



HEALTH CURRICULUM GUIDELINES

Diocese of Rockford, Illinois

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 22: PHYSICAL DEVELOPMENT AND HEALTH**Understand principles of health promotion and the prevention and treatment of illness and injury.****Why This Goal is Important**

Nutrition, exercise, rest, hygiene, and safety are the bases of personal, family, occupational health and the maintenance of self as a temple of God. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health within the guidelines of the teachings of the Catholic Church. Learners will be able to apply the effects of health-related actions to success in the workplace and in the service of others. Students who develop an effective understanding of the basic health promotion can establish the foundation for achieving and maintaining personal health and well being by making informed wellness decisions now and throughout their lives.

As a result of their schooling, students will be able to:

22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1a. Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).						
• Be able to tell when a person is sick.	I	D	M			
• Know symptoms which you should tell to your parents and teachers.	I / D	D	M			
• Know about infectious diseases (including HIV/AIDS).	I	D	D			
• Know about communicable and non-communicable diseases.	I	D	D			
• Know how communicable diseases are spread.	I	D	D			
• Prevent the spread of communicable diseases.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1b. Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).						
• Know why food choices, exercise, rest, sleep, and play are important to good health.	I	D / M	M			
• Know good habits for food choices, exercise, sleep, rest, and play.	I / D	M	m			
• Know the benefits of being clean (good hygiene).	I	D	M			
• Know how to keep your body clean.	I / D	M	m			
• Know why good dental health is important.	I / D	M	m			
• Know the strategies for dental health (regular checkups, flossing, brushing, nutrition).	I / D	M	m			
• Develop a personal plan for good dental health.	I / D	D	M			
• Know what we eat helps or hurts our health.	I / D	D	M			
• Know why and how to eat nutritious meals.	I / D	D	M			
• Know exercise is important.	I / D	M	m			
• Know how good health, fitness, and nutrition help you.	I / D	D	M			
• Know how diet, rest, exercise, and immunizations help prevent disease.	I	D	M			
• Know how medicines affect our bodies, why we take them, and who should administer them and when.	I	D	M			
• Know how to feel good without unnecessary medicines, alcohol, tobacco, and drugs.	I / D	D	M			
• Make a plan for good health, fitness, and nutrition.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1c. Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).						
<ul style="list-style-type: none"> Know behaviors that are safe, risky, or harmful to self and others. 	I / D	D	D			
<ul style="list-style-type: none"> Know about hazards which can cause injury (fire, electrical, substances). 	I / D	D	D			
<ul style="list-style-type: none"> Know the difference between the use and misuse of prescription and nonprescription drugs. 	I	D	M			
<ul style="list-style-type: none"> Know that there are good and bad substances at home and at school. 	I / D	D	M			
<ul style="list-style-type: none"> Know how not to eat or touch bad substances. 	I / D	D	M			
<ul style="list-style-type: none"> Know that even good substances when misused or abused can be harmful. 	I / D	M	m			
<ul style="list-style-type: none"> Know and obey the rules for walking on streets and sidewalks (being a pedestrian). 	I / D	M	m			
<ul style="list-style-type: none"> Know and obey fire prevention rules. 	I / D	M	m			
<ul style="list-style-type: none"> Know how to behave during tornadoes, blizzards, flooding, earthquake, and electrical storms. 	I / D / M	m	m			
<ul style="list-style-type: none"> Know methods used to recognize and avoid threatening situations (e.g., dealing with strangers, being lost) and ways to get assistance. 	I / D	M	m			
<ul style="list-style-type: none"> Know why safety rules are important in each place or situation (e.g., school, home, water, playground, car, bus, bike). 	I / D	M	m			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know and help others follow safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight). 	I/D	M	m			
<ul style="list-style-type: none"> Know how to get help (who, how, and when to tell in case of emergencies, including 911). 	I/D	D	M			

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22.B. Describe and explain the factors that influence health among individuals, groups and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.1. Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).						
<ul style="list-style-type: none"> Know why friends and neighbors are important to you. 	I / D	M	m			
<ul style="list-style-type: none"> Know ways to make friends. 	I / D	D	D			
<ul style="list-style-type: none"> Know the responsibilities of being a good friend and a good neighbor. 	I / D	D	M			
<ul style="list-style-type: none"> Know why and how to work for the good of all. 	I / D	D	D			
<ul style="list-style-type: none"> Know people and places which help keep you healthy. 	I / D	D	M			
<ul style="list-style-type: none"> Know situations that require professional health services (e.g., management of health conditions such as asthma, diabetes). 	I	D	D			
<ul style="list-style-type: none"> Know behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions). 	I / D	D	M			
<ul style="list-style-type: none"> Know community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association, Alzheimer's Association). 	I	D	D			

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22.C. Explain how the environment can affect health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.C.1. Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).						
<ul style="list-style-type: none"> Know how people pollute the environment (food, water, land, air). 	I / D	D	D			
<ul style="list-style-type: none"> Know different ways in which pollution threatens the environment. 	I	D	D			
<ul style="list-style-type: none"> Be able to tell when food, water, and air have been polluted. 	I	D	D			
<ul style="list-style-type: none"> Know sources and causes of pollution (e.g., air, ground, noise, water, food). 	I	D	D			

DIOCESAN SCIENCE CURRICULUM /STATE GOAL 23: PHYSICAL DEVELOPMENT AND HEALTH

Understand human body systems and factors that influence growth and development.

Why This Goal is Important

To attain a healthy individual development, students need to understand human anatomy and physiology, nutrition, the various stages of growth and development, the avoidance of harmful choices, and the attributes of good health habits. Elementary students begin with the basic recognition of the body parts, systems, and growth stages. As the students mature, they grasp how the body systems work together and how the individual’s choices and actions affect his/her health. During the process of growth and development, they can learn to apply this knowledge to enhance their lives now and in the future. God has given them their bodies and the gift of free will with which to make decisions. It is up to the students to become informed to make knowledge-based and ethical decisions pertaining to their health and well-being.

As a result of their schooling, students will be able to:

23.A. Describe and explain the structure and functions of the human body systems and how they interrelate.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.A.1a. Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).						
• Identify and know about the five senses and their corresponding body parts.	I / D / M	m	m			
• Know about the visible parts of the body (head, arms, shoulders, legs, knees, trunk, toes, fingers).	I / D / M	m	m			
• Know about the mouth, teeth, esophagus, stomach, small intestine, and large intestine.	I	D	D			
• Know about the brain and nerves.	I	D	D			
• Know about the lungs.	I	D	D			
• Know about bones and muscles	I	D	D			
• Know about the heart, arteries, and veins).	I	D	D			

23.B. Explain the effects of health-related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.B.1. Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).						
• Know good habits make you healthy.	I/D	D	D			
• Know exercise is important.	I/D	M	m			
• Know why and how to warm up and cool down the body when exercising.	I/D	D	D			
• Know the need for physical activity.	I/D	M	m			
• Know the characteristics of a physically fit person.	I/D	M	m			
• Make a plan for good health, fitness, and nutrition.	I/D	D	D			
• Know why and how to eat nutritious meals.	I/D	D	D			
• Know the benefits of being clean (good hygiene).	I/D	D	D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.C.1. Identify individual differences in growth and development among people.						
<ul style="list-style-type: none"> Know people are physically different. 	I / D	M	m			
<ul style="list-style-type: none"> Know the cycle of growth and development in humans from infancy to old age. 	I	D	D			
<ul style="list-style-type: none"> Understand individual differences (in terms of appearance and behavior). 	I	D	D			
<ul style="list-style-type: none"> Be aware of physical challenges and adaptive equipment. 	I / D	D	D			
<ul style="list-style-type: none"> Know the consequences of sexual harassment and how to avoid harassing others. 	I	D	D			

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 24: PHYSICAL DEVELOPMENT AND HEALTH**Promote and enhance health and well-being through the use of effective communication and decision-making skills.****Why This Goal is Important**

This goal promotes and enhances the health and well-being of individuals through the use of effective communication and decision-making skills. The basic teaching of Christ to “do unto others as you would have them do unto you” is the underlying theme this goal uses to help form positive interpersonal communication and decisions. By being empathetic and practicing virtues such as honesty, possible harmful conflicts between individuals and groups can be identified and avoided. Furthermore, with a strong base in the tenets of the Catholic Church, mature strategies and decisions can be formed to refute the negative social influences and pressures that would be a detriment to an individual’s health and well-being.

As a result of their schooling, students will be able to:

24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.1a. Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).						
• Know what causes emotion.	I	D	D			
• Know how to control and enjoy emotions.	I	D	D			
• Know how family and friends help manage feelings.	I / D	D	D			
• Know how you behave is important (different behavior results in different consequences).	I / D	D	D			
• Know and apply ways to prevent or control conflicts.	I / D	D	D			
• Know people handle things in different ways.	I / D	D	D			
• Know about good and bad traits (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Understand how peer relationships affect health (e.g., name calling, prejudice, bullying, exclusiveness, discrimination, risk taking behaviors). 	I	D	D			
<ul style="list-style-type: none"> Know why it is good to be honest (the importance of honesty with family and friends). 	I / D	D	D			
<ul style="list-style-type: none"> Know different emotions and how they are expressed (e.g., joy, sadness, anger, fear, anxiety, frustration, satisfaction, grief). 	I / D	D	D			
<ul style="list-style-type: none"> Know about personal changes (growth, change in friends, change in schools). 	I	D	D			
<ul style="list-style-type: none"> Know about family changes (separation, divorce, death, additions, abuse). 	I / D	D	D			
24.A.1b. Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).						
<ul style="list-style-type: none"> Know how attentive listening skills can be used to build and maintain healthy relationships. 	I	D	D			
<ul style="list-style-type: none"> Be able to make, keep, and end relationships. 	I	D	D			
<ul style="list-style-type: none"> Know why people should appreciate differences in others (age, race, gender). 	I / D	D	D			
<ul style="list-style-type: none"> Know why it is important to be cared for and care for others. 	I / D	D	D			
<ul style="list-style-type: none"> Be able to show and tell others that you care about them. 	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks). 	I / D	D	D			
<ul style="list-style-type: none"> Understand how one responds to the behavior of others and how one's behavior may evoke responses in others. 	I / D	D	D			
<ul style="list-style-type: none"> Be able to make plans for changing your behavior. 	I / D	D	D			
24.B.1. Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).						
<ul style="list-style-type: none"> Know that tobacco and the misuse/abuse of alcohol and drugs are bad for you. 	I / D	D	D			
<ul style="list-style-type: none"> Know how tobacco and second-hand smoke can hurt us over a long time. 	I	D	D			
<ul style="list-style-type: none"> Know about addiction to tobacco, alcohol, and drugs. 	I	D	D			
<ul style="list-style-type: none"> Avoid using tobacco, and the misuse/abuse of alcohol and drugs. 	I	D	D			

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24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.C.1. Demonstrate basic refusal skills (e.g., "Just Say No," "Stranger Danger").						
<ul style="list-style-type: none">Know to whom you can go with personal or family problems in school or elsewhere.	I/D	D	D			

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 22: PHYSICAL DEVELOPMENT AND HEALTH

Understand principles of health promotion and the prevention and treatment of illness and injury.

Why This Goal is Important

Nutrition, exercise, rest, hygiene, and safety are the bases of personal, family, occupational health and the maintenance of self as a temple of God. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health within the guidelines of the teachings of the Catholic Church. Learners will be able to apply the effects of health-related actions to success in the workplace and in the service of others. Students who develop an effective understanding of the basic health promotion can establish the foundation for achieving and maintaining personal health and well being by making informed wellness decisions now and throughout their lives.

As a result of their schooling, students will be able to:

22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1a. Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).						
• Be able to tell when a person is sick.	I	D	M			
• Know symptoms which you should tell to your parents and teachers.	I / D	D	M			
• Know about infectious diseases (including HIV/AIDS).	I	D	D			
• Know about communicable and non-communicable diseases.	I	D	D			
• Know how communicable diseases are spread.	I	D	D			
• Prevent the spread of communicable diseases.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1b. Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).						
• Know why food choices, exercise, rest, sleep, and play are important to good health.	I	D / M	M			
• Know good habits for food choices, exercise, sleep, rest, and play.	I / D	M	m			
• Know the benefits of being clean (good hygiene).	I	D	M			
• Know how to keep your body clean.	I / D	M	m			
• Know why good dental health is important.	I / D	M	m			
• Know the strategies for dental health (regular checkups, flossing, brushing, nutrition).	I / D	M	m			
• Develop a personal plan for good dental health.	I / D	D	M			
• Know what we eat helps or hurts our health.	I / D	D	M			
• Know why and how to eat nutritious meals.	I / D	D	M			
• Know exercise is important.	I / D	M	m			
• Know how good health, fitness, and nutrition help you.	I / D	D	M			
• Know how diet, rest, exercise, and immunizations help prevent disease.	I	D	M			
• Know how medicines affect our bodies, why we take them, and who should administer them and when.	I	D	M			
• Know how to feel good without unnecessary medicines, alcohol, tobacco, and drugs.	I / D	D	M			
• Make a plan for good health, fitness, and nutrition.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1c. Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).						
<ul style="list-style-type: none"> Know behaviors that are safe, risky, or harmful to self and others. 	I / D	D	D			
<ul style="list-style-type: none"> Know about hazards which can cause injury (fire, electrical, substances). 	I / D	D	D			
<ul style="list-style-type: none"> Know the difference between the use and misuse of prescription and nonprescription drugs. 	I	D	M			
<ul style="list-style-type: none"> Know that there are good and bad substances at home and at school. 	I / D	D	M			
<ul style="list-style-type: none"> Know how not to eat or touch bad substances. 	I / D	D	M			
<ul style="list-style-type: none"> Know that even good substances when misused or abused can be harmful. 	I / D	M	m			
<ul style="list-style-type: none"> Know and obey the rules for walking on streets and sidewalks (being a pedestrian). 	I / D	M	m			
<ul style="list-style-type: none"> Know and obey fire prevention rules. 	I / D	M	m			
<ul style="list-style-type: none"> Know how to behave during tornadoes, blizzards, flooding, earthquake, and electrical storms. 	I / D / M	m	m			
<ul style="list-style-type: none"> Know methods used to recognize and avoid threatening situations (e.g., dealing with strangers, being lost) and ways to get assistance. 	I / D	M	m			
<ul style="list-style-type: none"> Know why safety rules are important in each place or situation (e.g., school, home, water, playground, car, bus, bike). 	I / D	M	m			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know and help others follow safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight). 	I / D	M	m			
<ul style="list-style-type: none"> Know how to get help (who, how, and when to tell in case of emergencies, including 911). 	I / D	D	M			
22.A.2a. Describe benefits of early detection and treatment of disease.						
<ul style="list-style-type: none"> Know common health problems that should be detected and treated early. 		I	D			
<ul style="list-style-type: none"> Know the benefits of early detection and treatment of disease. 		I	D			
<ul style="list-style-type: none"> Know how infectious diseases (e.g., chicken pox, flu, HIV/AIDS) are and are not spread. 		I / D	D			
<ul style="list-style-type: none"> Know possible causes of heart disease and cancer. 		I	D			
<ul style="list-style-type: none"> Be able to relate personal behavior to contracting diseases (cancer, cardiovascular disease, STDs, HIV/AIDS, and others). 		I	D			
<ul style="list-style-type: none"> Know sources of information and services for diseases and disorders. 		I	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.2b. Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).						
<ul style="list-style-type: none"> Know ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings). 		D	D			
<ul style="list-style-type: none"> Know ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine). 		D	D			
<ul style="list-style-type: none"> Be able to support others to make healthful choices. 		I / D	D			
<ul style="list-style-type: none"> Know effects of disease on family and personal relationships. 		I / D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.2c. Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).						
<ul style="list-style-type: none"> Know basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns, universal precautions to be taken when dealing with other people's blood). 		D	D			
<ul style="list-style-type: none"> Develop and practice emergency procedures for each situation with others in school and at home. 		D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups, and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.1. Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).						
<ul style="list-style-type: none"> Know why friends and neighbors are important to you. 	I / D	M	m			
<ul style="list-style-type: none"> Know ways to make friends. 	I / D	D	D			
<ul style="list-style-type: none"> Know the responsibilities of being a good friend and a good neighbor. 	I / D	D	M			
<ul style="list-style-type: none"> Know why and how to work for the good of all. 	I / D	D	D			
<ul style="list-style-type: none"> Know people and places which help keep you healthy. 	I / D	D	M			
<ul style="list-style-type: none"> Know situations that require professional health services (e.g., management of health conditions such as asthma, diabetes). 	I	D	D			
<ul style="list-style-type: none"> Know behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions). 	I / D	D	M			
<ul style="list-style-type: none"> Know community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association, Alzheimer's Association). 	I	D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups, and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.2. Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media, and advertising).						
<ul style="list-style-type: none"> Know that making health-related decisions and setting health goals sometimes requires asking for assistance. 		I / D	D			
<ul style="list-style-type: none"> Know general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified healthcare workers; supported by research). 		I / D	D			
<ul style="list-style-type: none"> Know various community agencies that provide health services to individuals and families (e.g., public health clinics, mental health clinics, substance abuse treatment centers). 		I / D	D			
<ul style="list-style-type: none"> Know a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure). 		I / D	D			
<ul style="list-style-type: none"> Know how personal health can be influenced by society (e.g., culture) and science (e.g., technology). 		I / D	D			
<ul style="list-style-type: none"> Know how family and friends influence personal health (e.g., physical, psychological, social). 		I / D	D			
<ul style="list-style-type: none"> Know how health-related problems impact the whole family. 		I / D	D			
<ul style="list-style-type: none"> Know the stress families face in making a living (work hours, changing jobs, work stress). 		I / D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups, and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know the stress families face in making decisions (purchases, schools, churches, friends). 		I / D	D			
<ul style="list-style-type: none"> Know common sources of stress for children and ways to manage stress. 		I / D	D			
<ul style="list-style-type: none"> Know how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully. 		I / D	D			
<ul style="list-style-type: none"> Know laws regulating the use, sale, and advertising of tobacco, alcohol, and drugs. 		I / D	D			
<ul style="list-style-type: none"> Know why people start using tobacco, alcohol, and drugs. 		I / D	D			
<ul style="list-style-type: none"> Know how and why peers and advertising influence the use of tobacco and the misuse/abuse of alcohol and drugs. 		I / D	D			
<ul style="list-style-type: none"> Be able to make choices based on personal needs, not on the undue influence of peers and advertising. 		I / D	D			
<ul style="list-style-type: none"> Be able to develop strategies for refusing, getting out of situations, and standing up to others. 		I / D	D			

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22.C. Explain how the environment can affect health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.C.1. Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).						
<ul style="list-style-type: none"> Know how people pollute the environment (food, water, land, air). 	I / D	D	D			
<ul style="list-style-type: none"> Know different ways in which pollution threatens the environment. 	I	D	D			
<ul style="list-style-type: none"> Be able to tell when food, water, and air have been polluted. 	I	D	D			
<ul style="list-style-type: none"> Know sources and causes of pollution (e.g., air, ground, noise, water, food). 	I	D	D			
22.C.2. Explain how the environment can affect health.						
<ul style="list-style-type: none"> Know how the physical environment can impact personal health (e.g., the effects of exposure to pollutants). 		I / D	D			
<ul style="list-style-type: none"> Know how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment. 		I / D	D			

DIOCESAN SCIENCE CURRICULUM /STATE GOAL 23: PHYSICAL DEVELOPMENT AND HEALTH**Understand human body systems and factors that influence growth and development.****Why This Goal is Important**

To attain a healthy individual development, students need to understand human anatomy and physiology, nutrition, the various stages of growth and development, the avoidance of harmful choices, and the attributes of good health habits. Elementary students begin with the basic recognition of the body parts, systems, and growth stages. As the students mature, they grasp how the body systems work together and how the individual's choices and actions affect his/her health. During the process of growth and development, they can learn to apply this knowledge to enhance their lives now and in the future. God has given them their bodies and the gift of free will with which to make decisions. It is up to the students to become informed to make knowledge-based and ethical decisions pertaining to their health and well-being.

As a result of their schooling, students will be able to:

23.A. Describe and explain the structure and functions of the human body systems and how they interrelate.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.A.1a. Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).						
• Identify and know about the five senses and their corresponding body parts.	I / D / M	m	m			
• Know about the visible parts of the body (head, arms, shoulders, legs, knees, trunk, toes, fingers).	I / D / M	m	m			
• Know about the mouth, teeth, esophagus, small intestine, and large intestine.	I	D	D			
• Know about the brain and nerves.	I	D	D			
• Know about the lungs.	I	D	D			
• Know about bones and muscles	I	D	D			
• Know about the heart, arteries, and veins).	I	D	D			

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23.A. Describe and explain the structure and functions of the human body systems and how they interrelate.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.A.2. Identify basic body system and their functions (e.g., circulatory, respiratory, nervous).						
<ul style="list-style-type: none"> Know the functions and characteristics of each of the human body systems: skeletal, muscular, digestive, circulatory, respiratory, excretory, nervous, endocrine, reproductive. 		I / D	D			
23.A.3. Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the digestive system and oxygen from the respiratory system).						
<ul style="list-style-type: none"> Understand the processes of conception, prenatal development, and birth. 		I	D			

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23.B. Explain the effects of health-related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.B.1. Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).						
• Know good habits make you healthy.	I / D	D	D			
• Know exercise is important.	I / D	M	m			
• Know why and how to warm up and cool down the body when exercising.	I / D	D	D			
• Know the need for physical activity.	I / D	M	m			
• Know the characteristics of a physically fit person.	I / D	M	m			
• Make a plan for good health, fitness, and nutrition.	I / D	D	D			
• Know why and how to eat nutritious meals.	I / D	D	D			
• Know the benefits of being clean (good hygiene).	I / D	D	D			
23.B.2. Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).						
• Know the major classes of nutrients and their functions.		I / D	D			
• Know the nutritional value of different foods.		I / D	D			
• Find and read information contained on food package labels.		I / D	D			
• Know healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs).		I / D	D			

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23.B. Explain the effects of health-related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know factors that influence food choices (e.g., activity level, peers, family, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience). 		I / D	D			
<ul style="list-style-type: none"> Know how food preparation methods and food handling practices affect the safety and nutrient quality of foods. 		I / D	D			
<ul style="list-style-type: none"> Develop an individual and/or family plan for maintaining good exercise, relaxation, and sleep. 		I / D	D			
<ul style="list-style-type: none"> Know how to improve strength, endurance, and flexibility. 		I / D	D			
<ul style="list-style-type: none"> Know how posture affects physical fitness. 		I / D	D			
<ul style="list-style-type: none"> Know how exercise affects heart rate, including determining one's own heart rate. 		I / D	D			
<ul style="list-style-type: none"> Know how regular physical exercise affects cardiovascular fitness. 		I / D	D			
<ul style="list-style-type: none"> Know how a knowledgeable and active lifestyle leads to lifelong physical fitness. 		I / D	D			
<ul style="list-style-type: none"> Know the short-term and long-term effects of alcohol, tobacco, and some drugs (physical, mental, social, emotional). 		I / D	D			
<ul style="list-style-type: none"> Recognize high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help. 		I / D	D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.C.1. Identify individual differences in growth and development among people.						
• Know people are physically different.	I / D	M	m			
• Know the cycle of growth and development in humans from infancy to old age.	I	D	D			
• Understand individual differences (in terms of appearance and behavior).	I	D	D			
• Be aware of physical challenges and adaptive equipment.	I / D	D	D			
• Know the consequences of sexual harassment and how to avoid harassing others.	I	D	D			
23.C.2a. Identify physical, mental, social, and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).						
• Know how heredity, environment, and lifestyle affect the health of family members.		I / D	D			
• Know what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).		I / D	D			
• Know the relationship between physical well-being and mental/emotional health.		I / D	D			
• Develop a plan to take charge of your self-concept in a positive manner.		I / D	D			
23.C.2b. Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).						
• Know the changes that occur during puberty (e.g., physical changes such as secondary sexual characteristics, acne; emotional and social changes such as growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development).		I / D	D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> • Know that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation. 		I / D	D			
<ul style="list-style-type: none"> • Develop a personal hygiene program. 		I / D	D			

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 24: PHYSICAL DEVELOPMENT AND HEALTH**Promote and enhance health and well-being through the use of effective communication and decision-making skills.****Why This Goal is Important**

This goal promotes and enhances the health and well-being of individuals through the use of effective communication and decision-making skills. The basic teaching of Christ to “do unto others as you would have them do unto you” is the underlying theme this goal uses to help form positive interpersonal communication and decisions. By being empathetic and practicing virtues such as honesty, possible harmful conflicts between individuals and groups can be identified and avoided. Furthermore, with a strong base in the tenets of the Catholic Church, mature strategies and decisions can be formed to refute the negative social influences and pressures that would be a detriment to an individual’s health and well-being.

As a result of their schooling, students will be able to:

24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.1a. Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).						
• Know what causes emotion.	I	D	D			
• Know how to control and enjoy emotions.	I	D	D			
• Know how family and friends help manage feelings.	I / D	D	D			
• Know how you behave is important (different behavior results in different consequences).	I / D	D	D			
• Know and apply ways to prevent or control conflicts.	I / D	D	D			
• Know people handle things in different ways.	I / D	D	D			
• Know about good and bad traits (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Understand how peer relationships affect health (e.g., name calling, prejudice, bullying, exclusiveness, discrimination, risk taking behaviors). 	I	D	D			
<ul style="list-style-type: none"> Know why it is good to be honest (the importance of honesty with family and friends). 	I / D	D	D			
<ul style="list-style-type: none"> Know different emotions and how they are expressed (e.g., joy, sadness, anger, fear, anxiety, frustration, satisfaction, grief). 	I / D	D	D			
<ul style="list-style-type: none"> Know about personal changes (growth, change in friends, change in schools). 	I	D	D			
<ul style="list-style-type: none"> Know about family changes (separation, divorce, death, additions, abuse). 	I / D	D	D			
24.A.1b. Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).						
<ul style="list-style-type: none"> Know how attentive listening skills can be used to build and maintain healthy relationships. 	I	D	D			
<ul style="list-style-type: none"> Be able to make, keep, and end relationships. 	I	D	D			
<ul style="list-style-type: none"> Know why people should appreciate differences in others (age, race, gender). 	I / D	D	D			
<ul style="list-style-type: none"> Know why it is important to be cared for and care for others. 	I / D	D	D			
<ul style="list-style-type: none"> Be able to show and tell others that you care about them. 	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks). 	I/D	D	D			
<ul style="list-style-type: none"> Understand how one responds to the behavior of others and how one's behavior may evoke responses in others. 	I/D	D	D			
<ul style="list-style-type: none"> Be able to make plans for changing your behavior. 	I/D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.2a. Identify causes and consequences of conflict among youth.						
<ul style="list-style-type: none"> Know some non-violent strategies to resolve conflicts. 		I / D	D			
<ul style="list-style-type: none"> Know the difference between positive and negative behaviors used in conflict situations. 		I / D	D			
24.A.2b. Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).						

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24.B. Apply decision-making skills related to the protection and promotion of individual health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.B.1. Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).						
<ul style="list-style-type: none"> Know that tobacco and the misuse/abuse of alcohol and drugs are bad for you. 	I / D	D	D			
<ul style="list-style-type: none"> Know how tobacco and second-hand smoke can hurt us over a long time. 	I	D	D			
<ul style="list-style-type: none"> Know about addiction to tobacco, alcohol, and drugs. 	I	D	D			
<ul style="list-style-type: none"> Avoid using tobacco, and the misuse/abuse of alcohol and drugs. 	I	D	D			
24.B.2. Describe key elements of a decision-making process.						
<ul style="list-style-type: none"> Identify what needs to be decided. 		I / D	D			
<ul style="list-style-type: none"> Ask questions. 		I / D	D			
<ul style="list-style-type: none"> List alternatives and compare their possible consequences. 		I / D	D			
<ul style="list-style-type: none"> Make the decision. 		I / D	D			
<ul style="list-style-type: none"> Assess the results. 		I / D	D			

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24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.C.1. Demonstrate basic refusal skills (e.g., "Just Say No," "Stranger Danger").						
<ul style="list-style-type: none"> Know to whom you can go with personal or family problems in school or elsewhere. 	I / D	D	D			
24.C.2. Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).						
<ul style="list-style-type: none"> Know ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control). 		D	D			

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 22: PHYSICAL DEVELOPMENT AND HEALTH**Understand principles of health promotion and the prevention and treatment of illness and injury.****Why This Goal is Important**

Nutrition, exercise, rest, hygiene, and safety are the bases of personal, family, occupational health and the maintenance of self as a temple of God. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health within the guidelines of the teachings of the Catholic Church. Learners will be able to apply the effects of health-related actions to success in the workplace and in the service of others. Students who develop an effective understanding of the basic health promotion can establish the foundation for achieving and maintaining personal health and well being by making informed wellness decisions now and throughout their lives.

As a result of their schooling, students will be able to:

22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1a. Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).						
• Be able to tell when a person is sick.	I	D	M			
• Know symptoms which you should tell to your parents and teachers.	I / D	D	M			
• Know about infectious diseases (including HIV/AIDS).	I	D	D			
• Know about communicable and non-communicable diseases.	I	D	D			
• Know how communicable diseases are spread.	I	D	D			
• Prevent the spread of communicable diseases.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1b. Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).						
• Know why food choices, exercise, rest, sleep, and play are important to good health.	I	D / M	M			
• Know good habits for food choices, exercise, sleep, rest, and play.	I / D	M	m			
• Know the benefits of being clean (good hygiene).	I	D	M			
• Know how to keep your body clean.	I / D	M	m			
• Know why good dental health is important.	I / D	M	m			
• Know the strategies for dental health (regular checkups, flossing, brushing, nutrition).	I / D	M	m			
• Develop a personal plan for good dental health.	I / D	D	M			
• Know what we eat helps or hurts our health.	I / D	D	M			
• Know why and how to eat nutritious meals.	I / D	D	M			
• Know exercise is important.	I / D	M	m			
• Know how good health, fitness, and nutrition help you.	I / D	D	M			
• Know how diet, rest, exercise, and immunizations help prevent disease.	I	D	M			
• Know how medicines affect our bodies, why we take them, and who should administer them and when.	I	D	M			
• Know how to feel good without unnecessary medicines, alcohol, tobacco, and drugs.	I / D	D	M			
• Make a plan for good health, fitness, and nutrition.	I	D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.1c. Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).						
• Know behaviors that are safe, risky, or harmful to self and others.	I / D	D	D			
• Know about hazards which can cause injury (fire, electrical, substances).	I / D	D	D			
• Know the difference between the use and misuse of prescription and nonprescription drugs.	I	D	M			
• Know that there are good and bad substances at home and at school.	I / D	D	M			
• Know how not to eat or touch bad substances.	I / D	D	M			
• Know that even good substances when misused or abused can be harmful.	I / D	M	m			
• Know and obey the rules for walking on streets and sidewalks (being a pedestrian).	I / D	M	m			
• Know and obey fire prevention rules.	I / D	M	m			
• Know how to behave during tornadoes, blizzards, flooding, earthquake, and electrical storms.	I / D / M	m	m			
• Know methods used to recognize and avoid threatening situations (e.g., dealing with strangers, being lost) and ways to get assistance.	I / D	M	m			
• Know why safety rules are important in each place or situation (e.g., school, home, water, playground, car, bus, bike).	I / D	M	m			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know and help others follow safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight). 	I / D	M	m			
<ul style="list-style-type: none"> Know how to get help (who, how, and when to tell in case of emergencies, including 911). 	I / D	D	M			
22.A.2a. Describe benefits of early detection and treatment of disease.						
<ul style="list-style-type: none"> Know common health problems that should be detected and treated early. 		I	D			
<ul style="list-style-type: none"> Know the benefits of early detection and treatment of disease. 		I	D			
<ul style="list-style-type: none"> Know how infectious diseases (e.g., chicken pox, flu, HIV/AIDS) are and are not spread. 		I / D	D			
<ul style="list-style-type: none"> Know possible causes of heart disease and cancer. 		I	D			
<ul style="list-style-type: none"> Be able to relate personal behavior to contracting diseases (cancer, cardiovascular disease, STDs, HIV/AIDS, and others). 		I	D			
<ul style="list-style-type: none"> Know sources of information and services for diseases and disorders. 		I	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.2b. Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations, and regular health screenings).						
<ul style="list-style-type: none"> Know ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings). 		D	D			
<ul style="list-style-type: none"> Know ways to maintain a functional level of health in the presence of disease or disability (e.g., cooperating with parents and health care providers, taking prescription or over-the-counter medicines properly, correctly interpreting instructions for taking medicine). 		D	D			
<ul style="list-style-type: none"> Be able to support others to make healthful choices. 		I / D	D			
<ul style="list-style-type: none"> Know effects of disease on family and personal relationships. 		I / D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.2c. Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).						
<ul style="list-style-type: none"> Know basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns, universal precautions to be taken when dealing with other people's blood). 		D	D			
<ul style="list-style-type: none"> Develop and practice emergency procedures for each situation with others in school and at home. 		D	D			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.A.3a. Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).						
<ul style="list-style-type: none"> Know communicable, chronic, and degenerative disease processes and the difference among them. 			I			
<ul style="list-style-type: none"> Understand how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems. 			I / D			
<ul style="list-style-type: none"> Understand personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication; influence of family and culture on the treatment of disease). 			D			
<ul style="list-style-type: none"> Know factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial). 			I			
<ul style="list-style-type: none"> Know conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritance, substance abuse in family, low frustration tolerance). 			I			
<ul style="list-style-type: none"> Know the short-term and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends). 			I			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know why most people do not use alcohol, tobacco, and drugs (social, emotional, physical). 			D			
<ul style="list-style-type: none"> Be able to defend a position choosing to live an alcohol, tobacco, and drug-free life. 			I			
<ul style="list-style-type: none"> Know public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at sporting events). 			I			
<ul style="list-style-type: none"> Know community resources that are available to assist people with alcohol, tobacco, and other drug problems. 			D			
<ul style="list-style-type: none"> Know foods and appropriate serving sizes for a healthful diet. 			D			
<ul style="list-style-type: none"> Understand how eating properly can help reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition). 			I/D			
<ul style="list-style-type: none"> Know appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research. 			I			
<ul style="list-style-type: none"> Know food and eating habits that minimize risk of developing debilitating diseases. 			I			
<ul style="list-style-type: none"> Know benefits and drawbacks of various weight loss strategies. 			I			
<ul style="list-style-type: none"> Know eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia). 			I			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperature). 			D			
22.A.3b. Identify how positive health care and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).						
<ul style="list-style-type: none"> Know personal health strengths and risks (e.g., results of a personal health assessment). 			I			
<ul style="list-style-type: none"> Know how positive health practices and appropriate health care can help reduce health risks (e.g., good personal hygiene, health screenings, self-examination). 			D			
<ul style="list-style-type: none"> Know strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices). 			I			
<ul style="list-style-type: none"> Understand how changing information, abilities, priorities, and responsibilities influence personal health goals. 			I			
<ul style="list-style-type: none"> Know the costs and validity of common health products, services, and information. 			D			
<ul style="list-style-type: none"> Know how to locate and use community health information, products, and services that provide valid health information. 			D			
<ul style="list-style-type: none"> Know ways to influence the consumer health service system (e.g., assertive consumerism, selecting providers, communicating complaints). 			I			

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22.A. Explain the basic principles of health promotion, illness prevention, and safety.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> • Know peer influence and media pressure. 			D			
<ul style="list-style-type: none"> • Recognize a chemical crisis. 			I			
<ul style="list-style-type: none"> • Know criteria and procedures for evaluating nutritional information. 			D			
<ul style="list-style-type: none"> • Know how to separate advertisement and hype from real nutritional information. 			D			
<ul style="list-style-type: none"> • Be able to select a diet that is satisfying and meets current dietary recommendations. 			D			
<ul style="list-style-type: none"> • Evaluate weight-reducing programs for their effectiveness and long-term effects. 			D			
<ul style="list-style-type: none"> • Know the benefits of achieving and maintaining a healthful weight. 			D			
<ul style="list-style-type: none"> • Be able to develop a complete long-range fitness plan. 			D			
22.A.3c. Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).						
<ul style="list-style-type: none"> • Know injury prevention strategies for family health (e.g., having a personal and family emergency plan, including the maintenance of supplies in readiness for emergencies; identifying and removing safety hazards in the home). 			D			
<ul style="list-style-type: none"> • Know strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation). 			D			
22.A.3d. Identify various careers involved in health promotion, healthcare, and injury prevention.						

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22.B. Describe and explain the factors that influence health among individuals, groups and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.1. Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).						
<ul style="list-style-type: none"> Know why friends and neighbors are important to you. 	I / D	M	m			
<ul style="list-style-type: none"> Know ways to make friends. 	I / D	D	D			
<ul style="list-style-type: none"> Know the responsibilities of being a good friend and a good neighbor. 	I / D	D	M			
<ul style="list-style-type: none"> Know why and how to work for the good of all. 	I / D	D	D			
<ul style="list-style-type: none"> Know people and places which help keep you healthy. 	I / D	D	M			
<ul style="list-style-type: none"> Know situations that require professional health services (e.g., management of health conditions such as asthma, diabetes). 	I	D	D			
<ul style="list-style-type: none"> Know behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions). 	I / D	D	M			
<ul style="list-style-type: none"> Know community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association, Alzheimer's Association). 	I	D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.2. Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media, and advertising).						
<ul style="list-style-type: none"> Know that making health-related decisions and setting health goals sometimes requires asking for assistance. 		I / D	D			
<ul style="list-style-type: none"> Know general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified healthcare workers; supported by research). 		I / D	D			
<ul style="list-style-type: none"> Know various community agencies that provide health services to individuals and families (e.g., public health clinics, mental health clinics, substance abuse treatment centers). 		I / D	D			
<ul style="list-style-type: none"> Know a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure). 		I / D	D			
<ul style="list-style-type: none"> Know how personal health can be influenced by society (e.g., culture) and science (e.g., technology). 		I / D	D			
<ul style="list-style-type: none"> Know how family and friends influence personal health (e.g., physical, psychological, social). 		I / D	D			
<ul style="list-style-type: none"> Know how health-related problems impact the whole family. 		I / D	D			
<ul style="list-style-type: none"> Know the stress families face in making a living (work hours, changing jobs, work stress). 		I / D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know the stress families face in making decisions (purchases, schools, churches, friends). 		I / D	D			
<ul style="list-style-type: none"> Know common sources of stress for children and ways to manage stress. 		I / D	D			
<ul style="list-style-type: none"> Know how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully. 		I / D	D			
<ul style="list-style-type: none"> Know laws regulating the use, sale, and advertising of tobacco, alcohol, and drugs. 		I / D	D			
<ul style="list-style-type: none"> Know why people start using tobacco, alcohol, and drugs. 		I / D	D			
<ul style="list-style-type: none"> Know how and why peers and advertising influence the use of tobacco and the misuse/abuse of alcohol and drugs. 		I / D	D			
<ul style="list-style-type: none"> Know how to make choices based on personal needs, not on the undue influence of peers and advertising. 		I / D	D			
<ul style="list-style-type: none"> Develop strategies for refusing, getting out of situations, and standing up to others. 		I / D	D			

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22.B. Describe and explain the factors that influence health among individuals, groups and communities.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.B.3. Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).						
<ul style="list-style-type: none"> Know what community services are available. 			D			
<ul style="list-style-type: none"> Be able to contact the appropriate persons within various agencies. 			D			
<ul style="list-style-type: none"> Know the laws and local policies regarding privacy of information. 			I / D			
<ul style="list-style-type: none"> Know your responsibilities for finding out whether or not you have contracted a disease. 			I / D			

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22.C. Explain how the environment can affect health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
22.C.1. Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).						
• Know how people pollute the environment (food, water, land, air).	I / D	D	D			
• Know different ways in which pollution threatens the environment.	I	D	D			
• Be able to tell when food, water, and air have been polluted.	I	D	D			
• Know sources and causes of pollution (e.g., air, ground, noise, water, food).	I	D	D			
22.C.2. Explain how the environment can affect health.						
• Know how the physical environment can impact personal health (e.g., the effects of exposure to pollutants).		I / D	D			
• Know how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment.		I / D	D			
22.C.3a. Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).						
22.C.3b. Develop potential solutions to address environmental problems that affect the local community's health.						
• Know productive environmental habits that are part of your everyday life.			D			
• Know productive conservation opportunities that are part of your everyday life.			D			

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22.C. Explain how the environment can affect health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Be able to develop a plan for incorporating many of these habits and opportunities into your life, including regularly evaluating and revising your habits. 			D			
<ul style="list-style-type: none"> Know local, state, federal, and international efforts to contain an environmental crisis and prevent a recurrence (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion). 			I / D			

DIOCESAN SCIENCE CURRICULUM / STATE GOAL 23: PHYSICAL DEVELOPMENT AND HEALTH**Understand human body systems and factors that influence growth and development.****Why This Goal is Important**

To attain a healthy individual development, students need to understand human anatomy and physiology, nutrition, the various stages of growth and development, the avoidance of harmful choices, and the attributes of good health habits. Elementary students begin with the basic recognition of the body parts, systems, and growth stages. As the students mature, they grasp how the body systems work together and how the individual's choices and actions affect his/her health. During the process of growth and development, they can learn to apply this knowledge to enhance their lives now and in the future. God has given them their bodies and the gift of free will with which to make decisions. It is up to the students to become informed to make knowledge-based and ethical decisions pertaining to their health and well-being.

As a result of their schooling, students will be able to:

23.A. Describe and explain the structure and functions of the human body systems and how they interrelate.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.A.1a. Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).						
• Identify and know about the five senses and their corresponding body parts.	I / D / M	m	m			
• Know about the visible parts of the body (head, arms, shoulders, legs, knees, trunk, toes, fingers).	I / D / M	m	m			
• Know about the mouth, teeth, esophagus, small intestine, and large intestine.	I	D	D			
• Know about the brain and nerves.	I	D	D			
• Know about the lungs.	I	D	D			
• Know about bones and muscles.	I	D	D			
• Know about the circulatory system (heart, arteries, veins).	I	D	D			

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23.A. Describe and explain the structure and functions of the human body systems and how they interrelate.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.A.2. Identify basic body system and their functions (e.g., circulatory, respiratory, nervous).						
<ul style="list-style-type: none"> Know the functions and characteristics of each of the human body systems: skeletal, muscular, digestive, circulatory, respiratory, excretory, nervous, endocrine, reproductive. 		I/D	D			
<ul style="list-style-type: none"> Know how the systems work together. 		I/D	D			
23.A.3. Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the digestive system and oxygen from the respiratory system).						
<ul style="list-style-type: none"> Understands the processes of conception, prenatal development and birth. 		I	D			
<ul style="list-style-type: none"> Know how the systems work together. 			I/D			

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23.B. Explain the effects of health-related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.B.1. Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).						
• Know good habits make you healthy.	I / D	D	D			
• Know exercise is important.	I / D	M	m			
• Know why and how to warm up and cool down the body when exercising.	I / D	D	D			
• Know the need for physical activity.	I / D	M	m			
• Know the characteristics of a physically fit person.	I / D	M	m			
• Make a plan for good health, fitness, and nutrition.	I / D	D	D			
• Know why and how to eat nutritious meals.	I / D	D	D			
• Know the benefits of being clean (good hygiene).	I / D	D	D			
23.B.2. Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).						
• Know the major classes of nutrients and their functions.		I / D	D			
• Know the nutritional value of different foods.		I / D	D			
• Find and read information contained on food package labels.		I / D	D			
• Know healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs).		I / D	D			

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23.B. Explain the effects of health-related related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know factors that influence food choices (e.g., activity level, peers, family, culture, religion, advertising, time, age, health money/economics, convenience, environment, status, personal experience). 		I / D	D			
<ul style="list-style-type: none"> Know how food preparation methods and food handling practices affect the safety and nutrient quality of foods. 		I / D	D			
<ul style="list-style-type: none"> Develop an individual and/or family plan for maintaining good exercise, relaxation, and sleep. 		I / D	D			
<ul style="list-style-type: none"> Know how to improve strength, endurance, and flexibility. 		I / D	D			
<ul style="list-style-type: none"> Know how posture affects physical fitness. 		I / D	D			
<ul style="list-style-type: none"> Know how exercise affects heart rate, including determining one's own heart rate. 		I / D	D			
<ul style="list-style-type: none"> Know how regular physical exercise affects cardiovascular fitness. 		I / D	D			
<ul style="list-style-type: none"> Know how a knowledgeable and active lifestyle leads to lifelong physical fitness. 		I / D	D			
<ul style="list-style-type: none"> Know the short-term and long-term effects of alcohol, tobacco, and some drugs (physical, mental, social, emotional). 		I / D	D			

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23.B. Explain the effects of health-related actions on the body systems.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Recognize high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help. 		I / D	D			
23.B.3. Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).						
<ul style="list-style-type: none"> Know how health is influenced by the interaction of the body systems. 			D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.C.1. Identify individual differences in growth and development among people.						
• Know people are physically different.	I/D	M	m			
• Know the cycle of growth and development in humans from infancy to old age.	I	D	D			
• Understand individual differences (in terms of appearance and behavior).	I	D	D			
• Be aware of physical challenges and adaptive equipment.	I	D	D			
• Know the consequences of sexual harassment and how to avoid harassing others.	I	D	D			
23.C.2a. Identify physical, mental, social, and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).						
• Know how heredity, environment, and lifestyle affect the health of family members.		I / D	D			
• Know what factors help create a positive self-concept (attitudes, motivations, skills, perceptions).		I / D	D			
• Know the relationship between physical well-being and mental/emotional health.		I / D	D			
• Develop a plan to take charge of your self-concept in a positive manner.		I / D	D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
23.C.2b. Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).						
<ul style="list-style-type: none"> Know the changes that occur during puberty (e.g., physical changes such as secondary sexual characteristics, acne; emotional and social changes such as growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development). 		I / D	D			
<ul style="list-style-type: none"> Know that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation. 		I / D	D			
<ul style="list-style-type: none"> Develop a personal hygiene program. 		I / D	D			
23.C.3. Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).						
<ul style="list-style-type: none"> Understand how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute). 			I			
<ul style="list-style-type: none"> Know strategies for coping with concerns and stress related to the changes that occur during adolescence. 			I / D			
<ul style="list-style-type: none"> Identify sources of positive and negative stress in yourself. 			I / D			
<ul style="list-style-type: none"> Know strategies for controlling stress (organization, time management, stress relief). 			I / D			
<ul style="list-style-type: none"> Knows the similarities and differences between male and female sexuality. 			I / D			

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23.C. Describe factors that affect growth and development.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
• Know the advantages of abstinence from sexual intercourse.			I/D			
• Know strategies for showing affection without sexual activity.			I/D			
• Know why there is pressure to be sexually active.			I/D			
• Know strategies for resisting pressure to be sexually active.			I/D			
• Identify situations which are risky (dating situations, parties, types of activities).			I/D			
• Know how advertisers use sex to promote products.			I/D			
• Know the limitations of contraceptives in preventing HIV/AIDS and other STDs.			I/D			
• Know the responsibilities of parenting.			I/D			
• Know about available counseling (e.g., school counselor, trusted adult, Catholic Charities).			I/D			

DIOCESAN SCIENCE CURRICULUM/STATE GOAL 24: PHYSICAL DEVELOPMENT AND HEALTH

Promote and enhance health and well-being through the use of effective communication and decision-making skills.

Why This Goal is Important

This goal promotes and enhances the health and well-being of individuals through the use of effective communication and decision-making skills. The basic teaching of Christ to “do unto others as you would have them do unto you” is the underlying theme this goal uses to help form positive interpersonal communication and decisions. By being empathetic and practicing virtues such as honesty, possible harmful conflicts between individuals and groups can be identified and avoided. Furthermore, with a strong base in the tenets of the Catholic Church, mature strategies and decisions can be formed to refute the negative social influences and pressures that would be a detriment to an individual’s health and well-being.

As a result of their schooling, students will be able to:

24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.1a. Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).						
• Know what causes emotion.	I	D	D			
• Know how to control and enjoy emotions.	I	D	D			
• Know how family and friends help manage feelings.	I / D	D	D			
• Know how you behave is important (different behavior results in different consequences).	I / D	D	D			
• Know and apply ways to prevent or control conflicts.	I / D	D	D			
• Know people handle things in different ways.	I / D	D	D			
• Know about good and bad traits (asking vs. manipulation, negotiating vs. punitive, enabling vs. honesty).	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Understand how peer relationships affect health (e.g., name calling, prejudice, bullying, exclusiveness, discrimination, risk taking behavior) 	I	D	D			
<ul style="list-style-type: none"> Know why it is good to be honest (the importance of honesty with family and friends). 	I / D	D	D			
<ul style="list-style-type: none"> Know different emotions and how they are expressed (e.g., joy, sadness, anger, fear, anxiety, frustration, satisfaction, grief). 	I / D	D	D			
<ul style="list-style-type: none"> Know about personal changes (growth, change in friends, change in schools). 	I	D	D			
<ul style="list-style-type: none"> Know about family changes (separation, divorce, death, additions, abuse). 	I / D	D	D			
24.A.1b. Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).						
<ul style="list-style-type: none"> Know how attentive listening skills can be used to build and maintain healthy relationships. 	I	D	D			
<ul style="list-style-type: none"> Be able to make, keep, and end relationships. 	I	D	D			
<ul style="list-style-type: none"> Know why people should appreciate differences in others (age, race, gender). 	I / D	D	D			
<ul style="list-style-type: none"> Know why it is important to be cared for and care for others. 	I / D	D	D			
<ul style="list-style-type: none"> Be able to show and tell others that you care about them. 	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks). 	I / D	D	D			
<ul style="list-style-type: none"> Understand how one responds to the behavior of others and how one's behavior may evoke responses in others. 	I / D	D	D			
<ul style="list-style-type: none"> Be able to make plans for changing your behavior. 	I / D	D	D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.2a. Identify causes and consequences of conflict among youth.						
<ul style="list-style-type: none"> Know some non-violent strategies to resolve conflicts. 		I / D	D			
<ul style="list-style-type: none"> Know the difference between positive and negative behaviors used in conflict situations. 		I / D	D			
24.A.2b. Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).						
24.A.3a. Describe possible causes and consequences of conflict and violence among youth in schools and communities.						
<ul style="list-style-type: none"> Know potential signs of self-directed and other-directed violence. 			I / D			
<ul style="list-style-type: none"> Know the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict. 			I / D			
24.A.3b. Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).						
<ul style="list-style-type: none"> Know appropriate ways to build and maintain positive interpersonal relationships with peers, parents, and other adults. 			D			
<ul style="list-style-type: none"> Understand the difference between safe and risky or harmful behaviors in relationships. 			D			
<ul style="list-style-type: none"> Be able to manage conflicts (negotiation, avoidance, communication). 			D			
<ul style="list-style-type: none"> Be able to cope with family, peer pressure, and stress. 			D			
<ul style="list-style-type: none"> Know how others try to manipulate your behavior (passive, aggressive, assertive). 			D			
<ul style="list-style-type: none"> Possess refusal strategies (change topic, walk away, find support from someone else). 			D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.A.3c. Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.						
<ul style="list-style-type: none"> Know about the effects of family finances (job changes, job pressures, work hours). 			D			
<ul style="list-style-type: none"> Know about changes in family members (growth, change in friends, change in schools, separation, divorce, death, additions, abuse). 			D			
<ul style="list-style-type: none"> Know strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members). 			D			
<ul style="list-style-type: none"> Understand the development of adolescent independence. 			I / D			
<ul style="list-style-type: none"> Know how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise). 			D			
<ul style="list-style-type: none"> Know strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings). 			D			
<ul style="list-style-type: none"> Know techniques for seeking help and support through appropriate resources. 			D			

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24. A. Demonstrate procedures for communicating positive ways, resolving differences and preventing conflict.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
<ul style="list-style-type: none"> Know the characteristics of a healthy self-concept (confidence, compassion, coping skills, courage, motivation). 			D			
<ul style="list-style-type: none"> Know how others influence your self-concept (parents, siblings, peers, teachers, society). 			D			
<ul style="list-style-type: none"> Know strategies for strengthening your self-concept (develop coping skills, develop assertiveness skills, develop a wider acceptance of differences, etc.). 			D			
<ul style="list-style-type: none"> Possess strategies (ignore, remove yourself, stand up to, know agencies, report) for dealing with inappropriate treatment (intimidation, manipulation, harassment, abuse). 			D			

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24.B. Apply decision-making skills related to the protection and promotion of individual health.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.B.1. Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).						
<ul style="list-style-type: none"> Know that tobacco and the misuse/abuse of alcohol and drugs are bad for you. 	I / D	D	D			
<ul style="list-style-type: none"> Know how tobacco and second-hand smoke can hurt us over a long time. 	I	D	D			
<ul style="list-style-type: none"> Know about addiction to tobacco, alcohol, and drugs. 	I	D	D			
<ul style="list-style-type: none"> Avoid using tobacco, and the misuse/abuse of alcohol and drugs. 	I	D	D			
24.B.2. Describe key elements of a decision-making process.						
<ul style="list-style-type: none"> Identify what needs to be decided 		I / D	D			
<ul style="list-style-type: none"> Ask questions. 		I / D	D			
<ul style="list-style-type: none"> List alternatives and compare their possible consequences. 		I / D	D			
<ul style="list-style-type: none"> Make the decision. 		I / D	D			
<ul style="list-style-type: none"> Assess the results. 		I / D	D			
24.B.3. Apply a decision-making process to an individual's health concerns.						
<ul style="list-style-type: none"> Know cultural beliefs, socioeconomic considerations, and other environmental factors within a community that influence the health of its members. 			I / D			
<ul style="list-style-type: none"> Understand how various messages from the media, technology, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options). 			D			

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24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.	K-2	3-5	6-8	RESOURCE	Quarter	Grade
24.C.1. Demonstrate basic refusal skills (e.g., "Just Say No," "Stranger Danger").	<ul style="list-style-type: none"> Know to whom you can go with personal or family problems in school or elsewhere. 	I / D	D	D		
24.C.2. Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	<ul style="list-style-type: none"> Know ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control). 		D	D		
24.C.3. Apply refusal and negotiation skills to potentially harmful situations.	<ul style="list-style-type: none"> Know how refusal and negotiation skills can be used to enhance health. 			D		