers and video games affect personal health.

Content Standard F: Communication

- F.1.1. Discuss the concepts of responsibility and trust.
- F.1.2. Identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.
- F.1.3. Use refusal skills in potentially harmful or dangerous situations (e.g. refusing to ride a bike without a helmet, contact with strangers, use of harmful substances).
- F.1.4. Use appropriate behaviors for interacting with others at school to resolve problems.
- F.1.5. Tell how she/he can talk to someone when not feeling safe.

Content Standard G: Advocacy

- G.1.1. Cite ways of coping with stressful situations.
- G.1.2. Convey accurate health information and ideas.
- G.1.3. Identify ways to help others make positive health choices.
- G.1.4. Identify ways to support positive family interactions (e.g. listening to and following directions, following family rules, showing care and concern toward other family members).

Grade Level Performance Standards: Grade Two

WITHIN our second grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.2.1. Demonstrate proper food handling techniques (e.g. washing hands, using clean utensils).
- A.2.2. Demonstrate knowledge of appropriate safety skills and equipment for recreation practices (e.g. bike riding, rollerblading, skateboarding).
- A.2.3. Identify symptoms of poisoning and how to get help.
- A.2.4. Explain the importance of good dental care and how to demonstrate good dental hygiene.

Content Standard B: Health Behaviors

- B.2.1. Describe behaviors and habits that may be dangerous at home, on the playground, or in the community.
- B.2.2. Identify private and special body parts.
- B.2.3. Respond in an appropriate manner to unsafe situations (say “no” and get help).
- B.2.4. Name safe friends.
- B.2.5. Identify special safe adults.

Content Standard C: Goal Setting and Decision Making

- C.2.1. Use decision-making skills to avoid unhealthy risk taking behaviors (e.g. climbing playground fences, swimming alone, talking with strangers).
- C.2.2. Record eating and exercise habits for one week.
- C.2.3. Work with a family member to plan a family meal.

Content Standard D: Health Information and Services

- D.2.1. Identify sources of health information (e.g. pamphlets, magazine, newspapers).
- D.2.2. Explain the roles of safety personnel (e.g. crossing guards, police officers, EMT’s, firefighters).
- D.2.3. Tell how commercials can influence purchases of health related products and services.

Content Standard E: Culture, Media and Technology

- E.2.1. Explain the relationship between where people live and the foods they eat.
- E.2.2. Describe how immunizations and medicines help fight disease.
- E.2.3. Recognize the ways news media, technology and other sources (e.g. music, magazine stories, classes) provide information about health.
- E.2.4. Recognize that individuals have different cultural backgrounds that may impact health practices.

Content Standard F: Communication

- F.2.1. Practice pro-social communication skills (e.g. please, thank you, I like it when, etc.).
- F.2.2. Discuss, define and demonstrate body language.
- F.2.3. Select peaceful methods for solving conflict (e.g. playground conflict).
- F.2.4. Identify and use listening skills.
- F.2.5. Tell how she/he can talk to someone when not feeling safe.

Content Standard G: Advocacy

- G.2.1. Discuss how the community works to prevent and control diseases.
- G.2.2. Discuss free time activities and decide if they promote fitness and healthy behaviors.
- G.2.3. Share with a trusted adult any symptoms that may lead to illness.
- G.2.4. Identify community agencies that support healthy families, individuals, and communities.

Grade Level Performance Standards: Grade Three

WITHIN our third grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.3.1. List ways to prevent the spread of germs at home.
- A.3.2. List healthy and unhealthy behaviors of adults in the community.
- A.3.3. Describe the major parts and functions of the digestive system.
- A.3.4. Describe the food pyramid and its value to personal health, understanding that food provides energy and nutrients for growth and development.
- A.3.5. Identify and describe the major functions of the sensory organs (e.g. eyes, ears, nose, tongue, skin).
- A.3.6. Explain how the heart, which is a muscle, is strengthened by exercises.

Content Standard B: Health Behaviors

- B.3.1. Explain the value of different kinds of exercise (e.g. flexibility, endurance, strength).
- B.3.2. Use protective gear (e.g. seat belts, helmets, goggles, gloves).
- B.3.3. Identify possible risky health situations at home, in school, and in the community.
- B.3.4. Practice making good judgments in risky situations.
- B.3.5. Identify private and special body parts.
- B.3.6. Respond in appropriate manner when feeling uncomfortable or unsafe (say “No!” and get help).
- B.3.7. Identify safe friends and special safe adults.

Content Standard C: Goal Setting and Decision Making

- C.3.1. Set a goal to become involved in keeping the community clean.
- C.3.2. Assess factors (e.g. food choices, physical activity) that contribute maintaining a healthy body.
- C.3.3. List health related personal decisions and someone who might help in making a positive decision.
- C.3.4. Record two days of food choices and with an adult compare them to the recommended food chart to decide whether the choices were good.

Content Standard D: Health Information and Services

- D.3.1. List people who help a community be healthy.
- D.3.2. List places where health information is available.
- D.3.3. List information needed to place an accurate and efficient call to 911.

Content Standard E: Culture, Media and Technology

- E.3.1. Analyze menus from fast food restaurants for nutritional value.
- E.3.2. Explain how personal choices can reduce accidents.
- E.3.3. Compare and contrast what advertisements infer about smoking with what they have learned in school about smoking.

Content Standard F: Communication

- F.3.1. Express needs and wants by communicating in positive and proactive ways.
- F.3.2. Practice effective ways to say “No” (refusal skills) to those things that threaten safety.
- F.3.3. Discuss aggressive, passive and assertive ways to respond to conflict.
- F.3.4. Tell how she/he can talk to someone when not feeling safe.

Content Standard G: Advocacy

- G.3.1. Demonstrate self care procedures for colds, sore throats, and flu.
- G.3.2. Use protective gear and explain how one would encourage family members and friends to do so as well.

Grade Level Performance Standards: Grade Four

WITHIN our fourth grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.4.1. Discuss why cleanliness and grooming are important to health and a good self-concept.
- A.4.2. Describe how people have a variety of feelings and ways of expressing those feelings.
- A.4.3. Identify responsible health behaviors to avoid the spread of contagious diseases.
- A.4.4. List ways to reduce the probability of contacting a cold.
- A.4.5. Describe the major parts of the muscular and skeleton systems of the human body.
- A.4.6. Describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure.

Content Standard B: Health Behaviors

- B.4.1. Evaluate some dangerous situations, consider alternatives, identify possible consequences.
- B.4.2. Develop socially acceptable ways to communicate.
- B.4.3. Differentiate between risk taking and unsafe behaviors.
- B.4.4. Identify private and special body parts and reasons for keeping those parts covered.
- B.4.5. Define bullying and harassment and recognize when it occurs.
- B.4.6. Respond in appropriate manner when feeling uncomfortable or unsafe (say “No!” and get help).
- B.4.7. Identify safe friends and special safe adults.

Content Standard C: Goal Setting and Decision Making

- C.4.1. State a personal health goal and report on progress in one month.
- C.4.2. Record his/her own health-promoting habits over several days and describe which activities/foods were good, health-promoting decisions.

Content Standard D: Health Information and Services

- D.4.1. Identify health related products advertised on TV (or through other media) and explain what group the the media is trying to influence.

Content Standard E: Culture, Media and Technology

- E.4.1. Analyze menus from culturally different restaurants for nutritional value.
- E.4.2. Discuss examples of food advertising, identifying the purposes and the relationship to personal health.
- E.4.3. List TV programs that exemplify healthy family relationships and explain their selection.
- E.4.4. Explain why healthy human bodies can be various shapes and sizes.
- E.4.5. Explain how humans depend on their natural and constructed environments and that new ideas and inventions continue to influence both the natural and constructed environments.

Content Standard F: Communication

- F.4.1. Identify positive personal qualities.
- F.4.2. Demonstrate ways of making, being, and keeping friends.
- F.4.3. Say “No” to alcohol and other drugs, even if offered them by a person she/he feels is a friend.
- F.4.4. Tell how she/he can talk to someone when not feeling safe.

Content Standard G: Advocacy

- G.4.1. Identify which diseases are avoided because of the early childhood vaccinations.
- G.4.2. Discuss the quality of the community’s air and water, name possible health problems causes by bad air and water qualities, and identify community agencies that monitor these qualities.
- G.4.3. Research a health issue to obtain and report accurate and appropriate information.
- G.4.4. Recognize and promote environmental practices that will preserve God’s gift of natural resources for personal and community health.

Grade Level Performance Standards: Grade Five

WITHIN our fifth grade curriculum, students will:

Content Standard A: Health Promotion and disease Prevention

- A.5.1. Discuss physical, social and emotional changes which occur during adolescence.
- A.5.2. Describe the relationship between nutrition and adult risk factors in relation to family health history.
- A.5.3. Explain potential situations of personal dangers and know how to react appropriately.
- A.5.4. Describe different organisms that cause disease (e.g. virus, bacteria and fungus).
- A.5.5. Describe the major parts and functions of the circulating and respiratory systems.
- A.5.6. Identify local poisonous plants and describe precautions and treatment for exposure.
- A.5.7. Explain how insects and animals can transmit disease and what precautions can be practiced.

Content Standard B: Health Behaviors

- B.5.1. Graph fitness efforts for one or two months and use this information to identify areas of fitness to work on in the future.
- B.5.2. Evaluate peer pressure to determine when it is positive or negative.
- B.5.3. Discuss the possible injuries to ears and eyes resulting from loud music, video games, light lasers, etc.
- B.5.4. Identify private and special body parts and reasons for keeping those parts covered.
- B.5.5. Define bullying and harassment and recognize when it occurs.
- B.5.6. Respond in appropriate manner when feeling uncomfortable or unsafe (say “No!” and get help).
- B.5.7. Practice assertiveness and refusal skills.

Content Standard C: Goal Setting and Decision Making

- C.5.1. Choose and pursue a health goal that relates to personal fitness.
- C.5.2. Identify steps in making thoughtful decisions and apply those steps in a given health-related situation.
- C.5.3. Discuss how an informed conscience helps one make good decisions.

Content Standard D: Health Information and Services

- D.5.1. Discuss how nutritional value of foods should be a factor when making personal food choices.
- D.5.2. Discuss his/her role in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.
- D.5.3. Explain the value of assertive strategies when asking for help in emergency.

Content Standard E: Culture, Media and Technology

- E.5.1. Discuss the relationship between personal health behaviors and individual well-being.
- E.5.2. Explain how smoking and drinking as seen on TV and movies may influence a student’s present and future behaviors.
- E.5.3. Explain common eating disorders and how to prevent them.
- E.5.4. Compare drugs that have been developed to benefit people with illegal drugs that harm people considering access, purpose, cost affects on body, etc.

Content Standard F: Communication

- F.5.1. Describe or demonstrate non-verbal expressions other than facial expressions (e.g. body language).
- F.5.2. Use a variety of positive coping mechanisms to deal with upset feelings and difficult situations.
- F.5.3. Practice active listening skills (e.g. restating, use of “I” statements, etc.).
- F.5.4. Show three acceptable ways to say “No” in a role-playing demonstration with peers.

Content Standard G: Advocacy

- G.5.1. Keep an accurate personal vaccination and disease record.
- G.5.2. Propose family menus that meet dietary guidelines.
- G.5.3. Explain how to recognize and avoid risky situations involving personal safety.

Grade Level Performance Standards: Grade Six

WITHIN our sixth grade curriculum, students will:

Content Standard A: health Promotion and Disease Prevention

- A.6.1. Describe the USDA food pyramid, including number and size of servings and basic nutrients needed for an adolescent male/female on a daily basis.
- A.6.2. Identify the negative effects of alcohol, drugs, and tobacco.
- A.6.3. Describe the major parts and functions of the nervous system.
- A.6.4. Describe the various harmful pathogens and pollutants that are found in local waterways.

Content Standard B: Health Behaviors

- B.6.1. Identify hygiene and diet practices for improved personal/family health.
- B.6.2. Define bullying and harassment and recognize when it occurs.
- B.6.3. Use conflict management skills.
- B.6.4. Clearly state the rules about inappropriate touching and the difference from safe touches.
- B.6.5. Say “No!” when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.
- B.6.6. Identify the situations when secrets are appropriate and when keeping secrets may be harmful.
- B.6.7. Name safe friends and safe adults.
- B.6.8. Respond in an appropriate manner to unsafe situations.

Content Standard C: Goal Setting and Decision Making

- C.6.1. Describe behaviors that will protect students from communicable and other diseases such as heart disease.
- C.6.2. Participate in peer education to decrease smoking.

Content Standard D: Health Information and Services

- D.6.1. Differentiate between how heredity factors and communicable diseases affect adolescent development.
- D.6.2. Identify school services for physical and mental health concerns.

Content Standard E: Culture, Media and Technology

- E.6.1. Recognize that people grow and mature at different rates and different stages resulting in different kinds of body types.

Content Standard F: Communication

- F.6.1. Identify communication skills to build and maintain healthy relationships.
- F.6.2. Identify the possible causes of conflict among youth in schools and communities.
- F.6.3. Identify strategies to manage conflict in healthy ways in family and personal situations.
- F.6.4. Define and discuss the meaning of sexual harassment and sexual abuse.

Content Standard G: Advocacy

- G.6.1. Discuss information about health issues.
- G.6.2. Demonstrate the ability to influence and support others in making positive health choices.

Grade Level Performance Standards: Grade Seven

WITHIN our seventh grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.7.1. Identify behaviors that contribute to wellness.

Content Standard B: Health Behaviors

- B.7.1. Analyze the effects of alcohol and other drugs on functions of the body.
- B.7.2. Explain the importance of assuming responsibility for personal health behaviors.
- B.7.3. Recognize, understand and respect individual differences.
- B.7.4. Define bullying and harassment and recognize when it occurs.
- B.7.5. Use conflict management skills.
- B.7.6. Clearly state the rules about inappropriate touching and the difference from safe touches.
- B.7.7. Say “No!” when someone tries to touch them in a way that is uncomfortable or otherwise inappropriate.
- B.7.8. Identify the situations when secrets are appropriate and when keeping secrets may be harmful.
- B.7.9. Name safe friends and safe adults.
- B.7.10. Respond in an appropriate manner to unsafe situations.

Content Standard C: Goal Setting and Decision Making

- C.7.1. Apply USDA Dietary Guidelines and Food Pyramid in meal planning.
- C.7.2. Explain the consequences (e.g. eating disorders) of poor nutritional food choices.
- C.7.3. Discuss the steps in forming one’s conscience according to Church teachings.
- C.7.4. Dispute media messages that promote unhealthy alcohol, tobacco, and other drug use.
- C.7.5. Contrast current media messages with known health information.

Content Standard D: Health Information and Services

- D.7.1. Draw conclusions from a variety of resources about health products and services.
- D.7.2. Identify the relationship of cost and effectiveness of health products.
- D.7.3. Identify situations that require professional health services.
- D.7.4. Identify myths, misinformation and stereotyping promoted in the media.

Content Standard E: Culture, Media and Technology

- E.7.1. Describe the influence of cultural beliefs on health behaviors and the use of health services.
- E.7.2. Explain the impact of peer harassment on physical and emotional health.
- E.7.3. Describe the influence of cultural beliefs on alcohol and other drug use.

Content Standard F: Communication

- F.7.1. Demonstrate refusal and negotiation skills to enhance healthy interpersonal relationships.
- F.7.2. Explain how the teachings of the Catholic Church provide a foundation for personal decision making.
- F.7.3. Define and discuss the meaning of sexual harassment and sexual abuse.

Content Standard G: Advocacy

- G.7.1. Demonstrate effective communication skills to use with health care providers.
- G.7.2. Explain the importance of maintaining God’s gift of natural environmental settings, and promote their use for stress reduction, wellness, and recreation.

Grade Level Performance Standards: Grade Eight

WITHIN our eighth grade curriculum, students will:

Content Standard A: Health Promotion and Disease Prevention

- A.8.1. Apply nutritional concepts to food choices and disease prevention.
- A.8.2. Explain why personal safety is everyone's responsibility and describe his or her personal role.

Content Standard B: Health Behaviors

- B.8.1. Identify the dangers of sexually transmitted diseases.
- B.8.2. Discuss abstinence and how the Church promotes healthy relationships.
- B.8.3. Explain the need for legislation requiring use of personal safety devices (i.e. seat belts) and how laws are created or changed.
- B.8.4. Define bullying and harassment and recognize when it occurs.
- B.8.5. Use conflict management skills.
- B.8.6. Clearly state the rules about inappropriate touching and the difference from safe touches.
- B.8.7. Say "No!" when someone tries to touch them in a way that is uncomfortable or inappropriate.
- B.8.8. Identify the situations when secrets are appropriate and when keeping secrets may be harmful.
- B.8.9. Name safe friends and safe adults.
- B.8.10. Respond in an appropriate manner to unsafe situations.

Content Standard C: Goal Setting and Decision Making

- C.8.1. Choose personal health goals and strategies regarding nutrition and alcohol and other drug use to achieve optimal personal health.
- C.8.2. Describe signs of abusive relationships.
- C.8.3. Identify actions necessary to promote personal safety.
- C.8.4. Recognize and report signs of self-destructive behaviors in others (e.g. suicide, eating disorder).
- C.8.5. Discuss Church teachings on forming one's conscience and making correct decisions.

Content Standard D: Health Information and Services

- D.8.1. Describe the effects of teratogens (toxins) on the developing fetus.
- D.8.2. Discuss legal and moral issues related to alcohol and other drugs, violence in relationships, sexually transmitted diseases, harassment.

Content Standard E: Culture, Media and Technology

- E.8.1. Recognize bias in advertising and misleading media communication about health information and products.
- E.8.2. Analyze the influences of technology on nutrition and food selection.
- E.8.3. Identify and interpret the effect of media messages on health and nutrition.
- E.8.4. Identify the effect of culture and media messages on dating relationships.

Content Standard F: Communication

- F.8.1. Demonstrate ways to communicate care, consideration and respect of self and others.
- F.8.2. Promote abstinence by demonstrating refusal skills.
- F.8.3. Define and discuss the meaning of sexual harassment and sexual abuse.

Content Standard G: Advocacy

- G.8.1. Identify methods for prevention of harassment.
- G.8.2. Describe examples of harassment and its legal and moral ramifications in a school or work setting.
- G.8.3. Recognize and promote environmental practices that will preserve God's gift of our natural resources for personal and community health for this generation and future generations.