

# **K-12 Health**

## **Curriculum Guide: Standards, Concepts, Outcomes Assessments**

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**2008**

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The textbooks and supplements we recommended support the curriculum guide.

## MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

## VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, and are rooted in Gospel values and Catholic Church teachings.

### **POLICY 610.0**

#### *Instruction Curriculum Guidelines*

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. A long-range plan for reviewing and refining the curriculum shall be developed and updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

## **PREFACE TO CURRICULUM GUIDE – STANDARDS AND BENCHMARKS**

The Diocesan Standards and Benchmarks do not constitute a curriculum guide, however they are an expectation of a minimum amount of material to be covered in a group of grades or cluster. This document first list the major area of study or standard. The standard or major area of study remains the same for all grade levels. Listed below the standard is either an interval benchmark or a grade level benchmark. These two benchmarks further delineate the information covered to a more specific learning objective. After the grade level benchmark specific skills, vocabulary, and objectives are included to give teachers very specific information for part of a daily lesson.

The Diocesan Standards and Benchmarks should be the driving force for what is taught in the classroom, not a text book or individual preference. These items can form a part of what is taught in the classroom but can not replace the concepts stated in this document.

Another important piece of information included in these standards and benchmarks are references to the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED). These footnotes allow the teacher to know what items are included in these standardized tests. Beginning in 2005 the specific grade clusters (i.e., K-2, 3-5, 6-8, 9-12) and number of times the subject is covered on the test will also be listed.

The various State of Iowa Integration Areas are also listed in our standards and benchmarks. These areas are listed as CE-Career Knowledge, CS-Communication Skills, GE-Global Education, TS-Higher Order Thinking Skills, MN-Multicultural and Gender Fair, and T-Technology, and G-Gospel Values.

## **HEALTH CURRICULUM – DIOCESE OF DAVENPORT**

Because of its wide recognition, the Mid-continent Regional Educational Laboratory (McREL) was used as a reference document. McREL consolidated many national and state level documents in creating these standards.

Summary of Standards for Health:\* (put health standards here)

1. Knows the availability and effective use of health services, products, and information
2. Knows environmental and external factors that affect individual and community health
3. Understands the relationship of family health to individual health
4. Knows how to maintain mental and emotional health
5. Knows essential concepts and practices concerning injury prevention and safety
6. Understands essential concepts about nutrition and diet
7. Knows how to maintain and promote personal health
8. Knows essential concepts about the prevention and control of disease
9. Understands aspects of substance use and abuse
10. Understands the fundamental concepts of growth and development

\*Taken from *Content Knowledge – A Compendium of Standards and Benchmarks for K-12 Education*, 4th edition, John S. Kendall and Robert J. Marzano, Mid-Continental Regional Educational Laboratory, Aurora, CO 2004.

## DEFINITIONS OF CURRICULUM COMPONENTS

|                       |  |
|-----------------------|--|
| Standards             | Standards are general statements that identify what information students should know/understand or what skills/processes they should be able to do as a result of their educational experience |
| Interval Benchmark    | Interval benchmarks describe what students should know and be able to do as a result of their educational experience.  |
| Grade Level Benchmark | Grade Level Benchmark are very similar to interval benchmarks, but are more specific. These statements might be the focus of the lesson or one part of the lesson.                             |
| Skills                | Skills specific task a student should be able to understand and perform.   |
| Vocabulary            | Vocabulary are terms the teacher and students should use to describe particular parts of a benchmark.  |
| Objectives            | Objectives are a statement of what the student will know after mastering the concept.  |

## **INFUSED / INTEGRATION AREAS**

- CE - Career Education
- CS - Communication Skills
- GE - Global Education
- TS - Higher Order Thinking Skills
- MN - Multicultural and Gender Fair
- T - Technology
- G - Gospel Values /Guidance

## TEXTBOOK GUIDELINES

Score by using:

|      |                |
|------|----------------|
| (A)  | Excellent      |
| (B)  | Good           |
| (C)  | Acceptable     |
| (D)  | Poor           |
| (NI) | Not Included   |
| (NA) | Not Applicable |

### I. Authorship

- \_\_\_\_\_ A. Authorship consistent throughout total program
- \_\_\_\_\_ B. Background qualifications/experience in subject area

### II. General Characteristics

- \_\_\_\_\_ A. Current publication date
- \_\_\_\_\_ B. Attractive appearance
- \_\_\_\_\_ C. Written in clear, concise form
- \_\_\_\_\_ D. Reasonable cost

### III. Philosophy

- \_\_\_\_\_ A. Clearly stated and acceptable
- \_\_\_\_\_ B. Comments: \_\_\_\_\_  
\_\_\_\_\_

### IV. Subject Matter Content, Program, Assessment (Student Textbook)

- \_\_\_\_\_ A. The program is current and research-based (Standards, etc.)
- \_\_\_\_\_ B. Required infusion areas are represented
- \_\_\_\_\_ C. The textbook objectives (general and specific) match curriculum goals  
\_\_\_\_\_ List and comment: *(Please attach separate sheet)*
- \_\_\_\_\_ D. Provides for individual differences *(Identify)*
- \_\_\_\_\_ E. Curriculum is assessment-driven
- \_\_\_\_\_ F. Uses multiple assessment components *(Identify)*
- \_\_\_\_\_ G. Appeals to student interests
- \_\_\_\_\_ H. Provides sufficient coverage
- \_\_\_\_\_ I. Adequately presents concepts and skills

**V. Teacher's Manual**

- \_\_\_\_\_ A. Includes a reproduction of the student text
- \_\_\_\_\_ B. Provides a comprehension program overview
- \_\_\_\_\_ C. Includes a program scope and sequence
- \_\_\_\_\_ D. Provides directions on "how to use" the teaching guide
- \_\_\_\_\_ E. Provides lesson plans
- \_\_\_\_\_ F. Provides ideas for lessons, activities, etc.
- \_\_\_\_\_ G. Provisions for meeting the needs of students of different abilities
- \_\_\_\_\_ H. Evaluation materials, suggestions for multiple assessments
- \_\_\_\_\_ I. Provides list of materials needed for lessons and our explanation of how to use them
- \_\_\_\_\_ J. Provides answers to all problems, questions and exercises.
- \_\_\_\_\_ Comments:

**VI. Textbook Features**

- \_\_\_\_\_ A. Suitable readability
- \_\_\_\_\_ B. Attractive format, illustrations, tables, graphs, etc.
- \_\_\_\_\_ C. Durable and attractive cover
- \_\_\_\_\_ D. Binding is durable and allows book to open flat
- \_\_\_\_\_ E. Pages, paper, and type are appropriate and attractive

**TEXTBOOK EVALUATIONS PROFILE CHART**

(Compile results by category)

- \_\_\_\_\_ I. Authorship
- \_\_\_\_\_ II. General Characteristics
- \_\_\_\_\_ III. Philosophy
- \_\_\_\_\_ IV. Subject Matter Content, Program, Assessments
- \_\_\_\_\_ V. Teacher's Manual
- \_\_\_\_\_ VI. Textbook Features

**Curriculum Guidelines**  
**KINDERGARTEN – 2<sup>nd</sup> Grade**

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 1.** Knows environmental and external factors that affect individual and community health

**Benchmark A.** Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community (GE)(G)

**Vocabulary**

- A. pollution
- B. air pollution
- C. ground pollution
- D. noise pollution
- E. water pollution
- F. food pollution

**Knowledge/skill statements**

1. Knows sources of pollution in the community
2. Knows causes of pollution in the community
3. Knows sources of air pollution in the community
4. Knows causes of air pollution in the community
5. Knows sources of ground pollution in the community
6. Knows causes of ground pollution in the community
7. Knows sources of noise pollution in the community
8. Knows causes of noise pollution in the community
9. Knows sources of water pollution in the community
10. Knows causes of water pollution in the community
11. Knows sources of food pollution in the community
12. Knows causes of food pollution in the community

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 2.** Understands the relationship of family health to individual health

**Benchmark A.** Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled) (MN)(G)(CS)

**Vocabulary**

- A. parent
- B. extended family
- C. family
- D. child
- E. values
- F. religious belief
- G. behavior

**Knowledge/skill statements**

1. Knows the role of the parents in supporting a strong family
2. Knows the role of the parents promoting the health of their children
3. Knows the role of the extended family in supporting a strong family
4. Knows the role of the extended family in promoting the health of children
5. Knows that parents set limits for children to support a strong family
6. Knows that parents set limits for children to promote the health of their children
7. Knows that the values or religious beliefs taught by the parents support a strong family
8. Knows that the values or religious beliefs taught by the parents promote the health of the children
9. Knows that the values or religious beliefs taught by the extended family support a strong family
10. Knows that the values or religious beliefs taught by the extended family promote the health of the children
11. Knows that the behaviors and value modeled by the parents support a strong family
12. Knows that the behaviors and value modeled by the parents promote the health of the children
13. Knows that the behaviors and value modeled by the extended family support a strong family
14. Knows that the behaviors and value modeled by the extended family promote the health of the children

**Benchmark B** Knows effective strategies to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment)

**Vocabulary**

- A. family
- B. pregnancy

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**Health Standards and Benchmarks**  
**Grade Level K-2**

- C. birth
- D. marriage
- E. divorce
- F. relocation
- G. unemployment
- H. change in families

**Knowledge/skill statements**

1. Knows effective strategies to cope with pregnancy in one's family
2. Knows effective strategies to cope with birth in one's family
3. Knows effective strategies to cope with marriage in one's family
4. Knows effective strategies to cope with divorce in one's family
5. Knows effective strategies to cope with relocation in one's family
6. Knows effective strategies to cope with unemployment in one's family

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 3.** Knows how to maintain mental and emotional health

**Benchmark A.** Identifies and shares feelings in appropriate ways (CS)

**Vocabulary**

A. feelings

**Knowledge/skill statements**

1. Identifies feelings in appropriate ways
2. Shares feelings in appropriate ways
3. Knows appropriate ways to identify feelings
4. Knows appropriate ways to share feelings

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 4.** Knows essential concepts and practices concerning injury prevention and safety

**Benchmark A.** Knows basic fire, traffic, water, and recreation safety practices

**Vocabulary**

- A. fire safety practices
- B. traffic safety practices
- C. water safety practices
- D. recreational safety practices

**Knowledge/skill statements**

- 1. Knows basic fire safety practices
- 2. Knows basic traffic safety practices
- 3. Knows basic water safety practices
- 4. Knows basic recreation safety practices

**Benchmark B.** Knows precautions that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts) (TS)

**Vocabulary**

- A. precaution
- B. precautions in bad weather
- C. precautions on Halloween
- D. precautions after dark
- E. precautions when home alone
- F. precautions with strangers
- G. avoiding conflict

**Knowledge/skill statements**

- 1. Knows precautions that should be taken in bad weather
- 2. Knows precautions that should be taken on Halloween
- 3. Knows precautions that should be taken after dark
- 4. Knows precautions that should be taken when staying home alone
- 5. Knows precautions that should be taken if approached by a stranger
- 6. Knows precautions that should be taken when avoiding conflict

**Benchmark C.** Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns) (CS)(TS)(T)

**Vocabulary**

- A. emergency response

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**Health Standards and Benchmarks**  
**Grade Level K-2**

- B. obtaining help
- C. police officer
- D. fire fighter
- E. medical personnel
- F. injury
- G. scratch
- H. cut
- I. bruise
- J. first-degree burn

**Knowledge/skill statements**

1. Knows how to recognize an emergency
2. Knows the proper response to an emergency
3. Knows when it's appropriate to use a telephone appropriately to obtain help
4. Knows how to identify a police officer
5. Knows when it's appropriate to obtain help from a police officer
6. Knows how to identify a fire fighter
7. Knows when it's appropriate to obtain help from a fire fighter
8. Knows how to identify medical personnel
9. Knows when it's appropriate to obtain help from medical personnel
10. Knows strategies to treat simple injuries
11. Knows strategies to treat scratches
12. Knows strategies to treat minor cuts
13. Knows strategies to treat bruises
14. Knows strategies to treat first-degree burns

**Benchmark D.** Knows ways to seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually) (CS)(GE)(G)

**Vocabulary**

- A. abuse
- B. threat
- C. physical abuse
- D. emotional abuse
- E. sexual abuse
- F. worry

**Knowledge/skill statements**

1. Knows ways to seek assistance if worried
2. Knows ways to seek assistance if abused
3. Knows ways to seek assistance if threatened

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**Health Standards and Benchmarks**  
**Grade Level K-2**

4. Knows way to seek assistance if emotionally worried
5. Knows way to seek assistance if emotionally abused
6. Knows ways to seek assistance if worried about a physical situation
7. Knows ways to seek assistance if physically abused
8. Knows ways to seek assistance if physically threatened
9. Knows ways to seek assistance if worried about a sexual situation
10. Knows ways to seek assistance if sexually abused
11. Knows ways to seek assistance if sexually threatened

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 5.** Understands essential concepts about nutrition and diet

**Benchmark A.** Classifies foods and food combinations according to the food groups

**Vocabulary**

- A. food classification
- B. food combination
- C. food group

**Knowledge/skill statements**

- 1. Classifies foods according to the food groups
- 2. Classifies food combinations according to the food groups
- 3. Knows the basic food groups

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 6.** Knows how to maintain and promote personal health

**Benchmark A.** Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)

**Vocabulary**

- A. caring for teeth
- B. caring for gums
- C. caring for eyes
- D. caring for ears
- E. caring for nose
- F. caring for skin
- G. caring for hair
- H. caring for nails

**Knowledge/skill statements**

1. Knows that caring for teeth is a habit required for the maintenance personal health
2. Knows that caring for gums is habit required for the maintenance personal health
3. Knows that caring for eyes is a habit required for the maintenance personal health
4. Knows that caring for ears is a habit required for the maintenance personal health
5. Knows that caring for nose is a habit required for the maintenance personal health
6. Knows that caring for skin is a habit required for the maintenance personal health
7. Knows that caring for hair is a habit required for the maintenance personal health
8. Knows that caring for nails is a habit required for the maintenance personal health

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 7.** Knows essential concepts about the prevention and control of disease

**Benchmark A.** Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)

**Vocabulary**

- A. signs of illness
- B. symptoms of illness
- C. fever
- D. rash
- E. cough
- F. congestion
- G. wheezing

**Knowledge/skill statements**

1. Knows that a fever can be a sign of illness
2. Knows that a fever can be a symptom of illness
3. Knows that a rash can be a sign of illness
4. Knows that a rash can be a symptom of illness
5. Knows that a cough can be a sign of illness
6. Knows that a cough can be a symptom of illness
7. Knows that congestion can be a sign of illness
8. Knows that congestion can be a symptom of illness
9. Knows that wheezing can be a sign of illness
10. Knows that wheezing can be a symptom of illness

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**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 8.** Understands aspects of substance use and abuse

**Benchmark A.** Knows how to distinguish between helpful and harmful substances

**Vocabulary**

- A. harmful substance
- B. helpful substance

**Knowledge/skill statements**

1. Knows harmful substances
2. Knows helpful substances

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level K-2**

**Standard 9.** Understands the fundamental concepts of growth and development

**Benchmark A.** Understands individual differences (in terms of appearance, behavior)

**Vocabulary**

- A. individual differences
- B. individual uniqueness

**Knowledge/skill statements**

1. Understands differences among individuals in terms of appearance
2. Understands differences among individuals in terms of behavior

**Benchmark B.** Knows the cycle of growth and development in humans from infancy to old age

**Vocabulary**

- A. human growth cycle
- B. human development
- C. infancy
- D. old age

**Knowledge/skill statements**

1. Knows that humans go through a cycle of growth and development over time

**Curriculum Guide**  
**Grades 3-5**

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Standard 1.** Knows environmental and external factors that affect individual and community health

**Benchmark A.** Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants) (GE)

**Vocabulary**

- A. physical environment
- B. personal health
- C. pollutant exposure

**Knowledge/skill statements**

- 1. Knows how exposure to pollutants can affect personal health
- 2. Knows that the physical environment can impact personal health

**Benchmark B.** Knows how individuals, communities, and states cooperate to control environmental problems and maintain a healthy environment (TS)

**Vocabulary**

- A. environmental problem
- B. healthy environment

**Knowledge/skill statements**

- 1. Knows how individuals cooperate to control environmental problems
- 2. Knows how individuals cooperate to maintain a healthy environment
- 3. Knows how communities cooperate to control environmental problems
- 4. Knows how communities cooperate to maintain a healthy environment
- 5. Knows how states cooperate to control environmental problems
- 6. Knows how states cooperate to maintain a healthy environment

**Benchmark C** Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology) (T)(MN)

**Vocabulary**

- A. personal health
- B. social influence on health
- C. scientific influence on health

**Knowledge/skill statements**

- 1. Knows how personal health can be influenced by society
- 2. Knows how personal health can be influenced by science
- 3. Knows how personal health can be influenced by technology
- 4. Knows how personal health can be influenced by culture

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Standard 2.** Understands the relationship of family health to individual health

**Benchmark A.** Knows how the family influences personal health (e.g., physical, psychological, social) (CE)

**Vocabulary**

- A. family influence on health
- B. personal health
- C. physical health
- D. psychological health
- E. social health

**Knowledge/skill statements**

- 1. Knows how the family influences one's personal health
- 2. Knows how the family influences one's physical health
- 3. Knows how the family influences one's psychological health
- 4. Knows how the family influences one's social health

**Benchmark B.** Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks) (G)

**Vocabulary**

- A. responsibilities of friendship
- B. responsibilities of family membership

**Knowledge/skill statements**

- 1. Knows characteristics needed to be a responsible friend
- 2. Knows characteristics needed to be a responsible family member
- 3. Knows that participating in family activities makes one a more responsible family member
- 4. Knows that assuming more responsibility for household tasks makes one a more responsible family member

**Benchmark C.** Knows how health-related problems impact the whole family (GE)

**Vocabulary**

- A. health problem
- B. effect of health problems on families

**Knowledge/skill statements**

- 1. Knows that the health of one family member can affect the rest of the family in other ways

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Standard 3.** Knows how to maintain mental and emotional health (TS)

**Benchmark A.** Knows the relationships between physical health and mental health

**Vocabulary**

- A. physical health
- B. mental health

**Knowledge/skill statements**

1. Knows that a connection exists between physical and mental health

**Benchmark B.** Knows common sources of stress for children and ways to manage stress

**Vocabulary**

- A. stress in children
- B. stress management for children

**Knowledge/skill statements**

1. Knows common sources of stress for children
2. Knows ways that children can manage stress

**Benchmark C.** Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully (TS)

**Vocabulary**

- A. mood change
- B. managing mood changes
- C. managing feelings

**Knowledge/skill statements**

1. Knows how mood changes affect thoughts
2. Knows how strong feelings affect thoughts
3. Knows how mood changes affect behavior
4. Knows how strong feelings affect behavior
5. Knows how mood changes can be managed successfully
6. Knows how strong feelings can be managed successfully

**Benchmark D.** Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions) (CS)

**Vocabulary**

- A. communicating through behavior
- B. care
- C. consideration
- D. respect

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Health Standards and Benchmarks  
Grade Level 3-5**

- E. disability
- F. handicapping condition

**Knowledge/skill statements**

1. Knows behaviors that communicate care for oneself
2. Knows behaviors that communicate consideration for oneself
3. Knows behaviors that communicate a respect for oneself
4. Knows behaviors that communicate a care of others
5. Knows behaviors that communicate a consideration of others
6. Knows behaviors that communicate a respect for others
7. Knows behaviors that communicate a care of those with disabilities
8. Knows behaviors that communicate a care of those with handicapping conditions
9. Knows behaviors that communicate a consideration of those with disabilities
10. Knows behaviors that communicate a consideration of those with handicapping conditions
11. Knows behaviors that communicate a respect for those with disabilities
12. Knows behaviors that communicate a respect for those with handicapping conditions

**Benchmark E.** Understands how one responds to the behavior of others and how one's behavior may evoke responses in others (CS)

**Vocabulary**

- A. response to behavior

**Knowledge/skill statements**

1. Understands how one responds to the behavior of others
2. Understands how one's behavior may evoke responses in others

**Benchmark F.** Knows strategies for resisting negative peer pressure (GE)

**Vocabulary**

- A. negative peer pressure

**Knowledge/skill statements**

1. Recognizes negative peer pressure
2. Knows there are strategies to deal with negative peer pressure

**Benchmark 8.** Knows how attentive listening skills can be used to build and maintain healthy relationships (CS)(TS)

**Vocabulary**

- A. listening skill
- B. healthy relationship

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Knowledge/skill statements**

1. Knows ways that attentive listening skills can be used to build healthy relationships
2. Knows ways that attentive listening skills can be used to maintain healthy relationships

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Standard 4.** Knows essential concepts and practices concerning injury prevention and safety

**Benchmark A.** Knows 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) (GE)(TS)

**Vocabulary**

- A. safety rule
- B. safety practice
- C. seat belt
- D. helmet
- E. protective equipment
- F. sunscreen

**Knowledge/skill statements**

1. Knows safety rules to be used in the home
2. Knows safety rules to be used in the school
3. Knows safety rules to be used in community settings
4. Knows safety practices to be used in the home
5. Knows safety practices to be used in the school
6. Knows safety practices to be used in community settings
7. Understands the importance of using a seat belt
8. Understands the importance of using a helmet
9. Understands the importance of protecting ears from exposure to excessive noise
10. Understands the importance of wearing appropriate clothing for sports
11. Understands the importance of wearing protective equipment for sports
12. Understands the importance of using sunscreen in bright sunlight
13. Understands the importance of wearing a hat in bright sunlight

**Benchmark B.** Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance (G)

**Vocabulary**

- A. threatening situation

**Knowledge/skill statements**

1. Knows methods used to recognize a threatening situation
2. Knows strategies to avoid a threatening situation
3. Knows ways to get assistance in a threatening situation
4. Knows that not leaning into a car when giving directions to a stranger is a way to avoid a threatening situation

**Diocese of Davenport**  
**Health Standards and Benchmarks**  
**Grade Level 3-5**

**Benchmark C.** Knows 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)

**Vocabulary**

- A. first aid
- B. breathing problem
- C. choking
- D. bleeding
- E. shock
- F. poisoning
- G. minor burn
- H. precautions with blood

**Knowledge/skill statements**

1. Knows basic first aid procedures appropriate to common emergencies at home
2. Knows basic first aid procedures appropriate to common emergencies at school
3. Knows basic first aid procedures appropriate to common emergencies in the community
4. Knows the proper response to breathing problems
5. Knows the proper response to choking problems
6. Knows the proper response to bleeding
7. Knows the proper response to shock
8. Knows the proper response to minor burns
9. Knows the proper response to poisonings
10. Knows the universal precautions that should be taken when dealing with other people's blood

**Benchmark D.** Knows the difference between positive and negative behaviors used in conflict situations

**Vocabulary**

- A. positive behavior
- B. negative behavior
- C. conflict

**Knowledge/skill statements**

1. Knows what constitutes positive behaviors in a conflict situation
2. Knows what constitutes negative behaviors in a conflict situation

**Benchmark E.** Knows some non-violent strategies to resolve conflicts (TS)

**Vocabulary**

- A. non-violent conflict resolution

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**Knowledge/skill statements**

1. Knows conflicts can be resolved in a non-violent manner

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**Standard 5.** Understands essential concepts about nutrition and diet

**Benchmark A.** Knows the nutritional value of different foods

**Vocabulary**

A. nutritional value

**Knowledge/skill statements**

1. Knows that different foods have different nutritional values

**Benchmark B.** Knows 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)

**Vocabulary**

A. healthy eating practice

B. nutritious meal

C. nutritious snack

D. energy need

E. growth need

**Knowledge/skill statements**

1. Knows that eating a nutritious breakfast is a healthy eating practice

2. Knows that eating a variety of foods is a healthy eating practice

3. Knows that eating nutritious meals at regular intervals, to satisfy individual energy and growth needs, is a healthy eating practice

4. Knows that eating nutritious snacks at regular intervals, to satisfy individual energy and growth needs, is a healthy eating practice

**Benchmark C.** Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience) (GE)

**Vocabulary**

A. factors in food choice

**Knowledge/skill statements**

1. Knows that activity level is a factor that influences one's choice in food

2. Knows that peers are a factor that influences one's choice in food

3. Knows that culture is a factor that influences one's choice in food

4. Knows that religion is a factor that influences one's choice in food

5. Knows that advertising is a factor that influences one's choice in food

6. Knows that time constraints are factors that influence one's choice in food

7. Knows that age is a factor that influences one's choice in food

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8. Knows that overall health is a factor that influences one's choice in food
9. Knows that money and economics are factors that influences one's choice in food
10. Knows that convenience is a factor that influences one's choice in food
11. Knows that one's environment is a factor that influences one's choice in food
12. Knows that status is a factor that influences one's choice in food
13. Knows that personal experience is a factor that influences one's choice in food

**Benchmark D.** Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods

**Vocabulary**

- A. food preparation
- B. food handling
- C. food safety
- D. nutritional quality

**Knowledge/skill statements**

1. Knows how food-preparation methods affect the safety of foods
2. Knows how food-preparation methods affect the nutrient quality of foods
3. Knows how food-handling practices affect the safety of foods
4. Knows how food-handling practices affect the nutrient quality of foods

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**Standard 6.** Knows how to maintain and promote personal health

**Benchmark A.** Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being

**Vocabulary terms**

- A. rest and well-being
- B. food choice and well-being
- C. exercise and well-being
- D. sleep and well-being
- E. recreation and well-being

**Knowledge/skill statements**

- 1. Understands the influence of rest on a person's well-being
- 2. Understands the influence of food choices on a person's well-being
- 3. Understands the influence of exercise on a person's well-being
- 4. Understands the influence of sleep on a person's well-being
- 5. Understands the influence of recreation on a person's well-being

**Benchmark B.** Knows common health problems that should be detected and treated early

**Vocabulary terms**

- A. early detection of health problem
- B. early treatment of health problem

**Knowledge/skill statements**

- 1. Knows common health problems that should be detected early
- 2. Knows common health problems that should be treated early

**Benchmark C.** Knows behaviors that are safe, risky, or harmful to self and others (TS)

**Vocabulary terms**

- A. safe behavior
- B. risky behavior
- C. harmful behavior

**Knowledge/skill statements**

- 1. Knows behaviors that are safe for oneself
- 2. Knows behaviors that are risky for oneself
- 3. Knows behaviors that are harmful to oneself
- 4. Knows behaviors that are safe to others
- 5. Knows behaviors that are risky to others
- 6. Knows behaviors that are harmful to others

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**Benchmark D.** Sets a personal health goal and makes progress toward its achievement

**Vocabulary terms**

A. personal health goal

**Knowledge/skill statements**

1. Sets a personal health goal
2. Makes progress toward the achievement of a personal health goal
3. Understands the concept of a personal health goal
4. Knows strategies to progress towards the achievement of a personal health goal

**Benchmark E.** Knows that making health-related decisions and setting health goals sometimes requires asking for assistance (CS)

**Vocabulary terms**

- A. personal health goal
- B. health-related decision

**Knowledge/skill statements**

1. Knows that making health-related decisions sometimes requires asking for assistance
2. Knows that setting health goals sometimes requires asking for assistance

**Benchmark F.** Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease)

**Vocabulary terms**

- A. human body system
- B. interrelation of body systems
- C. fighting disease

**Knowledge/skill statements**

1. Knows the basic structure of the human body systems
2. Knows the basic functions of the human body systems
3. Knows how body systems are interrelated
4. Knows how body systems function to fight disease

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**Standard 7.** Knows essential concepts about the prevention and control of disease

**Benchmark A.** Knows 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)

**Vocabulary terms**

- A. reducing health risks
- B. preventing health risks
- C. disease
- D. disability
- E. immunization
- F. regular health screening

**Knowledge/skill statements**

1. Knows ways in which a person can prevent disease
2. Knows ways in which a person can prevent disability
3. Knows ways in which a person can reduce the risk of disease
4. Knows ways in which a person can reduce the risk of disability
5. Knows that practicing good personal hygiene can prevent disease
6. Knows that practicing good personal hygiene can reduce the risk of disease
7. Knows that making healthy food choices can prevent disease
8. Knows that making healthy food choices can reduce the risk of disease
9. Knows that acknowledging the importance of immunizations can prevent disease
10. Knows that acknowledging the importance of immunizations can reduce the risk of disease
11. Knows that cooperating in regular health screenings can prevent disease
12. Knows that cooperating in regular health screenings can reduce the risk of disease
13. Knows that making healthy food choices can prevent disability
14. Knows that making healthy food choices can reduce the risk of disability
15. Knows that acknowledging the importance of immunizations can prevent disability
16. Knows that acknowledging the importance of immunizations can reduce the risk of disability
17. Knows that cooperating in regular health screenings can prevent disability
18. Knows that cooperating in regular health screenings can reduce the risk of disability

**Benchmark B.** Knows the benefits of early detection and treatment of disease

**Vocabulary terms**

- A. early detection of disease
- B. early treatment of disease

**Knowledge/skill statements**

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1. Knows the benefits of early detection of disease
2. Knows the benefits of early treatment of disease

**Benchmark C.** Knows 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) (GE)

**Vocabulary**

- A. living with disease
- B. living with disability
- C. health-care provider
- D. prescription medicine
- E. over-the-counter medicine

**Knowledge/skill statements**

1. Knows ways to maintain a functional level of health in the presence of a disease
2. Knows ways to maintain a functional level of health in the presence of a disability
3. Understands that cooperating with parents contributes to a functional level of health in the presence of disease
4. Understands that cooperating with health-care providers contributes to a functional level of health in the presence of disease
5. Understands that taking prescription or over-the-counter medicines properly contributes to a functional level of health in the presence of disease
6. Understands that correctly interpreting instructions for taking medicine contributes to a functional level of health in the presence of disease
7. Understands that cooperating with parents contributes to a functional level of health in the presence of a disability
8. Understands that cooperating with health-care providers contributes to a functional level of health in the presence of a disability
9. Understands that taking prescription or over-the-counter medicines properly contributes to a functional level of health in the presence of a disability
10. Understands that correctly interpreting instructions for taking medicine contributes to a functional level of health in the presence of a disability

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**Standard 8.** Understands aspects of substance use and abuse

**Benchmark A.** Differentiates between the use and misuse of prescription and nonprescription drugs

**Vocabulary**

- A. prescription drug
- B. nonprescription drug

**Knowledge/skill statements**

1. Differentiates between the use and misuse of prescription drugs
2. Differentiates between the use and misuse of nonprescription drugs
3. Knows substances that are considered a prescription drug
4. Knows substances that are considered a nonprescription drug

**Benchmark B.** Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost)

**Vocabulary**

- A. alcohol
- B. tobacco
- C. drugs
- D. peer pressure
- E. influences of substance abuse

**Knowledge/skill statements**

1. Knows influences that promote alcohol use
2. Knows influences that promote tobacco use
3. Knows influences that promote drug use
4. Knows that peer pressure can promote alcohol use
5. Knows that peer modeling can promote alcohol use
6. Knows that adult modeling can promote alcohol use
7. Knows that advertising can promote alcohol use
8. Knows that overall availability can promote alcohol use
9. Knows that cost can promote alcohol use
10. Knows that peer pressure can promote tobacco use
11. Knows that peer modeling can promote tobacco use
12. Knows that adult modeling can promote tobacco abuse
13. Knows that advertising can promote tobacco use
14. Knows that overall availability can promote tobacco use
15. Knows that cost can promote tobacco use
16. Knows that peer pressure can promote drug use
17. Knows that peer modeling can promote drug use
18. Knows that adult modeling can promote drug use

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19. Knows that overall availability can promote drug use
20. Knows that cost can promote drug use

**Benchmark C.** Recognizes 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

**Vocabulary**

- A. substance abuse
- B. drunk driving
- C. drugged driving
- D. violent argument
- E. help for substance abuse

**Knowledge/skill statements**

1. Recognizes high-risk substance abuse situations that pose an immediate threat to oneself
2. Recognizes high-risk substance abuse situations that pose an immediate threat to one's friends or family
3. Knows how to obtain help for a high-risk substance abuse situation
4. Knows where to obtain help for a high-risk substance abuse situation
5. Knows that drunk driving is an immediate threat to oneself
6. Knows that drugged driving is an immediate threat to oneself
7. Knows that drunk driving is an immediate threat to one's friends or family
8. Knows that drugged driving is an immediate threat to one's friends or family
9. Knows that violent arguments are an immediate threat to oneself
10. Knows that violent arguments are an immediate threat to one's friends or family

**Benchmark D.** Knows ways to recognize, avoid, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control)

**Vocabulary**

- A. social pressure
- B. substance abuse
- C. refusing drugs
- D. self-control

**Knowledge/skill statements**

1. Knows ways to avoid negative social influences that promote the use alcohol
2. Knows ways to avoid negative social influences that promote the use of tobacco
3. Knows ways to avoid negative social influences that promote the use of drugs
4. Knows ways to avoid negative social pressures that promote the use alcohol
5. Knows ways to avoid negative social pressures that promote the use tobacco

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6. Knows ways to avoid negative social pressures that promote the use drugs
7. Knows ways to recognize negative social influences that promote the use alcohol
8. Knows ways to recognize negative social influences that promote the use of tobacco
9. Knows ways to recognize negative social influences that promote the use of drugs
10. Knows ways to recognize negative social pressures that promote the use alcohol
11. Knows ways to recognize negative social pressures that promote the use tobacco
12. Knows ways to recognize negative social pressures that promote the use drugs
13. Knows appropriate responses to negative social influences that promote the use alcohol
14. Knows appropriate responses to negative social influences that promote the use of tobacco
15. Knows appropriate responses to negative social influences that promote the use of drugs
16. Knows appropriate responses to negative social pressures that promote the use alcohol
17. Knows appropriate responses to negative social pressures that promote the use tobacco
18. Knows appropriate responses to negative social pressures that promote the use drugs
19. Understands the use of refusal skills as a response to negative social influences that promote the use of alcohol
20. Understands the use of refusal skills as a response to negative social influences that promote the use of tobacco
21. Understands the use of refusal skills as a response to negative social influences that promote the use of drugs
22. Understands the use of refusal skills as a response to negative social pressures that promote the use of alcohol
23. Understands the use of refusal skills as a response to negative social pressures that promote the use of tobacco
24. Understands the use of refusal skills as a response to negative social pressures that promote the use of drugs
25. Understands self-control as a response to negative social influences that promote the use of alcohol
26. Understands self-control as a response to negative social influences that promote the use of tobacco
27. Understands self-control as a response to negative social influences that promote the use of drugs
28. Understands self-control as a response to negative social pressures that promote the use of alcohol
29. Understands self-control as a response to negative social pressures that promote the use of tobacco
30. Understands self-control as a response to negative social pressures that promote the use of drugs

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**Standard 9.** Understands the fundamental concepts of growth and development

**Benchmark A.** Knows the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development)

**Vocabulary**

- A. puberty
- B. sexual maturation
- C. voice change
- D. acne
- E. sensitivity about peers
- F. family tension
- G. mood swing
- H. cognitive development
- I. physical change
- J. emotional change
- K. social change

**Knowledge/skill statements**

1. Knows physical changes that occur during puberty
2. Understands sexual maturation as it relates to puberty
3. Understands voice changes as they relate to puberty
4. Understands acne as it relates to puberty
5. Knows emotional changes that occur during puberty
6. Knows emotional changes that occur during puberty
7. Knows social changes that occur during puberty
8. Understands the growing sensitivity to peer influence as it relates to puberty
9. Understands family tensions as they relate to puberty
10. Understands mood swings as they relate to puberty
11. Understands cognitive development as it relates to puberty
12. Understands intellectual development as it relates to puberty

**Benchmark B.** Knows that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation (G)

**Vocabulary terms**

- A. puberty
- B. size differences
- C. height differences
- D. body shape differences
- E. rate of maturation

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**Knowledge/skill statements**

1. Knows that the rate of change during puberty varies with each individual
2. Knows that people vary widely in size
3. Knows that people vary widely in height
4. Knows that people vary widely in shape
5. Knows that people vary widely in their rate of maturation

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**Standard 1.** Knows environmental and external factors that affect individual and community health

**Benchmark A.** Knows cultural beliefs, socioeconomic considerations, and other environmental factors within a community that influence the health of its members (e.g., relationship of values, socioeconomic status, and cultural experiences to the selection of health-care services) (GE)(TS)

**Vocabulary**

- A. cultural influence on health
- B. socioeconomic status
- C. socioeconomic influence on health

**Knowledge/skill statements**

1. Knows cultural beliefs within a community that influence the health of its members
2. Knows socioeconomic considerations within a community that influence the health of its members
3. Knows environmental factors within a community that influence the health of its members
4. Knows that the relationship of values within a community influences the selection of health-care services
5. Knows that socioeconomic status within a community influences the selection of health-care services
6. Knows that cultural experiences within a community influence the selection of health-care services

**Benchmark B.** Understands how various messages from the media, peers, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)

**Vocabulary**

- A. media influence on health practices
- B. peer influence on health practices
- C. health fad
- D. health-related advertisement
- E. misconceptions about treatment
- F. misconceptions about prevention

**Knowledge/skill statements**

1. Understands how various messages from the media impact health practices
2. Understands how various messages from peers impact health practices
3. Understands how messages from various sources in the community impact health practices
4. Understands how health fads impact health practices
5. Understands how advertising impacts health practices

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6. Understands how misconceptions about treatment and prevention options impact health practices

**Benchmark C.** Knows 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)

**Vocabulary**

- A. environmental crisis
- B. acid rain
- C. oil spill
- D. solid waste contamination
- E. nuclear leak
- F. ozone depletion

**Knowledge/skill statements**

- 1. Knows local efforts to contain an environmental crisis
- 2. Knows local efforts to prevent the recurrence of an environmental crisis
- 3. Knows state efforts to contain an environmental crisis
- 4. Knows state efforts to prevent the recurrence of an environmental crisis
- 5. Knows federal efforts to contain an environmental crisis
- 6. Knows federal efforts to prevent the recurrence of an environmental crisis
- 7. Knows international efforts to contain an environmental
- 8. Knows international efforts to prevent the recurrence of an environmental crisis
- 9. Knows the efforts at various levels of government to contain oil spills
- 10. Knows the efforts at various levels of government to prevent the recurrence of oil spills
- 11. Knows the efforts at various levels of government to contain nuclear leaks
- 12. Knows the efforts at various levels of government to prevent the recurrence of nuclear leaks
- 13. Knows the efforts at various levels of government to contain solid waste contamination
- 14. Knows the efforts at various levels of government to prevent the recurrence of solid waste contamination
- 15. Knows the efforts at various levels of government to prevent acid rain
- 16. Knows the efforts at various levels of government to prevent ozone depletion

**Benchmark D.** Understands how peer relationships affect health (e.g., name-calling, prejudice, exclusiveness, discrimination, risk-taking behaviors)

**Vocabulary**

- A. peer relationships and health
- B. name-calling
- C. prejudice
- D. discrimination

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E. risk-taking behavior

**Knowledge/skill statements**

1. Understands how name-calling in peer relationships affects health
2. Understands how prejudice in peer relationships affects health
3. Understands how exclusiveness in peer relationships affects health
4. Understands how discrimination in peer relationships affects health
5. Understands how risk-taking behaviors in peer relationships affect health

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**Standard 2.** Understands the relationship of family health to individual health

**Benchmark A.** Knows strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members) (TS)

**Vocabulary**

- A. family health
- B. strategies for family health

**Knowledge/skill statements**

1. Knows strategies that improve family health
2. Knows strategies that maintain family health
3. Knows how one's personal behavior can affect the behavior of other family members
4. Knows how one's personal behavior can affect the feelings of other family members

**Benchmark B.** Understands the development of adolescent independence

**Vocabulary**

- A. adolescent independence

**Knowledge/skill statements**

1. Understands the concept of independence
2. Understands that independence develops over time
3. Knows the average onset and duration of adolescence

**Benchmark C.** Knows how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise) (CS)(MN)

**Vocabulary**

- A. communication technique
- B. strategies for family health
- C. open communication
- D. honest communication

**Knowledge/skill statements**

1. Knows how talking openly and honestly with parents about problems can improve family life
2. Knows a variety of communication techniques

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**Standard 3.** Knows how to maintain mental and emotional health

**Benchmark A.** Knows 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) (CS)

**Vocabulary**

- A. stress management
- B. managing disappointment
- C. managing separation
- D. managing loss
- E. social isolation
- F. depression

**Knowledge/skill statements**

1. Knows strategies to manage stress caused by disappointment
2. Knows strategies to manage feelings of disappointment
3. Knows strategies to manage stress caused by separation
4. Knows strategies to manage feelings of separation
5. Knows strategies to manage stress caused by loss
6. Knows strategies to manage feelings of loss
7. Knows that talking over problems with others can help one can manage stress caused by disappointment
8. Knows that talking over problems with others can help one can manage stress caused by separation
9. Knows that talking over problems with others can help one can manage stress caused by loss
10. Knows that talking over problems with others can help one can manage feelings of disappointment
11. Knows that talking over problems with others can help one can manage feelings of separation
12. Knows that talking over problems with others can help one can manage feelings of loss
13. Knows that by understanding feelings of isolation and depression will pass, one can manage stress caused by disappointment
14. Knows that by understanding feelings of isolation and depression will pass, one can manage stress caused by separation
15. Knows that by understanding feelings of isolation and depression will pass, one can manage stress caused by loss
16. Knows that by understanding feelings of isolation and depression will pass, one can manage feelings of disappointment
17. Knows that by understanding feelings of isolation and depression will pass, one can manage feelings of separation

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18. Knows that by understanding feelings of isolation and depression will pass, one can manage feelings of loss
19. Knows that examining the situation leading to the feelings can help one manage stress caused by disappointment
20. Knows that examining the situation leading to the feelings can help one manage stress caused by separation
21. Knows that examining the situation leading to the feelings can help one manage stress caused by loss
22. Knows that examining the situation leading to the feelings can help one manage feelings of disappointment
23. Knows that examining the situation leading to the feelings can help one manage feelings of separation
24. Knows that examining the situation leading to the feelings can help one manage feelings of loss

**Benchmark B.** Knows characteristics and conditions associated with positive self-esteem

**Vocabulary**

- A. positive self-esteem

**Knowledge/skill statements**

1. Knows the characteristics of positive self-esteem
2. Knows the conditions associated with positive self-esteem

**Benchmark C.** Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication) (GE)

**Vocabulary**

- A. positive relationship
- B. interpersonal communication

**Knowledge/skill statements**

1. Knows appropriate ways to build positive relationships with peers
2. Knows appropriate ways to maintain positive relationships with parents
2. Knows appropriate ways to maintain positive relationships with peers
3. Knows appropriate ways to build positive relationships with parents
5. Knows appropriate ways to build positive relationships with adults in the community
6. Knows appropriate ways to maintain positive relationships with adults in the community
7. Understands the importance of interpersonal communication in building positive relationships
8. Understands the importance of interpersonal communication in maintaining positive relationships

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**Benchmark D.** Understands the difference between safe and risky or harmful behaviors in relationships (G)

**Vocabulary**

A. behavior in relationships

**Knowledge/skill statements**

1. Knows what is considered safe behavior in a relationship
2. Knows what is considered risky behavior in a relationship
3. Knows what is considered harmful behavior in a relationship

**Benchmark E.** Knows techniques for seeking help and support through appropriate resources

**Vocabulary**

A. seeking out help

B. seeking out support

**Knowledge/skill statements**

1. Knows techniques for seeking help through appropriate resources
2. Knows techniques for seeking support through appropriate resources

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**Standard 4.** Knows essential concepts and practices concerning injury prevention and safety

**Benchmark A.** Knows injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies in readiness for emergencies; identifying and removing safety hazards in the home) (TS)(T)

**Vocabulary**

- A. injury prevention strategy
- B. family health
- C. emergency plan
- D. emergency supplies
- E. safety hazard

**Knowledge/skill statements**

1. Understands the importance of having a personal emergency plan to prevent injury
2. Understands the importance of having a family emergency plan to prevent injury
3. Understands the importance of maintaining supplies in readiness for emergencies to prevent injury
4. Understands the importance of identifying and removing safety hazards in the home to prevent injury

**Benchmark B.** Knows strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation) (GE)

**Vocabulary**

- A. injury management
- B. abdominal thrust maneuver
- C. Heimlich maneuver
- D. cardiopulmonary resuscitation
- E. CPR

**Knowledge/skill statements**

1. Understands basic first aid procedures
2. Knows situations for which first aid is appropriate
3. Understands the abdominal thrust maneuver
4. Knows situations for which the abdominal thrust maneuver is appropriate
5. Understands cardiopulmonary resuscitation
6. Knows situations for which cardiopulmonary resuscitation is appropriate

**Benchmark C.** Knows potential signs of self- and other-directed violence

**Vocabulary**

- A. self-directed violence
- B. violence towards others

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Knowledge/skill statements

1. Knows the potential signs of self-directed violence
2. Knows the potential signs of violence directed at others

**Benchmark D.** Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict (G)

**Vocabulary**

- A. conflict among youth
- B. conflict resolution

**Knowledge/skill statements**

1. Knows the possible causes of conflict among youth in schools
2. Knows the possible causes of conflict among youth in communities
3. Knows strategies to manage conflict among youth in schools
4. Knows strategies to manage conflict among youth in communities

**Benchmark E.** Knows how refusal and negotiation skills can be used to enhance health

**Vocabulary**

- A. refusal skill
- B. negotiation skill

**Knowledge/skill statements**

1. Knows how refusal skills can be used to enhance health
2. Knows how negotiation skills can be used to enhance health

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**Standard 5.** Understands essential concepts about nutrition and diet

**Benchmark A.** Understands how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)

**Vocabulary**

- A. eating for health
- B. anemia
- C. dental health
- D. osteoporosis
- E. heart disease
- F. cancer
- G. malnutrition

**Knowledge/skill statements**

1. Understands how eating properly can help to reduce the risk of anemia
2. Understands how eating properly can help to reduce the risk of dental disease
3. Understands how eating properly can help to reduce the risk of osteoporosis
4. Understands how eating properly can help to reduce the risk of heart disease
5. Understands how eating properly can help to reduce the risk of cancer
6. Understands how eating properly can help to reduce the risk of malnutrition

**Benchmark B.** Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research (G)

**Vocabulary**

- A. body weight
- B. weight maintenance
- C. weight loss
- D. weight gain

**Knowledge/skill statements**

1. Knows appropriate methods to maintain weight according to individual needs and scientific research
2. Knows appropriate methods to lose weight according to individual needs and scientific research
3. Knows appropriate methods to gain weight according to individual needs and scientific research

**Benchmark C.** Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia)

**Vocabulary**

- A. eating disorder

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- B. anorexia
- C. overeating
- D. bulimia

Knowledge/skill statements

1. Knows that anorexia affects the health adversely
2. Knows that overeating affects the health adversely
3. Knows that bulimia affects the health adversely

**Benchmark D.** Knows the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures) (CE)

**Vocabulary**

- A. principles of food safety
- B. proper refrigeration of food
- C. hand-washing for food safety
- D. safe cooking temperature
- E. safe storage temperature

**Knowledge/skill statements**

1. Knows the principles of food safety involved with food storage
2. Knows the principles of food safety involved with food preparation
3. Knows that proper refrigeration is a principle of food safety
4. Knows that hand washing is a principle of food safety
5. Knows that proper cooking temperatures is a principle of food safety
6. Knows that proper storage temperatures is a principle of food safety

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**Standard 6.** Knows how to maintain and promote personal health

Benchmark A. Knows personal health strengths and risks (e.g., results of a personal health assessment)

**Vocabulary**

- A. personal health strength
- B. personal health risk
- C. personal health assessment

**Knowledge/skill statements**

1. Knows personal health strengths
2. Knows personal health risks
3. Understands the importance of a personal health assessment in assessing personal health strengths
4. Understands the importance of a personal health assessment in assessing personal health risks

**Benchmark B.** Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)

**Vocabulary**

- A. reducing health risks
- B. proper hygiene
- C. health screening
- D. self-examination

**Knowledge/skill statements**

1. Knows how positive health practices can help to reduce health risks
2. Knows how appropriate health care can help to reduce health risks
3. Knows that personal hygiene can help to reduce health risks
4. Knows that health screenings can help to reduce health risks
5. Knows that self-examinations can help to reduce health risk

**Benchmark C.** Knows strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices) (G)

**Vocabulary**

- A. attaining personal health goal
- B. exercise program
- C. food choice

**Knowledge/skill statements**

1. Knows strategies that are used to attain personal health goals

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2. Knows skills that are used to attain personal health goals
3. Knows that maintaining an exercise program can be useful in attaining personal health goals
4. Knows that making healthy food choices can be useful in attaining personal health goals

**Benchmark D.** Understands how changing information, abilities, priorities, and responsibilities influence personal health goal (TS)

**Vocabulary**

- A. influences on personal health goal

**Knowledge/skill statements**

1. Understands how changing information influences personal health goals
2. Understands how changing abilities influence personal health goals
3. Understands how changing priorities influence personal health goals
4. Understands how changing responsibilities influence personal health goals

**Benchmark E.** Knows how health is influenced by the interaction of body systems

**Vocabulary**

- A. interaction of body systems

**Knowledge/skill statements**

1. Knows there is a relationship between health and body systems

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**Standard 7.** Knows essential concepts about the prevention and control of disease

**Benchmark A.** Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems

**Vocabulary**

- A. lifestyle and disease
- B. pathogens and disease
- C. family history and disease
- D. risk factor for disease

**Knowledge/skill statements**

1. Understands how lifestyle is related to the cause of disease and other health problems
2. Understands how pathogens are related to the cause of disease and other health problems
3. Understands how family history is related to the cause of disease and other health problems
4. Understands how lifestyle is related to the prevention of disease and other health problems

**Benchmark B.** Knows communicable, chronic, and degenerative disease processes and the differences between them

**Vocabulary**

- A. communicable disease
- B. chronic disease
- C. degenerative disease

**Knowledge/skill statements**

1. Knows the processes of communicable diseases
2. Knows the processes of chronic diseases
3. Knows the processes of degenerative diseases
4. Knows the differences among communicable, chronic, and degenerative diseases

**Benchmark C.** Understands personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication; the influence of family and culture on the treatment of disease) (GE)

**Vocabulary**

- A. personal rights and disease
- B. personal responsibility and disease
- C. proper use of medication
- D. family influence on disease treatment
- E. cultural influence on disease treatment

**Knowledge/skill statements**

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1. Understands the personal rights involved in the treatment of disease
2. Understands the personal responsibilities involved in the treatment of disease
3. Understands the proper use of medication as it relates to personal rights
4. Understands the proper use of medication as it relates to personal responsibility
5. Understands the influence of family on the treatment of disease
6. Understands the influence of culture on the treatment of disease

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**Standard 8.** Understands aspects of substance use and abuse

**Benchmark A.** Knows conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance)

**Vocabulary**

- A. substance abuse risk
- B. genetic inheritability
- C. frustration tolerance

**Knowledge/skill statements**

1. Knows that genetic inheritability can put people at a higher risk for substance abuse problems
2. Knows that substance abuse in families can put people at a higher risk for substance abuse problems
3. Knows that a low frustration tolerance can put people at a higher risk for substance abuse problems

**Benchmark B.** Knows 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)  
(G)

**Vocabulary**

- A. drug dependency
- B. signs of drug dependency
- C. symptoms of drug dependency
- D. tolerance level
- E. drug-seeking behavior
- F. denial of substance abuse
- G. loss of control

**Knowledge/skill statements**

1. Knows factors involved in the development of a drug dependency
2. Knows the early, observable signs of a drug dependency
3. Knows the early, observable symptoms of a drug dependency
4. Understands a tolerance level as a sign of a drug dependency
5. Understands drug-seeking behavior as a sign of a drug dependency
6. Understands loss of control as a sign of a drug dependency
7. Understands denial as a sign of a drug dependency
8. Understands a tolerance level as a symptom of a drug dependency
9. Understands drug-seeking behavior as a symptom of a drug dependency
10. Understands loss of control as a symptom of a drug dependency
11. Understands denial as a symptom of a drug dependency

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**Benchmark C.** Knows the short- 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) (G)

**Vocabulary**

- A. consequences of alcohol use
- B. consequences of tobacco use
- C. consequences of drug use
- D. physical consequence of substance abuse
- E. shortness of breath
- F. cirrhosis
- G. lung cancer
- H. emphysema
- I. psychological consequence of substance abuse
- J. low self-esteem
- K. paranoia
- L. depression
- M. apathy
- N. social consequence of substance abuse
- O. domestic violence

**Knowledge/skill statements**

1. Knows the short-term consequences of alcohol use
2. Knows the short-term consequences of tobacco use
3. Knows the short-term consequences of drug use
4. Knows the long-term consequences of alcohol use
5. Knows the long-term consequences of tobacco use
6. Knows the long-term consequences of drug use
7. Knows there are physical consequences to tobacco use
8. Knows there are physical consequences to alcohol use
9. Knows there are physical consequences to drug use
10. Knows that shortness of breath is a physical consequence of tobacco use
11. Knows that lung cancer is a physical consequence of tobacco use
12. Knows that emphysema is a physical consequence of tobacco use
13. Knows that shortness of breath is a physical consequence of drug use
14. Knows that lung cancer is a physical consequence of drug use
15. Knows that emphysema is a physical consequence of drug use
16. Knows that cirrhosis is a physical consequence of alcohol use
17. Knows there are psychological consequences to alcohol use

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18. Knows there are psychological consequences to drug use
19. Knows that low self-esteem is a psychological consequence of alcohol use
20. Knows that depression is a psychological consequence of alcohol use
21. Knows that apathy is a psychological consequence of alcohol use
22. Knows that low self-esteem is a psychological consequence of drug use
23. Knows that paranoia is a psychological consequence of drug use
24. Knows that depression is a psychological consequence of drug use
25. Knows that apathy is a psychological consequence of drug use
26. Knows there are social consequences to alcohol use
27. Knows there are social consequences to drug use
28. Knows that crime is a social consequence of alcohol use
29. Knows that domestic violence is a social consequence of alcohol use
30. Knows that the loss of friends is a social consequence of alcohol use
31. Knows that crime is a social consequence of drug use
32. Knows that domestic violence is a social consequence of drug use
33. Knows that the loss of friends is a social consequence of drug use
34. Knows there are social consequences to tobacco use
35. Knows that the loss of friends is a social consequence of tobacco use

**Benchmark D.** Knows 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) (CS)

**Vocabulary**

- A. substance abuse policy
- B. pricing and substance abuse
- C. taxation and substance abuse
- D. warning label
- E. advertising regulation
- F. alcohol consumption restriction

**Knowledge/skill statements**

1. Knows public policy approaches to substance abuse control
2. Knows public policy approaches to substance abuse prevention
3. Knows that pricing is an approach to substance abuse control and prevention
4. Knows that taxation is an approach to substance abuse control and prevention
5. Knows that warning labels are an approach to substance abuse control and prevention
6. Knows that regulation of advertising is an approach to substance abuse control and prevention
7. Knows that the restriction of alcohol consumption at sporting events is an approach to substance abuse control and prevention

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**Benchmark E.** Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems (CE)(GE)

**Vocabulary**

A. community resource for substance abuse

**Knowledge/skill statements**

1. Knows community resources that are available to assist people with alcohol problems
2. Knows community resources that are available to assist people with tobacco problems
3. Knows community resources that are available to assist people with drug problems

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**Standard 9.** Understands the fundamental concepts of growth and development

**Benchmark A.** Understands 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)

**Vocabulary**

- A. changes in human body
- B. aging process
- C. muscle flexibility
- D. joint flexibility
- E. bone mass
- F. muscle mass
- G. energy level
- H. acuteness of senses

**Knowledge/skill statements**

1. Understands that muscles become less flexible as people age
2. Understands that joints become less flexible as people age
3. Understands that bones lose mass as people age
4. Understands that muscles lose mass as people age
5. Understands the energy levels diminish as people age
6. Understands that the senses become less acute as people age

**Benchmark B.** Knows the similarities and differences between male and female sexuality

**Vocabulary**

- A. male sexuality
- B. female sexuality

**Knowledge/skill statements**

1. Knows the similarities between male and female sexuality
2. Knows the differences between male and female sexuality

**Benchmark C.** Understands the processes of conception, prenatal development, and birth

**Vocabulary**

- A. conception
- B. prenatal development
- C. birthing process

**Knowledge/skill statements**

1. Understands the process of conception
2. Understands the process of prenatal development
3. Understands the process of birth

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**Benchmark D.** Knows strategies for coping with concerns and stress related to the changes that occur during adolescence (CE)

**Vocabulary**

- A. stress management
- B. changes during adolescence

**Knowledge/skill statements**

1. Knows strategies for coping with concerns related to the changes that occur during adolescence
2. Knows strategies for coping with stress related to the changes that occur during adolescence

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**Standard 10.** Understands the fundamental concepts of growth and development

**Benchmark A.** Understands 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)

**Vocabulary**

- A. changes in human body
- B. aging process
- C. muscle flexibility
- D. joint flexibility
- E. bone mass
- F. muscle mass
- G. energy level
- H. acuteness of senses

**Knowledge/skill statements**

1. Understands that muscles become less flexible as people age
2. Understands that joints become less flexible as people age
3. Understands that bones lose mass as people age
4. Understands that muscles lose mass as people age
5. Understands the energy levels diminish as people age
6. Understands that the senses become less acute as people age

**Benchmark B.** Knows the similarities and differences between male and female sexuality

**Vocabulary**

- A. male sexuality
- B. female sexuality

**Knowledge/skill statements**

1. Knows the similarities between male and female sexuality
2. Knows the differences between male and female sexuality

**Benchmark C.** Understands the processes of conception, prenatal development, and birth

**Vocabulary**

- A. conception
- B. prenatal development
- C. birthing process

**Knowledge/skill statements**

1. Understands the process of conception
2. Understands the process of prenatal development
3. Understands the process of birth

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**Benchmark D.** Knows strategies for coping with concerns and stress related to the changes that occur during adolescence

**Vocabulary**

- A. stress management
- B. changes during adolescence

**Knowledge/skill statements**

1. Knows strategies for coping with concerns related to the changes that occur during adolescence
2. Knows strategies for coping with stress related to the changes that occur during adolescence

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**Standard 1.** Knows environmental and external factors that affect individual and community health

**Benchmark A.** Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers) (GE)

**Vocabulary**

- A. community influence on health
- B. community organization
- C. volunteer work

**Knowledge/skill statements**

1. Knows how information offered through community organizations influences the health of individuals
2. Knows how volunteer work at hospitals influences the health of individuals
3. Knows how volunteer work at food banks influences the health of individuals
4. Knows how volunteer work at child-care centers influences the health of individuals

**Benchmark B.** Knows how individuals can improve or maintain community health (e.g., becoming active in environmental and economic issues that affect health, assisting in the development of public health policies and laws, exercising voting privileges) (TS)

**Vocabulary**

- A. community health
- B. health-related environmental issue
- C. health-related economic issue
- D. public health policy

**Knowledge/skill statements**

1. Knows how individuals can improve community health
2. Knows how individuals can maintain community health
3. Knows how becoming active in environmental issues that affect health can improve overall community health
4. Knows how becoming active in environmental issues that affect health can maintain community health
5. Knows how becoming active in economic issues that affect health can improve overall community health
6. Knows how becoming active in economic issues that affect health can maintain community health
7. Knows how assisting in the development of public health policies and laws can improve overall community health
8. Knows how assisting in the development of public health policies and laws can maintain community health

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- 9. Knows how exercising voting privileges can improve overall community health
- 10. Knows how exercising voting privileges can maintain community health

**Benchmark C.** Understands how the environment influences the health of the community (e.g., environmental issues that affect the food supply and the nutritional quality of food)

**Vocabulary**

- A. environmental influence on health
- B. community health
- C. environmental issues and food

**Knowledge/skill statements**

- 1. Understands how environmental issues that affect the food supply influence the health of the community
- 2. Understands how environmental issues that affect the nutritional quality of food influence the health of the community

**Benchmark D.** Understands how the prevention and control of health problems are influenced by research and medical advances (T)

**Vocabulary**

- A. prevention of health problem
- B. control of health problem
- C. health research
- D. medical advance

**Knowledge/skill statements**

- 1. Understands how the prevention of health problems are influenced by research
- 2. Understands how the prevention of health problems are influenced by medical advances
- 3. Understands how the control of health problems are influenced by research
- 4. Understands how the control of health problems are influenced by medical advances

**Benchmark E.** Knows how public health policies and government regulations (e.g., OSHA regulations, Right to Know laws, DSS regulations, licensing laws) impact health-related issues (e.g., safe food handling, food production controls, household waste disposal controls, clean air, disposal of nuclear waste) (CE)

**Vocabulary**

- A. public health policy
- B. government regulation
- C. OSHA regulation
- D. Right to Know law
- E. DSS regulation

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- F. licensing law
- G. safe food handling
- H. food production controls
- I. household waste disposal
- J. clean air
- K. nuclear waste disposal

**Knowledge/skill statements**

1. Knows how public health policies impact health-related issues
2. Knows how government regulations impact health-related issues
3. Knows how OSHA regulations impact health-related issues
4. Knows how the “Right to Know” laws impact health-related issues
5. Knows how DSS regulations impact health-related issues
6. Knows how licensing laws impact health-related issues
7. Knows how public health policies impact safe food handling
8. Knows how government regulations impact safe food handling
9. Knows how public health policies impact food production controls
10. Knows how government regulations impact food production controls
11. Knows how public health policies impact household waste disposal controls
12. Knows how government regulations impact household waste disposal controls
13. Knows how public health policies impact clean air
14. Knows how government regulations impact clean air
15. Knows how public health policies impact the disposal of nuclear waste
16. Knows how government regulations impact the disposal of nuclear waste

**Benchmark F.** Understands how cultural diversity enriches and challenges health behaviors (e.g., various food sources of nutrients available in different cultural and ethnic cuisines, influence of cultural factors on the treatment of diseases) (GE)

**Vocabulary**

- A. cultural diversity
- B. health behavior
- C. nutritiousness of ethnic cuisine
- D. cultural influence on disease treatment

**Knowledge/skill statements**

1. Understands how cultural diversity enriches health behaviors
2. Understands how cultural diversity challenges health behaviors
3. Understands the various sources of nutrients available in different cultural and ethnic cuisines
4. Understands how cultural factors influence the treatment of diseases

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**Standard 2.** Understands the relationship of family health to individual health

Benchmark A. Understands methods to facilitate the transition from the role of a child to the role of an independent adult in the family (CS)

**Vocabulary**

- A. role of a child
- B. role of an adult
- C. transition in family roles

**Knowledge/skill statements**

- 1. Knows the role of a child in the family
- 2. Knows the role of an independent adult in the family
- 3. Knows that one makes a transition from the role of a child to the role of an independent adult

**Benchmark B.** Knows the effects of teenage pregnancy on teenagers, their children, their parents, and society

**Vocabulary**

- A. teenage pregnancy

**Knowledge/skill statements**

- 1. Knows the effects of teenage pregnancy on teenagers
- 2. Knows the effects of teenage pregnancy on their children
- 3. Knows the effects of teenage pregnancy on their parents
- 4. Knows the effects of teenage pregnancy on society

**Benchmark C.** Understands the responsibilities inherent in dating relationships, marriage, and parenthood

**Vocabulary**

- A. dating responsibilities
- B. marriage responsibilities
- C. parenthood responsibilities

**Knowledge/skill statements**

- 1. Understands the inherent responsibilities in dating relationships
- 2. Understands the inherent responsibilities of marriage
- 3. Understands the inherent responsibilities of parenthood

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**Standard 3.** Knows how to maintain mental and emotional health

**Benchmark A.** Knows skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication (CS)

**Vocabulary**

- A. communication skill
- B. communicating with family
- C. communicating with friends

**Knowledge/skill statements**

- 1. Knows skills used to communicate effectively with family
- 2. Knows skills used to communicate effectively with friends
- 3. Knows skills used to communicate effectively with others in the community
- 4. Knows the effects of open and honest communication

**Benchmark B.** Knows strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress (G)

**Vocabulary**

- A. stress management
- B. dealing with rejection
- C. dealing with social isolation

**Knowledge/skill statements**

- 1. Knows strategies for coping with feelings of rejection
- 2. Knows strategies for overcoming feelings of rejection
- 3. Knows strategies for coping with social isolation
- 4. Knows strategies for overcoming social isolation
- 5. Knows strategies for coping with various forms of stress
- 6. Knows strategies for overcoming various forms of stress

**Benchmark C.** Understands the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed

**Vocabulary**

- A. denial and mental health
- B. denial and emotional health
- C. overcoming denial

**Knowledge/skill statements**

- 1. Understands the role of denial as a negative influence on mental health
- 2. Understands the role of denial as a negative influence on emotional health
- 3. Knows ways to overcome denial

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4. Knows where to seek assistance when trying to overcome denial

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**Standard 4.** Knows essential concepts and practices concerning injury prevention and safety

**Benchmark A.** Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety, safe driving)

**Vocabulary**

- A. injury prevention strategy
- B. community health
- C. neighborhood safety
- D. driving safety

**Knowledge/skill statements**

- 1. Knows neighborhood safety strategies that prevent injury, thereby enhancing community health
- 2. Knows traffic safety strategies that prevent injury, thereby enhancing community health
- 3. Knows safe driving strategies that prevent injury, thereby enhancing community health

**Benchmark B.** Knows possible causes of conflicts in schools, families, and communities, and strategies to prevent conflict in these situations (CS)(TS)

**Vocabulary**

- A. causes of conflict
- B. conflict prevention

**Knowledge/skill statements**

- 1. Knows possible causes of conflicts in schools
- 2. Knows possible causes of conflicts in families
- 3. Knows possible causes of conflicts in communities
- 4. Knows strategies to prevent conflict in schools
- 5. Knows strategies to prevent conflict in families
- 6. Knows strategies to prevent conflict in communities

**Benchmark C.** Knows strategies for solving interpersonal conflicts without harming self or others (CS)(G)

**Vocabulary**

- A. interpersonal conflict
- B. conflict resolution

**Knowledge/skill statements**

- 1. Knows strategies for solving interpersonal conflicts without harming oneself
- 2. Knows strategies for solving interpersonal conflicts without harming others

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**Benchmark D.** Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations

**Vocabulary**

- A. refusal skill
- B. negotiation skill
- C. collaboration skill

**Knowledge/skill statements**

1. Knows how refusal skills can be used to avoid potentially harmful situations
2. Knows how negotiation skills can be used to avoid potentially harmful situations
3. Knows how collaboration skills can be used to avoid potentially harmful situations

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**Standard 5.** Understands essential concepts about nutrition and diet

**Benchmark A.** Understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life cycle (MN)

**Vocabulary**

- A. individual nutrient need
- B. individual energy need
- C. gender-based need
- D. activity level-based need
- E. life stage-based need

**Knowledge/skill statements**

- 1. Understands how nutrient needs vary in relation to gender
- 2. Understands how nutrient needs vary in relation activity level
- 3. Understands how nutrient needs vary in relation to particular stages of the life cycle
- 4. Understands how energy needs vary in relation to gender
- 5. Understands how energy needs vary in relation activity level
- 6. Understands how energy needs vary in relation to particular stages of the life cycle

**Benchmark B.** Understands the reliability and validity of various sources of food and nutrition information (e.g., dietary supplements, diet aids, fad diets, food labels) (G)

**Vocabulary**

- A. food information
- B. nutrition information
- C. dietary supplement
- D. diet aid
- E. fad diet
- F. food label

**Knowledge/skill statements**

- 1. Understands the reliability of various sources of food information
- 2. Understands the validity of various sources of food information
- 3. Understands the reliability of various sources of nutrition information
- 4. Understands the validity of various sources of nutrition information
- 5. Understands the reliability of dietary supplements
- 6. Understands the validity of dietary supplements
- 7. Understands the reliability of diet aids
- 8. Understands the validity of diet aids
- 9. Understands the reliability of fad diets
- 10. Understands the validity of fad diets
- 11. Understands the reliability of food labels

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12. Understands the validity of food labels

**Benchmark C.** Understands the role of food additives and their relationship to health

**Vocabulary**

A. food additive

**Knowledge/skill statements**

1. Understands the purpose of food additives
2. Understands the relationship of food additives to health

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**Standard 6.** Knows how to maintain and promote personal health

**Benchmark A.** Knows how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals throughout life (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness)

**Vocabulary**

- A. personal behavior and health
- B. modifying personal behavior
- D. personal nutrition plan
- E. physical fitness assessment

**Knowledge/skill statements**

1. Knows how personal behaviors relate to health and well-being
2. Knows how personal behaviors can be modified if necessary to promote achievement of health goals throughout life
3. Knows that following a personal nutrition plan can reduce the risk of disease
4. Knows that periodically self-assessing physical fitness can help promote the achievement of health goals

**Benchmark B.** Understands the short- and long-term consequences of safe, risky, and harmful behaviors

**Vocabulary**

- A. consequences of behavior

**Knowledge/skill statements**

1. Understands the short-term consequences of safe behaviors
2. Understands the short-term consequences of risky behaviors
3. Understands the short-term consequences of harmful behaviors
4. Understands the long-term consequences of safe behaviors
5. Understands the long-term consequences of risky behaviors
6. Understands the long-term consequences of harmful behaviors

**Benchmark C.** Understands how personal health needs change during the life cycle (TS)

**Vocabulary**

- A. personal health need
- B. life stage-based need

**Knowledge/skill statements**

1. Knows that personal health needs change over time

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**Benchmark D.** Understands the impact of personal health behaviors on the functioning of body systems

**Vocabulary**

- A. health behavior
- B. body system function

**Knowledge/skill statements**

1. Knows that health behaviors impact the body systems
2. Knows health behaviors that have an affect on the functioning of body systems

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**Standard 7.** Knows essential concepts about the prevention and control of disease

**Benchmark A.** Understands how the immune system functions to prevent or combat disease

**Vocabulary**

A. immune system

**Knowledge/skill statements**

1. Understands how the immune system functions to prevent disease
2. Understands how the immune system functions to combat disease

**Benchmark B.** Understands the importance of regular examinations (including self-examination of the breasts or testicles) in detecting and treating diseases early

**Vocabulary**

- A. regular examinations and early detection
- B. regular examinations and early treatment
- C. self-examination of breasts
- D. self-examination of testicles

**Knowledge/skill statements**

1. Understands the importance of regular examinations in detecting diseases early
2. Understands the importance of regular examinations to the early treatment of disease
3. Understands the importance of the self-examination of the breasts in detecting disease early
4. Understands the importance of the self-examination of the breasts to the early treatment of disease
5. Understands the importance of self-examination of the testicles in detecting disease early
6. Understands the importance of self-examination of the testicles to the early treatment of disease

**Benchmark C.** Understands the importance of prenatal and perinatal care to both the mother and the child (TS)

**Vocabulary**

- A. prenatal care
- B. perinatal care

**Knowledge/skill statements**

1. Understands the importance of prenatal care to the mother
2. Understands the importance of perinatal care to the mother
3. Understands the importance of prenatal care to the child
4. Understands the importance of perinatal care to the child

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**Benchmark D.** Understands the social, economic, and political effects of disease on individuals, families, and communities (GE)

**Vocabulary**

- A. social effects of disease
- B. economic effects of disease
- C. political effects of disease

**Knowledge/skill statements**

1. Understands the social effects of disease on individuals
2. Understands the social effects of disease on families
3. Understands the social effects of disease on communities
4. Understands the economic effects of disease on individuals
5. Understands the economic effects of disease on families
6. Understands the economic effects of disease on communities
7. Understands the political effects of disease on individuals
8. Understands the political effects of disease on families
9. Understands the political effects of disease on communities

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**Standard 8.** Understands aspects of substance use and abuse

**Benchmark A.** Knows the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children (G)

**Vocabulary**

- A. substance abuse and reproduction
- B. substance abuse and pregnancy
- C. substance abuse and children's health

**Knowledge/skill statements**

1. Knows the short-term effects associated with the use of alcohol on reproduction
2. Knows the short-term effects associated with the use of tobacco on reproduction
3. Knows the short-term effects associated with the use of drugs on reproduction
4. Knows the short-term effects associated with the use of alcohol on pregnancy
5. Knows the short-term effects associated with the use of tobacco on pregnancy
6. Knows the short-term effects associated with the use of drugs on pregnancy
7. Knows the short-term effects associated with the use of alcohol on the health of children
8. Knows the short-term effects associated with the use of tobacco on the health of children
9. Knows the short-term effects associated with the use of drugs on the health of children
10. Knows the long-term effects associated with the use of alcohol on reproduction
11. Knows the long-term effects associated with the use of tobacco on reproduction
12. Knows the long-term effects associated with the use of drugs on reproduction
13. Knows the long-term effects associated with the use of alcohol on pregnancy
14. Knows the long-term effects associated with the use of tobacco on pregnancy
15. Knows the long-term effects associated with the use of drugs on pregnancy
16. Knows the long-term effects associated with the use of alcohol on the health of children
17. Knows the long-term effects associated with the use of tobacco on the health of children
18. Knows the long-term effects associated with the use of drugs on the health of children

**Benchmark B.** Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity)

**Vocabulary**

- A. substance abuse and behavior
- B. substance abuse and community consequences
- C. date rape
- D. transmission of disease through needle sharing
- E. transmission of disease through sexual activity

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**Knowledge/skill statements**

1. Knows how the abuse of alcohol plays a role in dangerous behavior
2. Knows how the abuse of tobacco plays a role in dangerous behavior
3. Knows how the abuse of drugs plays a role in dangerous behavior
4. Knows how the abuse of alcohol can have adverse consequences on the community
5. Knows how the abuse of tobacco can have adverse consequences on the community
6. Knows how the abuse of drugs and can have adverse consequences on the community
7. Understands the role of tobacco abuse in house fires
8. Understands the role of alcohol abuse in motor vehicle crashes
9. Understands the role of alcohol abuse in domestic violence
10. Understands the role of alcohol abuse in date rape
11. Understands the role of alcohol abuse in the transmission of diseases through sexual activity
12. Understands the role of drug abuse in motor vehicle crashes
13. Understands the role of drug abuse in domestic violence
14. Understands the role of drug abuse in date rape
15. Understands the role of drug abuse in the transmission of diseases through needle sharing
16. Understands the role of drug abuse in the transmission of diseases through sexual activity

**Benchmark C.** Understands that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions

**Vocabulary**

- A. alcoholism as a disease
- B. tobacco dependency as a disease
- C. drug dependency as a disease

**Knowledge/skill statements**

1. Understands that alcohol dependency is a treatable disease/condition
2. Understands that tobacco dependency is a treatable disease/condition
3. Understands that drug dependency is a treatable disease/condition

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**Standard 9.** Understands the fundamental concepts of growth and development

**Benchmark A.** Understands a variety of physical, mental, emotional, and social changes that occur throughout life, and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age)

**Vocabulary**

A. life stage changes

**Knowledge/skill statements**

1. Understands a variety of physical changes that occur throughout life
2. Understands a variety of mental changes that occur throughout life
3. Understands a variety of emotional changes that occur throughout life
4. Understands a variety of social changes that occur throughout life
5. Understands how physical changes throughout life differ among individuals
6. Understands how mental changes throughout life differ among individuals
7. Understands how emotional changes throughout life differ among individuals
8. Understands how social changes throughout life differ among individuals
9. Understands physical changes that occur as a young adult
10. Understands mental changes that occur as a young adult
11. Understands emotional changes that occur as a young adult
12. Understands social changes that occur as a young adult
13. Understands physical changes that occur during pregnancy
14. Understands mental changes that occur during pregnancy
15. Understands emotional changes that occur during pregnancy
16. Understands social changes that occur during pregnancy
17. Understands physical changes that occur during middle age
18. Understands mental changes that occur during middle age
19. Understands emotional changes that occur during middle age
20. Understands social changes that occur during middle age
21. Understands physical changes that occur in old age
22. Understands mental changes that occur in old age
23. Understands emotional changes that occur in old age
24. Understands social changes that occur in old age

**Benchmark B.** Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality

**Vocabulary**

A. sexuality

B. influences on sexuality

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**Knowledge/skill statements**

1. Understands how physical factors influence attitudes regarding sexuality
2. Understands how physical factors influence behaviors regarding sexuality
3. Understands how mental factors influence attitudes regarding sexuality
4. Understands how mental factors influence behaviors regarding sexuality
5. Understands how social factors influence attitudes regarding sexuality
6. Understands how social factors influence behaviors regarding sexuality
7. Understands how cultural factors influence attitudes regarding sexuality
8. Understands how cultural factors influence behaviors regarding sexuality

**Benchmark C.** Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs) (C)

**Vocabulary**

- A. prenatal period
- B. fetus
- C. nutrition during pregnancy
- D. substance abuse and pregnancy

**Knowledge/skill statements**

1. Knows sound health practices in the prenatal period that are important to the health of the fetus
2. Knows sound health practices in the prenatal period that are important to the health of the young child
3. Knows that diet practices during the prenatal period are important to the health of the fetus
4. Knows that diet practices during the prenatal period are important to the health of the young child
5. Knows that refraining from cigarette smoking during the prenatal period is important to the health of the fetus
6. Knows that refraining from cigarette smoking during the prenatal period is important to the health of the young child
7. Knows that refraining from the use of alcohol during the prenatal period is important to the health of the fetus
8. Knows that refraining from the use of alcohol during the prenatal period is important to the health of the young child
9. Knows that refraining from the use of drugs during the prenatal period is important to the health of the fetus
10. Knows that refraining from the use of drugs during the prenatal period is important to the health of the young child