

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Health Education, Injury Violence Prevention and Safety Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the injury violence prevention and safety strand. This document reflects the recommendations for kindergarten—high school. Proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location). Additions are shown in green font with underlines (additions).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

MV—multiple viewpoints from within the work group

VA—information added, changed, or deleted to increase vertical alignment

WGD—student expectation from the current TEKS that Work Group D has recommended to add to the strand

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Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<u>The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:</u>						
<p><u>WGD: First Aid (Including Accessing Emergency Services)</u></p> <p>First-aid (including Stop the-Bleed), CPR, AED, and mental health first aid</p>	(A)	<p><u>K.2.G. demonstrate procedures for responding to emergencies including dialing reporting to a trusted adult or contacting 911;</u></p>	<p><u>1.2.D. identify ways methods to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an trusted adult or contacting 911;</u></p> <p><u>1.2.F. identify and describe safe bicycle skills;</u></p>	<p><u>2.2.A. identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;</u></p> <p><u>2.2.C. explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</u></p> <p><u>2.3.A. describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</u></p> <p><u>New: discuss methods to avoid harming oneself or another person by staying away from</u></p>	<p><u>3.1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</u></p> <p><u>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</u></p> <p><u>New: Compare and contrast methods to avoid harming oneself or another person by staying away from dangerous situations and reporting to a trusted adult or contacting 911;</u></p>	<p><u>4.4.E. explain how to develop a home safety and emergency response plan such as fire safety;</u></p> <p><u>New: demonstrate strategies for preventing and responding to injuries;</u></p>	<p><u>5.8.C. describe how a safe school environment relates to a healthy community;</u></p> <p><u>5.5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries;</u></p> <p><u>5.7.B. identify the use of health-related technology in the school such as audiometry and the Internet.</u></p>	<p>VA-Streamlining: Combining First Aid, and Accessing Emergency Services.</p> <p>WGD wants to rename the combined topics of First Aid and Accessing Emergency Services as First Aid (Including Accessing Emergency Services)</p> <p>Duplicate: 1.2.F, 2.2.C, 2.3.A, 3.1.F, 3.2.A, 4.4.E in Bike Safety</p> <p>2.2.A addressed in ATOD</p> <p>5.8.C addressed in Healthy Home School</p> <p>5.7.B moved to digital citizen</p> <p>Added new SE for grade 2, 3, 4 due to vertical alignment.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
				dangerous situations and reporting to a trusted adult or contacting 911;				
<p>WGD: Safety Awareness</p> <p>Bike safety, water safety, pedestrian safety and fire safety and using protective equipment</p> <p>Head injury and concussion prevention and protocol</p>	(B)	<p>K.2.A. identify the purpose of protective equipment such as a seat belt and a bicycle helmet;</p> <p>K.2.D. identify ways to avoid harming oneself or another person;</p> <p>K.2.E. practice safety rules during physical activity such as water safety and bike safety;</p>	<p>1.2.A. identify and use protective equipment to prevent injury;</p> <p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>1.2.F. identify and describe safe bicycle skills;</p> <p>1.2.G. identify and practice safety rules during play;</p>	<p>2.2.C. explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</p> <p>2.3.A. describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</p> <p>2.7.B. discuss how personal health care products have been improved by technology such as sunblock and safety equipment.</p>	<p>3.1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p> <p>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p> <p>3.2.C. identify reasons for avoiding violence, gangs, weapons and drugs;</p>	<p>4.4.E. explain how to develop a home-safety and emergency response plan such as fire safety;</p>	<p>5.5.E demonstrate strategies for preventing and responding to deliberate and accidental injuries;</p> <p>5.7.A. research the effect of media on health-promoting behaviors;</p> <p>5.8.C. describe how a safe school environment relates to a healthy community;</p>	<p>Duplicate 1.2.D, 3.1.F, 3.2.C weapon awareness & Safety</p> <p>3.2.A deleted phrase is addressed in weapons awareness and safety.</p> <p>Duplicate 5.5.E in First Aid</p> <p>Duplicate 5.7.A in digital citizenship and media.</p> <p>Duplicate 5.8.C in Healthy Home and Community</p> <p>2.7.B WGD recommends to be addressed in Physical Health and Hygiene Strand.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
					3.2.E. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.			WGD wants to rename the topic: Safety Awareness to include Driving safety (including distracted driving, texting, and driving under the influence, including the risk for rider and driver
Situational awareness (“stranger danger”, “see something, say something”; weather	(c)	<p>K.2.B. identify safe and unsafe places to play such as a back yard and a street;</p> <p>K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool;</p>	<p>1.2.B. name safe play environments;</p> <p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>1.8.B. describe ways in which a person's health may be affected by weather and pollution.</p>	<p>2.2.E. explain ways to avoid weapons and report the presence of weapons to an adult;</p> <p>2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;</p> <p>2.5.B describe strategies for protecting the environment and the relationship between the environment and individual health</p>	<p>3.1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p> <p>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p>		<p>5.5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries;</p> <p>5.7.A. research the effect of media on health-promoting behaviors;</p> <p>5.8.C. describe how a safe school environment relates to a healthy community;</p>	<p>Duplicate 3.1.F, 3.2.A, 5.5.E, 5.8.C</p> <p>Moved this topic to Healthy Home, School, and Community Climate Strand.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
				<p>such as air pollution and ultra-violet rays;</p> <p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p>				
<p>Accessing emergency services (getting help; calling 9-1-1)</p>	(D)	<p>K.2.G. demonstrate procedures for responding to emergencies including dialing 911;</p>	<p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>1.2.F. identify and describe safe bicycle skills;</p>	<p>2.2.A. identify and describe the harmful effects of alcohol, tobacco, and other drugs on the body;</p> <p>2.2.C. explain the need to use protective equipment when engaging in certain recreational activities such as skateboarding, rollerblading, cycling, and swimming;</p> <p>2.3.A. describe behaviors that protect the body structure and organs such as wearing a seat belt and wearing a bicycle helmet;</p>	<p>3.1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p> <p>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p>	<p>4.4.E. explain how to develop a home-safety and emergency response plan such as fire safety;</p>	<p>5.5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries;</p> <p>5.7.B. identify the use of health-related technology in the school such as audiometry and the Internet.</p> <p>5.8.C. describe how a safe school environment relates to a healthy community;</p>	<p>Duplicate- 3.1.F & 5.8.C Move to: First Aid</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
Head injury and concussion prevention and protocol	(E)				<p>3-1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.</p> <p>3-2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p> <p>3-2.E. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.</p>		<p>5-5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries;</p> <p>5-7.A. research the effect of media on health promoting behaviors;</p> <p>5-8.C. describe how a safe school environment relates to a healthy community;</p>	<p>Duplicate: 3.1.F, 3.2.A, 5.5.E, 5.8.C</p> <p>Head injury and concussion prevention and protocol combined with Bike safety, water safety, pedestrian safety and fire safety and using protective equipment</p>
Driving safety (including distracted driving, texting, and driving under the influence, including	(F)			2-3.A. describe behaviors that protect the body structure and organs such as wearing a	3-1.F. explain strategies for maintaining a personal health plan such as a commitment to good		5-5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries;	<p>Duplicate 2.3.A, 3.2.A, 3.2.E addressed in Safety Awareness (Bike Safety)</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
the risk for rider and driver				seat belt and wearing a bicycle helmet;	personal hygiene and checkups and an awareness of safety skills. 3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons; 3.2.E. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.		5.7.A. research the effect of media on health-promoting behaviors; 5.8.C. describe how a safe school environment relates to a healthy community;	Duplicate 3.1.F in personal health and hygiene Duplicate 5.5.E in First Aid Duplicate 5.7.A in digital citizenship and media. 5.8.C moved to Community & Environmental Health
Weapons awareness and safety (including reporting)	(G)	K.2.H. name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.	1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;	2.2.E. explain ways to avoid weapons and report the presence of weapons to an adult; 2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the	3.1.F. explain strategies for maintaining a personal health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.		5.5.E. demonstrate strategies for preventing and responding to deliberate and accidental injuries; 5.7.A. research the effect of media on health-promoting behaviors;	Duplicate: 1.2.D, 2.2.E, 2.5.A, 3.2.F, 3.2.A, 3.2.C, 3.2.E, 5.5.E, 5.8.C Move 5.7.A to Online Safety

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	K	1	2	3	4	5	Comments
				<p>home and drinking untreated water;</p>	<p>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p> <p>3.2.C. identify reasons for avoiding violence, gangs, weapons and drugs;</p> <p>3.2.E. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.</p>		<p>5.8.C. describe how a safe school environment relates to a healthy community;</p>	

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</u></p>						
Healthy and unhealthy communication	(A)		<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.3.B. describe how decisions can be reached and problems can be solved;</p> <p>1.9.A. demonstrate respectful communication;</p>	<p>2.9.C. demonstrate refusal skills.</p> <p>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe.</p> <p><u>2.10.A. describe how to effectively communicate;</u></p>	<p>3.2.D. identify examples of abuse and describe appropriate responses;</p> <p>3.9.B. demonstrate strategies for resolving conflicts; Think this is supposed to be 3.9.B.</p> <p>3.9.D. demonstrate effective listening skills;- Think this is supposed to be 3.9.D.</p> <p><u>WGD: 4.10.B describe healthy ways of responding to disrespectful behavior;</u></p>	<p>4.9.D. demonstrate healthy ways of gaining attention;</p> <p>4.9.F. analyze strengths and weaknesses in personal communication skills;</p> <p>4.10.A demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;</p> <p>4.10.B. describe healthy ways of responding to disrespectful behavior;</p> <p>4.10.C. describe strategies for self-control and the importance of dealing</p>	<p>5.6.C. identify ways to enhance personal communication skills;</p> <p>5.6.D. analyze respectful ways to communicate with family, adults, and peers;</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</p> <p>5.11.E Does not exist</p>	<p>Duplicate 1.2.H, 1.3.B, 3.2.D, 4.10.A, 4.10.B, 4.12.E</p> <p>Moved 3.9.B to conflict resolution</p> <p>4.10.C duplicated in Mental Health and Wellness</p> <p>Moved 4.10.B to 3gr for VA</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
						<p>with emotions appropriately and how they affect thoughts and behaviors.</p> <p>4.12.B demonstrate appropriate ways to deal with disrespectful behavior;</p> <p>4.12.C explain the difference between assertive behavior and aggressive behavior;</p> <p>4.12.E. demonstrate consideration when interacting with individuals who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.</p>		

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Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
Help-seeking and coping	(B)		<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p>	<p>2.9.C. demonstrate refusal skills.</p> <p>2.11.B. describe how personal health decisions affect self and others;</p> <p>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe.</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses;</p> <p>8.3-9.B. demonstrate strategies for resolving conflicts; Think this is supposed to be 3.9.B.</p> <p>3.11.D. explain the importance of seeking assistance in making decisions about health;</p>	<p>4.9.A. describe the qualities of a good friend;</p> <p>4.9.B explain steps in conflict resolution;</p> <p>4.11.A explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;</p> <p>4.11.C. describe the importance of parental guidance and other trusted adults in goal setting;</p> <p>4.12.B demonstrate appropriate ways to deal with disrespectful behavior;</p>	<p>5.8.C. describe how a safe school environment relates to a healthy community;</p> <p>5.9.F. explain the importance of parent/trusted adult guidance in goal setting.</p> <p>5.11.D. Does not exist</p>	<p>Topic is duplicated in Healthy Home and School sub strand</p> <p>2.11.B WGD recommends this SE be moved to Physical Health and Hygiene.</p> <p>5.9.F moved to Child Abuse.</p> <p>3.11.D Moved to Child Abuse</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
Conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	(C)	<p><u>WGD: identify ways to avoid and resolve conflicts.</u></p> <p><u>K.10.C. demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers;</u></p>	<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.3.B. describe how decisions can be reached and problems can be solved;</p> <p>1.10.B. practice <u>ways refusal skills</u> to avoid and resolve conflicts.</p>	<p>2.10.A. describe how to effectively communicate;</p> <p>2.10.B. <u>use conflict resolution strategies to</u> express needs, wants, and emotions in healthy ways;</p> <p>2.10.D. describe how to effectively respond to bullying of oneself or others;</p> <p>2.10.E. explain the benefits of treating friends, teachers, family members, and peers with respect.</p> <p>2.11.A. explain steps in the decision-making process and the importance of following the steps;</p>	<p>8.3.9.B. demonstrate strategies for resolving conflicts;-Think this is supposed to be 3.9.B.</p>	<p>8.9.B. demonstrate strategies for resolving conflicts;-Think this should be 3.9.B.</p> <p>8.9.D. demonstrate effective listening skills;-Think this should be 3.9.D.</p> <p>4.9.B. explain <u>and demonstrate</u> steps in conflict resolution;</p> <p>4.10.B. describe healthy ways of responding to disrespectful behavior;</p> <p>4.12.B. demonstrate appropriate ways to deal with disrespectful behavior;</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior;</p>	<p>5.11.A. Does not exist</p> <p><u>New: apply steps in conflict resolution in various situations;</u></p>	<p>Duplicate: 1.2.H, 2.10.E, 8.9.D, 4.10.B, 4.12.B, 4.12.C</p> <p>WGD add KG SE for VA WGD add 5gr SE for VA</p> <p>Move 2.10.A to Healthy and unhealthy communication</p> <p>Move 2.10.B to Bullying and Harassment for VA</p> <p>N/A 2.11.A</p> <p>Moved K.10.C from Bullying and Harassment.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
Characteristics of healthy relationships (including empathy, autonomy, respect, trust, sympathy)	(D)	<u>New: Identify characteristics of friendship</u>	<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.9.A. demonstrate respectful communication;</p> <p>1.9.E. list ways of actively discouraging bullying;</p> <p>1.10.A. describe ways to build and maintain friendships;</p>	<p>2.8.A. describe how friends can influence a person's health;</p> <p>2.9.A. identify characteristics needed to be a responsible family member or friend;</p> <p>2.10.A. describe how to effectively communicate;</p> <p>2.10.B. express needs, wants, and emotions in healthy ways;</p> <p>2.10.D. describe how to effectively respond to bullying of oneself or others;</p> <p>2.10.E. explain the benefits of treating friends, teachers, family members, and peers with respect.</p>	<p>3.2.C. identify reasons for avoiding violence, gangs, weapons and drugs;</p> <p>3.2.D. identify examples of abuse and describe appropriate responses;</p> <p>8.9.B. demonstrate strategies for resolving conflicts; Think this should be 3.9.B.</p> <p>8.9.D. demonstrate effective listening skills; Think this should be 3.9.D.</p> <p><u>New: identify positive and negative aspects of friends and social groups;</u></p>	<p>4.9.A. describe <u>evaluate</u> the qualities of a <u>good</u> friend;</p> <p>4.9.D. demonstrate healthy ways of gaining attention;</p> <p>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;</p> <p>4.10.A. demonstrate consideration when communicating with individuals who communicate in unique ways such as someone having a speech defect, someone not speaking English, or someone being deaf;</p> <p>4.11.A. explain the importance of seeking guidance from parents and other trusted adults in making</p>	<p>5.6.E. demonstrate ways of <u>interacting</u> with individuals who communicate in unique ways such as having a speech defect and not speaking English;</p> <p>5.6.F. apply and practice strategies for self-control;</p> <p>5.8.A. explain the importance of communication skills as a major influence on the social and emotional health of the individual and family;</p> <p>5.11.C. Does not exist</p> <p><u>New: Compare and contrast positive and negative aspects of friends and social groups;</u></p>	<p>Duplicate 1.2.H, 1.9.A, 1.9.E, 2.10.A, 2.10.B, 2.10.D, 3.2.C, 3.2.D, 8.9.B, 8.9.D, 4.9.D, 4.10.A, 4.11.A, 4.12.B, 5.8.A</p> <p>Add KG SE for VA Add 3gr SE for VA Add 4gr SE for VA Add 5gr SE for VA</p> <p>Move 4.9.E , 4.11.C to Child Abuse.</p> <p>N/A 5.6.F located in Mental Health and Wellness</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments
						<p>healthy decisions and solving problems;</p> <p>4.11.C. describe the importance of parental guidance and other trusted adults in goal setting;</p> <p>4.12.B. demonstrate appropriate ways to deal with disrespectful behavior;</p> <p>4.12.E. demonstrate consideration <u>empathy</u> when interacting with individuals, <u>including those</u> who communicate in unique ways such as someone who has a speech impediment, someone who does not speak English, or someone who has an exceptionally high vocabulary.</p> <p><u>New: Explain positive and negative aspects of friends and social groups;</u></p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships - Conflict resolution skills

Topics	KS/SE	K	1	2	3	4	5	Comments

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Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	The student understands that individual actions and awareness can impact safety, community, and environment.						
Human trafficking and gangs— prevention, awareness, reporting	(A)	<p><u>New: name safe play environments;</u></p>	<p>1.2.B. <u>describe the difference between safe and unsafe name safe play environments;</u></p> <p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p>	<p><u>New: describe unsafe situations including engaging with strangers;</u></p>	<p>3.2.C. identify reasons for avoiding violence, gangs, weapons and drugs;</p>	<p>4.4.F. identify strategies for avoiding deliberate and accidental injuries such as gang violence, <u>gangs, weapons, drugs and human trafficking accidents at school and home;</u></p> <p>4.9.G. identify positive and negative characteristics of social groups such as gang <u>behavior s, clubs, and cliques;</u></p>	<p>5.5.F. explain strategies for avoiding violence, gangs, weapons and drugs <u>and human trafficking;</u></p> <p><u>New: examine characteristics of gang behavior;</u></p>	<p>Duplicate: 1.2.B, 1.2.D, 1.2.H, WGD added SE to 2gr for VA WGD added SE to 5gr for VA</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	K	1	2	3	4	5	Comments
People and places to seek help (safe havens, safe space, community helpers)	(B)	K.2.F identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;	<p>1.2.B. name safe play environments;</p> <p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p> <p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.11.A demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;</p>	<p>2.5.C. identify personal responsibilities as a family member in promoting and practicing health behaviors.</p> <p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p> <p>2.11.D. explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal health.</p> <p>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe.</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses;</p>	<p>4.4.F. identify strategies for avoiding deliberate and accidental injuries such as gang violence and accidents at school and home;</p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;</p> <p>4.11.A explain the importance of seeking guidance from parents and other trusted adults in making healthy decisions and solving problems;</p>	<p>5.3.A. describe methods of accessing health information;</p> <p>5.3.B. demonstrate ways to communicate health information such as posters, videos, and brochures.</p> <p>5.5.F. explain strategies for avoiding violence, gangs, weapons and drugs;</p> <p>5.6.B. describe the characteristics of healthy and unhealthy friendships;</p> <p>5.8.C. describe how a safe school environment relates to a healthy community;</p> <p>5.8.F. Does not exist</p> <p>5.11.D Does not exist</p>	<p>Duplicate: 1.2.B, 1.2.D, 1.2.H, 2.5.C, 2.8.B, 3.2.D, 4.4.F, 4.9.C, 5.5.F, 5.6.B, 5.8.C</p> <p>Moved 1.11.A, 2.11.D, 2.12.B, 4.11.A, to Child Abuse</p> <p>5.3.A and 5.3.B are addressed in Personal Health and Hygiene</p> <p>Topic is duplicated in Child Abuse topic.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	K	1	2	3	4	5	Comments
Environmental <u>and</u> <u>Community</u> Health	(C)	<u>K.7.A. tell how weather affects individual health such as dressing for warmth, protecting skin from the sun, and keeping classrooms and homes warm and cool;</u>	<u>1.8.B. describe ways in which a person's health may be affected by weather and pollution.</u>	<u>2.5.B describe strategies for protecting the environment and the relationship between the environment and individual health such as air pollution, and ultra-violet rays; and untreated drinking water;</u>	3.6.A relate how protecting the environment promotes individual and community health 3.6.B identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness 3.6.C identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws 3.6.D describe roles and responsibilities of family members in promoting and practicing health behaviors	4.6.B explain the importance of a community environmental health plan <u>4.6.A identify similarities in which healthy environments can be promoted in homes, schools, and communities</u>	<u>5.8.C. describe how a safe school environment relates to a healthy community;</u> <u>5.8.D identify environmental protection programs that promote community health such as recycling, waste disposal, or safe food packaging</u>	Combined Environmental Health and Community Health Topics. Moved K.7.A, 1.8.B, 2.5.B and 5.8.C from Situational awareness. Moved 1.8.B 3.6.D is n/a
<u>Community</u> Health	(D)				see existing SE 3.6.D	see existing SE 4.6.A.	see existing SE 5.8.C.	

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	K	1	2	3	4	5	Comments
Situational and Weapon Awareness and Safety (including reporting)	(E)	<p>K.2.B. identify safe and unsafe places to play such as a back yard and a street;</p> <p>K.2.H. name objects that may be dangerous such as knives, scissors, and screwdrivers and tell how they can be harmful.</p>	<p>1.2.B. name safe play environments;</p> <p>1.2.D. identify ways to avoid weapons and drugs or harming oneself or another person by staying away from dangerous situations and reporting to an adult;</p>	<p>2.2.E. explain ways to avoid weapons and report the presence of weapons to an adult;</p> <p>2.5.A. identify hazards in the environment that affect health and safety such as having loaded guns in the home and drinking untreated water;</p> <p>2.8.B. recognize unsafe requests made by friends such as playing in the street.</p>	New: identify safety skills in various situations, including violence in the home;	New: discuss safety skills in various situations, including violence in the home;	New: Evaluate safety procedures in various situations, including violence in the home;	<p>Added SE at gr 3,4,5 for VA</p> <p>Deleted 1.2.B addressed in Human Trafficking and moved to a KG level.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	The student understands how to be a safe and responsible citizen in digital environments. The student is expected to:						
Cyberbullying	(A)		<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.9.E. list ways of actively discouraging bullying;</p> <p>1.11.A. demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;</p> <p>1.11.D. Does not exist</p>	<p>2.12.A. identify negative consequences that result from bullying behaviors;</p>	<p>3.2.A. explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;</p> <p>3.7.A. describe how the media can influence knowledge and health behaviors;</p> <p>3.9.A. demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;</p>	<p>4.7.A. explain how the media can influence health behaviors;</p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;</p> <p>4.12.A. describe the characteristics of a cyberbullying;</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior;</p> <p>4.12.D. describe the negative impact cyberbullying has on both the victim and the bully;</p>	<p><u>New: analyze distinguishing characteristics of cyberbullying;</u></p> <p><u>New: differentiate the negative impact cyberbullying has on the victim, bully and bystanders;</u></p>	<p>Duplicate: 1.2.H, 1.9.E, 1.11.A, 2.12.A, 3.2.A, 3.7.A, 3.9.A, 4.7.A, 4.9.C, 4.12.C.</p> <p>WGD add 5gr SE for VA</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	K	1	2	3	4	5	Comments
Sexting and digital pornography	(B)				<p>3.7.A. describe how the media can influence knowledge and health behaviors;</p> <p>3.9.A. demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;</p> <p><u>New: Identify appropriate ways to communicate in an online environment.</u></p>	<p>4.7.A. explain how the media can influence health behaviors;</p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;</p> <p><u>New: Identify appropriate and inappropriate ways to communicate in an online environment.</u></p>	<p><u>New: distinguish between appropriate and inappropriate boundaries during online communication;</u></p>	<p>Duplicate: 3.7.A, 3.9.A, 4.7.A, 4.9.C</p> <p>WGD add 3 gr SE for VA</p> <p>WGD add 4 gr SE for VA</p> <p>WGD add 5 gr SE for VA</p>
Online safety (including identity protection, see something-say something, online predators)	(C)		<p>1.2.B. name safe play environments;</p> <p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.9.F. practice refusal skills and replacement</p>	<p>2.8.B recognize unsafe requests made <u>in a digital environment</u> by friends such as playing in the street.</p> <p>2.11.D explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions <u>regarding digital use about personal health.</u></p>	<p>3.2.A. explain the need for obeying safety rules <u>in a digital environment</u> at home, school, work, and play such as bike safety and avoidance of weapons;</p> <p>3.2.E. describe the importance of taking personal responsibility <u>for reducing hazards in a digital environment, avoiding accidents, and</u></p>	<p>4.7.A. explain how <u>digital</u> the media can influence health behaviors;</p> <p>4.7.B. describe ways technology can <u>affect influence</u> healthy <u>behavior.</u></p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative</p>	<p>5.7.A. research analyze the effect of digital media on health-promoting behaviors;</p> <p>5.7.B. identify the use of health-related technology in the school such as audiometry and the Internet.</p> <p><u>New: explain the benefits of identity protection in a digital environment.</u></p>	<p>5.7.A moved from Weapon Awareness</p> <p>5.7.B Moved from First Aid (Accessing Emergency Services)</p> <p>WGD decided to delete this SE as it is N/A</p> <p>Duplicate: 1.2.B, 1.2.H, 2.12.A, 4.12.C</p> <p>N/A 1.9.F,</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	K	1	2	3	4	5	Comments
			<p>behaviors to avoid and resolve conflicts.</p> <p>1.11.A. demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe online by a peer or an adult;</p>	<p>2.12.A identify negative consequences that result from bullying behaviors;</p>	<p>preventing accidental injuries.</p> <p>3.7.A. describe how the digital media can influence knowledge and health behaviors;</p>	<p>peer pressure and the media should be resisted;</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior;</p>		4.9.C is deleted because it is addressed in the new SE in Sexting and Digital Pornography,
Legal ramifications and other consequences	(D)			<p>2.12.A. identify negative consequences that result from cyberbullying behaviors and inappropriate online usage;</p> <p>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe.</p>	<p><u>New: explain consequences that result from cyberbullying and inappropriate online usage;</u></p>	<p>4.7.B. describe ways technology can influence health.</p> <p><u>New: discuss the consequences of cyberbullying and inappropriate online communication in relation to home and school environments;</u></p>	<p><u>New: Analyze the consequences of cyberbullying and inappropriate online communication in relation to home, school and community environments;</u></p>	<p>Duplicate: 2.12.B, 4.7.B</p> <p>WGD added SE to 3gr for VA</p> <p>WGD added SE to 4gr for VA</p> <p>WGD added SE to 5gr for VA</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:						
Family violence and prevention (characteristics and consequences of, reporting and seeking help)	(A)				3.2.D. identify examples of abuse and describe appropriate responses;	4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.		WGD recommends deleting 3.2.D because the concept is already addressed in new SE in Situational and Weapon Awareness and Safety. Duplicate: 4.4.G
Dating violence (characteristics and consequences of, reporting and seeking help)	(B)				3.2.D. identify examples of abuse and describe appropriate responses;	4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.		Integrated with Reproductive and Sexual Health strand
Sexual harassment (characteristics and consequences of, reporting and seeking help)	(C)				3.2.D. identify examples of abuse and describe appropriate responses;	4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult. 4.12.C. explain the difference between assertive behavior and aggressive behavior;		Integrated with Reproductive and Sexual Health strand

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	K	1	2	3	4	5	Comments
Bullying and harassment (characteristics and consequences of, reporting and seeking help)	(D)	<p>K.10.A. identify bullying behaviors;</p> <p>K.10.B. identify replacement behaviors to avoid bullying friends, family members, and peers;</p> <p>K.10.C. demonstrate how to get help from a teacher, parent, or trusted adult in solving problems and conflicts with peers;</p> <p>K.10.D. describe appropriate actions to take in response to bullying.</p>	<p>1.9.E. list ways of actively discouraging bullying;</p> <p>1.11.A. demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;</p> <p>1.11.B. describe negative consequences for both the victim and the bully.</p>	<p>2.12.A. identify negative consequences that result from bullying behaviors;</p> <p><u>2.10.D. describe how to effectively respond to bullying of oneself or others;</u></p>	<p>3.2.D. identify examples of abuse and describe appropriate responses;</p> <p>3.9.A. demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;</p>	<p>4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p> <p>4.9.C. explain the importance of refusal skills and why the influence of negative peer pressure and the media should be resisted;</p> <p>4.12.A. describe the characteristics of a bully;</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior;</p> <p>4.12.D describe the negative impact bullying has on both the victim and the bully;</p>	<p>5.11.B Does not exist</p> <p>5.11.C</p> <p>5.11.D</p> <p>5.11.E</p> <p><u>WGD:</u> 5.10.B describe appropriate ways to address bullying on behalf of a friend or a peer;</p> <p><u>WGD:</u> 5.10.C Explain the differences among teasing, joking, playing around, bullying;</p> <p><u>WGD:</u> 5.10.D. identify methods available through which to report bullying;</p> <p><u>WGD:</u> 5.10.E describe the difference between reporting and tattling;</p>	<p>Moved K.10.C to Conflict Resolution.</p> <p>Duplicate 3.2.D, 4.4.G, 4.12.C</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	K	1	2	3	4	5	Comments
Child abuse (including sexual abuse, such as human trafficking) and neglect (characteristics and consequences of, reporting and seeking help) People and places to seek help (safe havens, safe space, community helpers)	(E)	<p>K.9.A identify and use refusal skills to avoid unsafe behavior situations such as saying no in unsafe situations and then telling a an trusted adult if he/she is threatened;</p> <p>K.2.F identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult;</p>	<p>1.2.H. identify how to get help from a parent and/or trusted adult when made to feel uncomfortable or unsafe by another person/adult.</p> <p>1.11.A demonstrate how to get help from a teacher, parent, or trusted adult when made to feel bullied, uncomfortable, or unsafe by a peer or an adult;</p>	<p>2.11.D. explain why obtaining help, especially from parents/trusted adults, can be helpful when making decisions about personal safety health.</p> <p>2.12.B. identify ways to respond when made to feel uncomfortable or unsafe.</p>	<p>3.2.D. identify examples of abuse and describe appropriate responses;</p> <p>3.11.D. explain the importance of seeking assistance in making decisions about personal safety health;</p>	<p>4.4.G. identify types of abuse such as physical, emotional, and sexual and know ways to seek help from a parent and/or trusted adult.</p> <p>4.12.C. explain the difference between assertive behavior and aggressive behavior;</p> <p>4.11.A explain the importance of seeking guidance from parents and other trusted adults on critical issues in order to make ing healthy decisions and solving problems;</p> <p>4.9.E. identify critical issues that should be discussed with parents/trusted adults such as puberty, harassment, and emotions;</p> <p>4.11.C. describe the importance of parental guidance and other</p>	<p>5.9.F. explain the importance of parent/trusted adult guidance in goal setting.</p> <p>WGD: 5.5.I explain the impact of neglect and abuse;</p>	<p>Moved K.2.F, 1.11.A, 2.11.D, 2.12.B from People and Places to Seek Help.</p> <p>Moved 3.11.D and 5.9.F from Help Seeking and Coping</p> <p>Moved 4.11.A from People and Places to Seek Help.</p> <p>Moved 4.9.E , 4.11.C from Characteristics of healthy relationships</p> <p>Duplicate 1.11.A, 4.12.C,</p> <p>4.9.E integrated with 4.11.A</p> <p>4.11.C deleted as content met in other SE</p> <p>5.9.F deleted as content met in other SE</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	K	1	2	3	4	5	Comments
						<u>trusted adults in goal setting;</u>		

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Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:</u>				
<p><u>WGD: First Aid (Including Accessing Emergency Services)</u></p> <p>First aid (including Stop the Bleed), CPR, AED, and mental health first aid</p>	(A)	6.7.A. demonstrate an understanding of basic first-aid procedures;	7.6.G. demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR) and the choking rescue;	<p>Health 1.2.C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion;</p> <p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.13.C. explain how to access health services for people of all ages.</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p> <p>Health 1.18.C. develop strategies to evaluate information relating to a variety of critical health issues.</p>		<p>WGD wants to rename the combined topics of First Aid and Accessing Emergency Services as First Aid (Including Accessing Emergency Services)</p> <p>SE, new SE in Health 1 – reiterate and expanding at high school level the 7/8 7.6.G SE</p> <p>Duplicate 1.2.C, 1.11.C, 1.13.C, 1.14.F, 1.17.E, 1.18.C, 1.1.A, 1.1.E, 1.11.B</p> <p>1.12.A addressed in ATOD</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p><u>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</u></p> <p><u>Health 1.1.E. examine issues related to death and grieving;</u></p> <p><u>Health 1.7.H. analyze strategies for preventing and responding to deliberate and accidental injuries.</u></p> <p><u>Health 1.11.B. analyze the impact of the availability of health services in the community and the world;</u></p> <p><u>Health 1.12.A. describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult;</u></p> <p><u>Health 1.13.B. identify situations requiring professional health services for people of all ages such as</u></p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p><u>primary, preventive, and emergency care;</u></p> <p><u>New: demonstrate basic first-aid procedures including cardiopulmonary resuscitation (CPR), choking rescue and Automated External Defibrillator (AED);</u></p>		
<p><u>WGD: Safety Awareness</u></p> <p>Bike safety, water safety, pedestrian safety and fire safety and using protective equipment</p>	<p>(B)</p>			<p>Health 1.7.H. analyze strategies for preventing and responding to deliberate and accidental injuries.</p> <p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.B. identify decision-making skills that promote individual, family, and community health</p>		<p>WGD wants to rename the topic: Safety Awareness</p> <p>Duplicate 1.7.H, 1.18.C addressed in First Aid.</p> <p>Duplicate 1.17.E in Driving safety.</p> <p>Duplicated 1.17.B in mental health and wellness.</p> <p>Duplicated 1.14.F in physical health and hygiene.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p> <p>Health 1.18.C. develop strategies to evaluate information relating to a variety of critical health issues.</p>		
<p>Situational awareness (“stranger danger”, “see something, say something”; weather</p>	<p>(C)</p>		<p>7.8.B. develop strategies for monitoring positive and negative relationships that influence health.</p>	<p>Health 1.7.H. analyze strategies for preventing and responding to deliberate and accidental injuries.</p> <p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.B. identify decision-making skills that promote individual, family, and community health;</p> <p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p>		<p>Duplicate 7.8.B, 1.7.H, 1.11.C, 1.14.F, 1.17.B, 1.17.E, 1.18.C</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				Health 1.18.C. develop strategies to evaluate information relating to a variety of critical health issues.		
Accessing emergency services (getting help; calling 9-1-1)	(D)			<p>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</p> <p>Health 1.1.E. examine issues related to death and grieving;</p> <p>Health 1.2.C. identify, describe, and assess available health-related services in the community that relate to disease prevention and health promotion;</p> <p>Health 1.7.H. analyze strategies for preventing and responding to deliberate and accidental injuries.</p> <p>Health 1.11.B. analyze the impact of the availability of health services in the community and the world;</p>		Move to: First Aid Duplicate: 1.2C, 1.11.C, 1.13. C, 1.14.F, 1.17.E, 1.18.C.

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.12.A. describe ways to report the suspected abuse of drugs to a parent or school administrator, teacher, or other trusted adult;</p> <p>Health 1.13.B. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;</p> <p>Health 1.13.C. explain how to access health services for people of all ages.</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.18.C. develop strategies to evaluate information relating to a variety of critical health issues.</p>		
<p>Head injury and concussion prevention and protocol</p>	<p>(E)</p>			<p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.13.B. identify situations requiring professional health services for people of all ages such as</p>		<p>Duplicate: Moved to First Aid 1.11.C, 1.13.B, 1.14.F, 1.17.E</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>primary, preventive, and emergency care;</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p>		
<p>Driving safety (including distracted driving, texting, and driving under the influence, including the risk for rider and driver</p>	<p>(F)</p>			<p>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</p> <p>Health 1.1.E. examine issues related to death and grieving;</p> <p>Health 1.1.I. describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages;</p> <p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p>		<p>N/A 1.1.A, 1.1.E, 1.1.I, 1.11.C, 1.14.F</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.17.E. associate risk-taking with consequences such as including drinking and driving under the influence and distracted driving.</p>		
Weapons awareness and safety (including reporting)	(G)		<p>7.6.B. describe the dangers associated with a variety of weapons;</p> <p>7.6.K. explain the importance of complying with rules prohibiting possession of drugs and weapons;</p>	<p>Health 1.1.E. examine issues related to death and grieving;</p> <p>Health 1.1G. analyze strategies to prevent suicides;</p> <p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.11.C. describe a variety of community and world environmental protection programs.</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p>		<p>N/A: 1.1.E, 1.1.G, N/A 1.7.G, moved to Human trafficking and gangs.</p> <p>Duplicate: 1.11.C, 1.14.F, 1.17.E</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Safety skills/unintentional Injury

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				Health 1.17.E. associate risk-taking with consequences such as drinking and driving.		

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Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	<u>The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:</u>				
Healthy and unhealthy communication	(A)	<p>6.1.H. demonstrate strategies for managing stress.</p> <p>6.12.G. demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;</p> <p>6.13.B. demonstrate the use of refusal <u>effective communication</u> skills in unsafe <u>various</u> situations;</p>	<p>7.8.B. develop strategies for monitoring positive and negative relationships that influence health.</p> <p><u>7.11.C. distinguish between effective and ineffective listening skills such as paying attention to the speaker versus not making eye-contact;</u></p> <p><u>WGD demonstrate the use of effective communication skills in various situations;</u></p>	<p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.10.A. describe the roles of parents, grandparents, and other family members in promoting a healthy family;</p> <p>Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior.</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p>	<p>Adv. Health.6.A. apply effective communication skills for building and maintaining healthy relationships;</p> <p>Adv. Health.6.C. present a model for effective communication skills.</p> <p>Adv. Health.13.A. create and apply strategies for communicating emotions, needs, and wants;</p>	<p>Duplicate: 6.1.H, 6.12.G, 7.8.B, 1.7.G, 1.10.A, 1.10.B, 1.14.C, 1.14.D, 1.14.G, 1.16.B</p> <p>Clarification of SE for 6.13.B, 7.11.C</p> <p>Add 7 gr SE for VA</p> <p>Moved 1.10.B to Characteristics of Healthy Relationships</p> <p>N/A 1.14.E</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.14.E. demonstrate refusal strategies;</p> <p><u>WGD: demonstrate the use of effective communication skills in various situations;</u></p> <p>Health 1.14.G. evaluate the dynamics of social groups.</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.16.B. demonstrate empathy towards others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p>Health 1.17.D. classify forms of communication such as</p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				passive, aggressive, or assertive;		
Help-seeking and coping	(B)	6.1.H. demonstrate strategies for managing stress.		<p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.14.E. demonstrate refusal strategies;</p>		<p>6.1.H recommend Work Group E address stress in mental health and wellness strand ensuring higher rigor of SE.</p> <p>Duplicate: 1.7.A, 1.14.A, 1.14.C, 1.14.D, 1.14.E, 1.14.F, 1.16.A, 1.16.C</p> <p>Topic is duplicated in Healthy Home and School sub strand</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p>		
Conflict-resolution strategies (including avoidance, compromise, negotiation, mediation, and arbitration)	(C)	<p>6.1.H. demonstrate strategies for managing stress.</p> <p>6.9.D. practice conflict resolution/mediation skills;</p> <p>6.12.B. assess healthy ways of responding to disrespectful behaviors such as mediation;</p> <p>6.12.C. practice methods for self-control;</p> <p>6.12.F. describe ways to control anger and</p>	7.11.D summarize and relate conflict resolution/ <u>negotiation</u> / mediation skills to personal situations;	<p>Health 1.7.D. develop strategies for preventing use of tobacco, alcohol, and other addictive substances;</p> <p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.8.D. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p>	Adv. Health.6.B. design strategies for implementing effective conflict resolution <u>including avoidance, compromise, negotiation, mediation, and arbitration strategies;</u> /mediation	<p>Duplicate: 6.1.H, 6.12.C, 1.7.G, 1.8.D, 1.9.A, 1.10.A, 1.10.B, 1.14.A, 1.14.C, 1.14.E, 1.14.F, 1.16.A, 1.16.C</p> <p>N/A 1.7.D located in ATOD</p> <p>Updated Advanced Health SE for VA.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		emotions when responding to others;		<p>Health 1.9.A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends;</p> <p>Health 1.10.A. describe the roles of parents, grandparents, and other family members in promoting a healthy family;</p> <p>Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior.</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict</p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				resolution techniques in various situations <u>including negotiation, mediation, and arbitration:</u> Health 1.14.E. demonstrate refusal strategies; Health 1.14.F. explore methods for addressing critical health issues; Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others; Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.		
Characteristics of healthy relationships (including empathy, autonomy, respect, trust, sympathy)	(D)	6.1.H. demonstrate strategies for managing stress. 6.9.C. explain ways of maintaining healthy relationships such as resisting peer pressure to	7.8.A. analyze positive and negative relationships that influence <u>the individual, and community health</u> such as families, peers, and role models;	Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; Health 1.9.A. evaluate positive and negative effects of various relationships on		Duplicate: 6.1.H, 1.7.G, 1.14.A, 1.14.D, 1.14.E, 1.16.A, 1.16.C. 1.10.A redundant with the addition of 1.10.B

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<p>engage in unsafe behavior;</p> <p>6.12.A. demonstrate ways to communicate empathy to others and have consideration for others;</p> <p>6.12.G. demonstrate strategies for showing respect for individual differences such as race, physical appearance, and socio-economic status;</p>	<p>7.8.B. develop strategies for analyzing monitoring positive and negative relationships that influence health.</p> <p>7.14.C. demonstrate differentiate between sympathy and empathy toward others;</p>	<p>physical and emotional health such as peers, family, and friends;</p> <p>Health 1.10.A. describe the roles of parents, grandparents, and other family members in promoting a healthy family;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.B. distinguish between a dating casual and committed relationship and a marriage;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy relationships – Conflict resolution skills

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.14.E. demonstrate refusal strategies;</p> <p>Health 1.14.G. evaluate the dynamics of social groups.</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.16.B. demonstrate <u>autonomy and empathy, sympathy, respect and trust</u> towards others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p><u>Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior.</u></p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	The student understands that individual actions and awareness can impact safety, community, and environment.				
Human trafficking and gangs— prevention, awareness, reporting	(A)	<u>New: apply strategies for avoiding violence, gangs, weapons, drugs and human trafficking;</u>	7.6.J. apply <u>analyze</u> strategies for avoiding violence, gangs, weapons, and <u>drugs and human trafficking;</u>	<p>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</p> <p>Health 1.9.A. evaluate positive and negative effects of various relationships on physical and emotional health such as peers, family, and friends;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p>		<p>Move 1.1.A to Environmental Health</p> <p>Duplicate: 1.9.A, 1.14.A, 1.14.C, 1.14.G, 1.15.B, 1.16.A</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.14.G. evaluate the dynamics of <u>gang behaviors</u> <u>social groups</u>.</p> <p>Health 1.15.B. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, <u>and drugs</u> <u>and human trafficking</u>;</p>		
<p>People and places to seek help (safe havens, safe space, community helpers)</p>	<p align="center">(B)</p>	<p>6.1.H. demonstrate strategies for managing stress.</p> <p>6.13.A. seek the input of parents and other trusted adults in problem solving and goal setting;</p>		<p>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</p> <p>Health 1.2.C. identify, describe, and assess available</p>	<p>Adv. Health.7.D. develop educational safety models for children and adults for use at home, school, and in the community;</p> <p>Adv. Health.10.A. research and/or participate in community</p>	<p>Duplicate: 6.1.H, 1.1.A, 1.10.B, 1.14.A, 1.14.C, 1.14.D, 1.14.G, 1.16.A</p> <p>Moved 6.13.A and 1.17.C to Child Abuse</p> <p>1.2.C, 1.11.A and 1.13.B is addressed in Physical Health and Hygiene.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>health-related services in the community that relate to disease prevention and health promotion;</p> <p>Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior.</p> <p>Health 1.11.A. assess the impact of population and economy on community and world health;</p> <p>Health 1.13.B. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and</p>	<p>health programs that benefit various populations such as volunteering for teen health lines and volunteering in nursing homes;</p> <p>Adv. Health.10.B. participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse of prescription drugs, or smoking.</p>	<p>Moved AH 10. B to Community Health. Topic has been combined with Child Abuse.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>responsibility relating to marriage;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.14.G. evaluate the dynamics of social groups.</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.17.C. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;</p>		
Environmental <u>and Community</u> health	(c)	<u>New: evaluate the effectiveness of environmental protection programs that promote community health</u>	<u>New: create an environmental protection program that promotes community health</u>	<p><u>Health 1.11.C. describe a variety of community and world environmental protection programs.</u></p> <p><u>Health 1.1.A. relate the nation's health goals and objectives to individual, family, and community health;</u></p>	<p>Expand to include community and world environments</p> <p><u>Adv. Health.7.D. develop educational-safety models for children and adults for use at home, school, and in the local and global community;</u></p>	<p>1.11.C moved from Bike Safety</p> <p>1.1.A moved from Human Trafficking</p> <p>Moved AH 7.D, AH 10.A and AH 10.B from People and Places to Seek Help.</p> <p>Combined community and environmental health</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
					<p><u>Adv. Health.10.A. research and/or participate in community health programs that benefit various populations such as volunteering locally for teen health lines and volunteering in nursing homes;</u></p> <p><u>Adv. Health.10.B. participate in a presentation to educate others about a variety of health issues such as panel discussions and role plays or skits to inform younger students about the dangers of drug use, including the misuse of prescription drugs, or smoking.</u></p>	
Community health	(D)				Emphasize transition to independent adulthood and impact of personal health decisions on the community.	
<u>Situational and Weapon Awareness and Safety (including reporting)</u>	(E)	<p><u>WG D: 7.6.B. describe the dangers associated with a variety of weapons;</u></p> <p><u>New: Examine safety procedures in various situations, including violence in the home;</u></p>	<p><u>7.6.B. evaluate describe the dangers associated with a variety of weapons;</u></p> <p><u>7.6.K. evaluate explain the importance of complying with rules prohibiting possession of drugs and weapons;</u></p>	<u>New: Discuss and evaluate ways to respond to harmful situations that involve weapons</u>		<p>Moved 7.6.B and K to Grade 6 and changed verbs in Grade 7.</p> <p>WGD added SE to Health 1 for VA</p> <p>WGD added SE to 6gr for VA</p> <p>WGD added SE to 7gr for VA</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Healthy home, school, and community climate

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<u>WG D: 7.6.K. explain the importance of complying with rules prohibiting possession of drugs and weapons;</u>	<u>New: Examine safety procedures in various situations, including violence in the home and in the community;</u>			

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Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	The student understands how to be a safe and responsible citizen in digital environments. The student is expected to:				
Cyberbullying	(A)	<p>6.14.A. analyze the impact that bullying has on both victims and bullies;</p> <p>6.14.B. identify strategies for prevention and intervention of all forms of <u>cyberbullying</u> such as emotional, physical, social, and sexual;</p> <p>6.14.C. describe healthy ways to be assertive without being aggressive;</p> <p>6.14.D. assess healthy and appropriate ways of responding to <u>cyberbullying</u>.</p>	<p><u>New: Analyze strategies for preventing and reporting cyberbullying and online harassment;</u></p> <p><u>New: describe the serious effects of cyberbullying, such as suicidal ideation and other effects on the individual;</u></p>	<p>Health 1.1.G. analyze strategies to prevent suicides;</p> <p>Health 1.4.A. analyze the health messages delivered through media and technology;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.15.B. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p>		<p>Duplicate: 6.14.A, 6.14.C, 1.1.G, 1.4.A, 1.14.A, 1.16.A, 1.16.C</p> <p>WGD added 7 gr SE for VA WGD added Health 1 SE for VA</p> <p>Moved 1.15.B to Legal Ramifications and Other Consequences.</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p><u>New: Create a personal plan of action when encountered with cyberbullying or online harassment;</u></p> <p><u>New: identify and respond to situations requiring intervention for victims of cyberbullying;</u></p>		
Sexting and digital pornography	(B)	<p><u>New: discuss appropriate personal online communication boundaries;</u></p> <p><u>New: develop strategies to resist inappropriate online communication, such as sending photos, sexting, and pornography;</u></p>	<p><u>New: discuss the consequences resulting from inappropriate online communication, such as sending photos, sexting, and pornography;</u></p>	<p>Health 1.4.A. analyze the health messages delivered through media and technology;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.15.B. examine the legal and ethical ramifications of unacceptable behaviors such as harassment, acquaintance rape, and sexual abuse;</p>		<p>WGD added 6gr SE for VA WGD added 7gr SE for VA WGD added Health 1 SE for VA</p> <p>Duplicate: 1.4.A, 1.14.A, 1.15.B, 1.16.A, 1.16.C, 1.17.E</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p>Health 1.17.E. associate risk-taking with consequences such as drinking and driving.</p> <p><u>New: analyze the consequences resulting from inappropriate online communication, such as sending photos, sexting, and pornography;</u></p>		
Online safety (including identity protection, see something-say something, online predators)	(c)	<p><u>New: Research the effect of digital media on health-promoting behaviors;</u></p> <p><u>New: Discuss strategies and techniques for</u></p>	<p><u>New: examine the effect of digital media on health-promoting behaviors;</u></p> <p><u>New: evaluate strategies and techniques for identity protection in a digital environment;</u></p>	<p>Health 1.1.G. analyze strategies to prevent suicides;</p> <p>Health 1.4.A. analyze the health messages delivered through <u>digital</u> media and technology;</p>		<p>WGD added SE in 6 gr for VA WGD added SE in 7gr for VA WGD added SE in Health 1 for VA</p> <p>Duplicate: 1.1.G, 1.7.G, 1.14.A, 1.14.E, 1.14.G, 1.16.A, 1.16.C</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
		<p><u>identity protection in a digital environment;</u></p>		<p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships;</p> <p>Health 1.14.E. demonstrate refusal strategies;</p> <p>Health 1.14.G. evaluate the dynamics of social groups.</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p><u>New: identify and respond to situations where online safety is at risk, including identity protection and</u></p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<u>recognition of online predators;</u>		
Legal ramifications and other consequences	(D)	<u>New: identify the current legal consequences of cyberbullying and inappropriate online communication;</u>	<u>New: research the current legal consequences of cyberbullying and inappropriate online communication;</u>	Health 1.4.A. analyze the health messages media and technology; Health 1.4.C. examine social influences on drug-taking behaviors. Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships; Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others; Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior. Health 1.17.E. associate risk-taking with consequences such as drinking and driving.		WGD added SE in 6 gr for VA WGD added SE in 7gr for VA Moved 1.15.B from Cyberbullying Duplicate: 1.4.A, 1.4.C, 1.14.A, 1.16.A, 1.16.C, 1.17.E

Strand: Injury and Violence Prevention and Safety

Substrand: Digital citizenship and media

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<u>Health 1.15.B. examine the legal and ethical ramifications of unacceptable behaviors in digital environments such as harassment, acquaintance rape, and sexual abuse;</u>		

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Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
	KS	Student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:				
Family violence and prevention (characteristics and consequences of, reporting and seeking help)	(A)	<p>6.8.A. identify how environmental influences may affect an individual's substance misuse and substance use disorder;</p> <p>6.11.B. identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.</p> <p><u>New: Identify how exposure to family violence influences behavior</u></p>	<p>7.14.A. analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;</p> <p>7.14.B. describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse;</p> <p>7.14.D. analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior;</p> <p>7.14.E. recognize the responsibility to report bullying behavior.</p> <p><u>New: analyze strategies for coping with unhealthy behaviors in the family such</u></p>	<p>Health 1.1.I. describe the importance of taking responsibility for establishing and implementing health maintenance for individuals and family members of all ages;</p> <p>Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>Health 1.10.B. analyze the dynamics of family roles and responsibilities relating to health behavior.</p> <p>Health 1.13.B. identify situations requiring professional health services for people of all ages such as primary, preventive, and emergency care;</p>		<p>Duplicate: 7.14.A, 7.14.B, 7.14.D, 7.14.E, 1.7.G, 1.10.B, 1.13.B, 1.14.D, 1.14.F, 1.15.B, 1.16.A</p> <p>6.8.A is addressed in ATOD</p> <p>WGD added SE in 6 gr for VA WGD added SE in 7gr for VA</p> <p>H 1.1.I addressed in Physical Health and Hygiene</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
			<p><u>as abuse, alcoholism, and neglect.</u></p> <p><u>New: analyze how exposure to family violence influences behavior</u></p>	<p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.15.B. demonstrate empathy towards others;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p><u>New: discuss and evaluate strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect;</u></p> <p><u>New: research how exposure to family violence influences cyclical behavioral patterns;</u></p>		

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
<p>Dating violence (characteristics and consequences of, reporting and seeking help)</p>	<p align="center">(B)</p>		<p>7.6.J. apply strategies for avoiding violence, gangs, weapons, and drugs;</p> <p>7.14.A. analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;</p> <p>7.14.B. describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse;</p> <p>7.14.D. analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior;</p> <p>7.14.E. recognize the responsibility to report bullying behavior.</p>	<p>Health 1.5.C. discuss the legal implications regarding sexual activity as it relates to minor persons;</p> <p>Health 1.14.B. distinguish between a dating relationship and a marriage;</p> <p>Health 1.14.C. analyze behavior in a dating relationship that will enhance the dignity, respect, and responsibility relating to marriage;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.15.B. demonstrate empathy towards others;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p>		<p>Integrated with Reproductive and Sexual Health strand</p>

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
Sexual harassment (characteristics and consequences of, reporting and seeking help)	(C)		<p>7.14.A. analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;</p> <p>7.14.B. describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse;</p> <p>7.14.D. analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior;</p> <p>7.14.E. recognize the responsibility to report bullying behavior.</p>	<p>Health 1.5.C. discuss the legal implications regarding sexual activity as it relates to minor persons;</p> <p>Health 1.8.D. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p> <p>Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations;</p> <p>Health 1.14.F. explore methods for addressing critical health issues;</p> <p>Health 1.15.B. demonstrate empathy towards others;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p>		Integrated with Reproductive and Sexual Health strand

Strand: Injury and Violence Prevention and Safety

Substrand: Interpersonal violence

Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
Bullying and harassment (characteristics and consequences of, reporting and seeking help)	(D)	6.14.A. analyze the impact that bullying has on both victims and bullies; 6.14.B. identify strategies for prevention and intervention of all forms of bullying such as emotional, physical, social, and sexual; 6.14.C. describe healthy ways to be assertive without being aggressive; 6.14.D. assess healthy and appropriate ways of responding to bullying.	7.14.A. analyze strategies for preventing bullying, harassment, dating violence, and sexual assault ; 7.14.B. describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse ; 7.14.D. analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior; 7.14.E. recognize the responsibility to report bullying behavior.	Health 1.7.G. analyze and apply strategies for avoiding violence, gangs, weapons, and drugs; Health 1.8.D. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape; Health 1.14.A. demonstrate communication skills in building and maintaining healthy relationships; Health 1.14.D. evaluate the effectiveness of conflict resolution techniques in various situations; Health 1.14.E. demonstrate refusal strategies; Health 1.15.B. demonstrate empathy towards others; Health 1.16.A. apply communication skills that demonstrate consideration		Duplicate: 1.7.G, 1.8.D, 1.14.A, 1.14.D, 1.14.E, 1.15.B, 1.16.A, 1.16.C WGD added SE in Health 1 for VA

Strand: Injury and Violence Prevention and Safety

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Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
				<p>and respect for self, family, and others;</p> <p>Health 1.16.C. analyze ways to show disapproval of inconsiderate and disrespectful behavior.</p> <p><u>New: Create a personal plan of action when encountered with bullying or harassment;</u></p> <p><u>New: identify and respond to situations requiring intervention for victims of bullying;</u></p> <p><u>New: recognize the ramifications of bullying behavior;</u></p>		
<p>Child abuse (including sexual abuse, <u>such as human trafficking</u>) and neglect (characteristics and consequences of, reporting and seeking help) <u>People and places to seek help (safe havens, safe space,</u></p>	<p>(E)</p>	<p>6.11.B identify strategies for coping with unhealthy behaviors in the family such as abuse, alcoholism, and neglect.</p> <p><u>6.13.A. seek the input of parents and other trusted adults in problem solving and goal setting;</u></p>	<p>7.14.A. analyze strategies for preventing bullying, harassment, dating violence, and sexual assault;</p> <p>7.14.B. describe the seriousness of various forms of bullying such as harassment, acquaintance rape, and sexual abuse;</p>	<p>Health 1.5.C. discuss the legal implications regarding sexual activity as it relates to minor persons;</p> <p>Health 1.8.D. analyze the importance of healthy strategies that prevent physical, sexual, and emotional abuse such as date rape;</p>		<p>Moved 6.13.A and 1.17.C from People and Places to Seek Help</p> <p>Duplicate: 7.14.A, 7.14.B, 7.14.D, 7.14.E, 1.15.B, 1.16.A</p> <p>WGD added 7 gr SE for VA</p> <p>WGD added Health 1 SE for VA</p>

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Topics	KS/SE	6	7-8	Health I	Advanced Health	Comments
community helpers)			<p>7.14.D. analyze ways to show disapproval of inconsiderate and disrespectful bullying behavior;</p> <p>7.14.E. recognize the responsibility to report bullying behavior.</p> <p><u>New: recognize the importance of reporting suspected abuse or neglect of self and others;</u></p>	<p>Health 1.15.B. demonstrate empathy towards others;</p> <p>Health 1.16.A. apply communication skills that demonstrate consideration and respect for self, family, and others;</p> <p><u>Health 1.17.C. summarize the advantages of seeking advice and feedback regarding the use of decision-making and problem-solving skills;</u></p> <p><u>New: discuss the importance of reporting suspected abuse or neglect of self and others;</u></p>		