

Tennessee Health Education Standards 3-5

The State Health Education Standards can be used to support the effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. The standards are carefully designed to support schools, educators, families, and other stakeholders in helping students meet the 2007 National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

Personal Health and Wellness

Domain Description: In 1995, the National Health Education Standards established "health literacy" as the primary outcome of a comprehensive K-12 Health Education program. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health; a responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk; a lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

Learning Expectations:

The student will:

- 1.1 identify effective decision making techniques;
- 1.2 identify the benefits of forming personal goals, values and standards;
- 1.3 identify the influences that help an individuals form personal goals, values and standards;
- 1.4 apply the decision-making process in developing personal goals and standards that affect family life;
- 1.5 evaluate the influence of media on decision-making process related to healthy living.

Performance Indicators:

At Level 1, the student will be able to:

- describe the steps of the decision-making process;
- explain the difference between short and long term personal goals.

At Level 2, the student will be able to:

- demonstrate the decision-making process;
- analyze how influences affect personal decision-making processes;
- describe the connection between choices, actions, and consequences;
- identify how goals and standards relate to self worth.

At Level 3, the student will be able to:

- evaluate how various people provide influences in personal choices;
- demonstrate making personal choices based on reasoned arguments.

Teacher Assessment Indicators (examples):

The teacher may:

- have students list the steps of the decision making process;
- have students compare and contrast the decisions of a character in a story;
- provide a variety of role-play situations. Have groups of students role-play the situations, with the rest of the class evaluating the role-play and providing feedback.

Standard 2: The student will understand the importance of personal hygiene practices as related to healthy living.

Learning Expectations:

The student will:

- 2.1 demonstrate the importance of personal hygiene practices;
- 2.2 describe physical/emotional/social health implications of personal hygiene;
- 2.3 identify ways to take responsibility for our personal health;
- 2.4 analyze the changes in health and hygiene needs related to adolescence.

Performance Indicators:

At Level 1, the student will be able to:

- describe basic personal hygiene methods including hand washing, dental/oral care, bathing/shampooing, and dressing;
- explain how personal hygiene practices can affect personal health and social relationships.

At Level 2, the student will be able to:

- apply basic hygiene methods including hand washing, dental/oral care, bathing/shampooing, use of deodorant, and appropriate dress;
- describe how good personal hygiene relates to a positive outlook and self concept;
- analyze the effect of personal hygiene on social relationships.

At Level 3, the student will be able to:

- integrate personal health responsibilities and personal hygiene practices as they relate to daily activities and changes due to puberty.

Teacher Assessment Indicators (examples):

The teacher may:

- have students list common basic personal hygiene practices that they perform daily;
- have students write an essay that describes the value of basic personal hygiene in developing positive self-image and social relationships;
- have students create a role play about the affect of personal hygiene on physical, social and emotional health.

Standard 3: The student will understand the role of body systems as related to healthy living.

Learning Expectations:

The student will:

- 3.1 describe the basic human body structures;
- 3.2 describe the functions of the human body systems;
- 3.3 explain how health is influenced by the interaction of human body systems.

Performance Indicators:

At Level 1, the student will be able to:

- name basic human body organs (e.g. heart, lungs, stomach, intestines, liver, and brain);
- name major human body systems (e.g. musculoskeletal, skeletal, digestive, excretory, cardiorespiratory, circulatory and nervous and integumentary (skin));
- explain the benefits of good posture on personal health (e.g. breathing, back health).

At Level 2, the student will be able to:

- compare functions of major human body systems;
- illustrate ways the cardiorespiratory and musculoskeletal systems work together;
- explain the structure and function of the skin;
- identify and classify components of major body systems.

At Level 3, the student will be able to:

- explain the interaction of body systems;
- develop a weekly personal wellness plan.

Teacher Assessment Indicators (examples):

The teacher may:

- have students list basic body organs and explain the function of each ;
- place students in groups to make a puzzle game using the major body systems;
- have the students trace each other's body on butcher paper and label the body organs and systems;
- read the Magic School Bus "Inside the Human Body" and show the video. After reading, have the students answer specific questions on a teacher made assessment (open book).

Standard 4: The student will understand the relationship of physical activity and rest to healthy living.

Learning Expectations:

The student will:

- 4.1 explain the importance of participation in the recommended one hour of daily physical activity;
- 4.2 identify personal physical activity goals needed to achieve overall wellness;
- 4.3 explain the role of adequate sleep in health and performance of daily activities.

Performance Indicators:

At Level 1, the student will be able to:

- explain the benefits of daily physical activity, rest, and sleep on personal health;
- Identify how poor food choices and physical inactivity contribute to the development of chronic diseases (e.g. obesity, high blood pressure, diabetes).

At Level 2, the student will be able to:

- identify the effects of physical exercise on muscular growth and development;
- select physical activities that will promote personal fitness;
- implement a wellness program (e.g. physical activity, adequate rest and sleep).

At Level 3, the student will be able to:

- assess the relationship between human growth and development and physical activity.

Teacher Assessment Indicators (examples):

The teacher may:

- have students maintain a daily journal of physical activity and hours of sleep;
- have students implement a personal fitness plan from activities they enjoy;

- have students predict the results of positive health decisions (e.g. diet, physical activity, and sleep) as it relates to human growth and development.
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Nutrition

Domain Description: Proper nutrition is essential for maintaining a healthy lifestyle. Healthful nutrition helps to prevent chronic diseases such as diabetes, cancer, and cardiovascular disease. Using the USDA’s “My Pyramid” can provide guidelines for healthy eating. It is important to balance food intake and physical activity to promote healthy living.

Standard 5: The student will understand the relationship of nutrition to healthy living.

Learning Expectations:

The student will:

- 5.1 use the “My Pyramid” as a guide for choosing a variety of foods necessary for good health;
- 5.2 explain how personal health and body composition is influenced by balancing diet and physical exercise.

Performance Indicators:

At Level 1, the student will be able to:

- describe the Food and Exercise pyramids;
- identify the causes of obesity;
- explain the importance of sanitary and safe handling of foods;
- describe that adequate water intake and a nutritious breakfast are essential components of healthy living;
- explain the role of dietary supplements and nutrients including minerals, vitamins and water.

At Level 2, the student will be able to

- name the reasons for including various foods within the “My Pyramid”;
- demonstrate an understanding of portion sizes and recommended servings per day as recommended by “My Pyramid”;
- explain the relationship between weight and a balanced diet and exercise regime;
- explain the connection of junk food and calorie intake to poor nutrition and obesity;

- analyze food labels in order to determine nutritional content;
- demonstrate awareness of family, multicultural, and media influences on food choices.

At Level 3, the student will be able to:

- prepare nutritious menus that include breakfast, lunch, supper, and healthy snacks;
- explain the proportions of various nutrients recommended for a healthy diet (e.g. 55-60% carbohydrates, 15% protein, 30% or less of fats);
- assess personal current nutritional intake.

Teacher Assessment Indicators (examples):

The teacher may:

- have students go online to “My Pyramid” to create their personal nutritional profile and plan;
- have students list or draw the foods and amounts they consumed on the previous day (on paper or paper plate). Then have students compare what they ate to the “My Pyramid”, noting areas of strengths and weaknesses;
- give students five different meal menus, and have them list the meals in order of nutritional value from highest to lowest;
- demonstrate the difference between recommended and typical serving sizes;
- analyze the parts of a food label, comparing healthy vs. unhealthy choices.

Family Life

Domain Description: The dynamic process of growth and development encompasses physical, mental, emotional, and social maturation. Positive personal and family relationships provide a foundation that promotes healthy development. (Refer to TCA 49-6-1303 with regard to children excused from family life instruction by parent or guardian).

Standard 6: The student will understand the contributions of family relationships to healthy living.

Learning Expectations:

The student will:

- 6.1 identify all families as unique;
- 6.2 demonstrate respect for the responsibilities of each person within the family;
- 6.3 identify how to improve family relationships;
- 6.4 describe how family structures change.
- 6.5 discuss ways that changes in the family can affect emotions;
- 6.6 understand cultural differences exist and influence family customs.

Performance Indicators:

At Level 1, the student will be able to:

- describe a variety of family structures (e.g. two parent, single parent, blended, extended, foster, and adopted) and how they change over time;
- identify being loved and cared for are basic human needs;
- describe how abuse, neglect, and violence in the family do not promote healthy relationships;
- describe how families show love for each other and how changes within the family influence emotions such as happiness, sadness, anger, frustration, guilt, fear, etc. (e.g. birth, divorce, death, marriage).

At Level 2, the student will be able to:

- examine roles, responsibilities, and contributions of family members;
- describe how culture, religion, and ethnic diversity contribute to the variety of family structures in our society;
- explain how environmental factors can affect family life (socio-economic factors, urban/suburban/rural areas, etc.);
- apply conflict resolution skills to improve relationships within the family.

At Level 3, the student will be able to:

- assess how individual attitudes and behaviors relate to family dynamics;
- demonstrate support for the emotional needs of family members;
- formulate a response plan for cases of neglect, abuse, and violence in the home (e.g. reporting incidents to a trusted adult and refusal skills).

Teacher Assessment Indicators (examples):

The teacher may:

- lead students in class discussion on the different types of family structures;

- have students describe and analyze their daily responsibilities that contribute to their family;
- lead students in role play of conflict resolution skills;
- have students discuss family relationships and roles within homes;
- draw a scene or write about how their family celebrated a special occasion and lead students in a class discussion.

Standard 7: The student will understand the stages of human growth and development.

Learning Expectations:

The student will:

- 6.1 identify changes in the body that occur throughout the life cycle;
- 6.2 demonstrate respect for self and others as physical changes occur at varying rates.

Performance Indicators:

At Level 1, the student will be able to:

- describe how the body changes as it grows and develops;
- describe how physical growth and development is accompanied by changes in emotions;
- define growth spurts and understand they occur at varying ages.

At Level 2, the student will be able to:

- compare changes in the body and emotions at different stages of the life cycle;
- identify changes in the body and emotions that occur during puberty;
- describe how reproductive changes relate to puberty.

At Level 3, the student will be able to:

- compare and contrast the varying rates of change that occur with individuals;
- demonstrate how to be respectful of others as they grow and develop;
- consider how being respectful of an individual's feelings and emotions can affect their self-image during puberty.

Teacher Assessment Indicators (examples):

The teacher may:

- have students use words or pictures to depict a time line of their life or a family member's life;
 - provide specific scenarios related to growth and development then have students describe respectful ways to be supportive of their classmates (e.g. voice changes-students laugh, and body odor).
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Emotional, Social, and Mental Health

Domain Description: Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger and stress promotes healthy living.

Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.

Learning Expectations:

The student will:

- 8.1 describe how feelings affect behavior;
- 8.2 demonstrate respect for the unique qualities of self and others;
- 8.3 describe characteristics to be a responsible friend and family member;
- 8.4 identify positive and negative stress.

Performance Indicators:

At Level 1, the student will be able to:

- discuss the connection between feelings and behavior;
- explain that emotions may be expressed in different ways;
- identify and demonstrate appropriate manners;
- identify appropriate ways to express feelings;
- demonstrate the ability to respect property, rights, and personal space of others
- identify the characteristics of a bully;
- describe ways to use non-violent behaviors to resolve conflict and compromise in a manner that is fair to all persons involved;

- explain the importance of having personal values (e.g. honesty, truthfulness, trustworthy, patience, loyalty, responsibility, self control, etc).

At Level 2, the student will be able to:

- analyze how respectful and tolerant behaviors can reduce prejudice, discrimination and bullying (e.g. race, culture, disabilities, and gender);
- express the importance of not feeling sad or depressed for long periods of time;
- describe how to identify their own feelings and the feelings of others;
- identify responsible people to report and discuss feelings of sadness;
- identify how someone might feel in different situations;
- demonstrate appropriate ways to include individuals with disabilities;
- describe appropriate actions to take when confronted by a bully;
- describe the feelings involved in the grieving process.

At Level 3, the student will be able to:

- evaluate qualities that promote healthy relationships (e.g. integrity, trust, nurturing, responsibility, and manners);
- identify how feelings can change and can be expressed in ways that help or harm a person;
- formulate skills for building self-esteem;
- select appropriate strategies for managing positive and negative stress;
- describe and demonstrate effective listening skills.

Teacher Assessment Indicators (examples):

The teacher may:

- have students identify appropriate manners from a list provided by the teacher;
- discuss the reasons why it is important to identify feelings;
- identify stressors that exist at this stage of life and develop a plan to reduce stress;
- have students make a list of activities that reduce stress;
- ask students to role-play situations that might lead to bullying, prejudice, or discrimination;
- have students develop a character map of a character in a story or movie. After listing traits, have students determine if the character would have a positive self-image and the feelings in the story related to self-concept;
- have students rewrite the ending of a story or role play to reflect how they would confront the abrasive behavior (ridicule) of others;
- have students compare the behaviors needed for building positive relationships with friends and family to the behaviors needed for working together as a team.

Disease Prevention and Control

Domain Description: Disease prevention is greatly influenced by health enhancing knowledge and behaviors practiced throughout life.

Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.

Learning Expectations:

The student will:

- 9.1 identify common germs (pathogens);
- 9.2 compare and contrast communicable and non-communicable diseases;
- 9.3 describe ways diseases are spread and prevented;
- 9.4 distinguish between safe and risky behaviors as related to disease prevention.

Performance Indicators:

At Level 1, the student will be able to:

- define communicable and non-communicable diseases and how they are contracted;
- identify universal precautions (proper hand washing, covering your mouth when you cough or sneeze, not sharing hats, headphones, hairbrushes or combs).

At Level 2, the student will be able to:

- analyze the relationship between communicable disease and hygiene, childhood diseases and parasites (head lice, scabies, pinworms, ringworm);
- describe how lifestyle behaviors can lead to communicable and non-communicable diseases (e.g. type II diabetes, sexually transmitted infections (STIs), cardiovascular disease, mononucleosis, influenza);
- describe the risk-reduction behaviors that prevent the spread of germs and pathogens including HIV;
- relate factual information about HIV/AIDS.

At Level 3, the student will be able to:

- assess the relationship between illness and alcohol and tobacco use;
- identify possible causes and prevention of heart disease, cancer, diabetes, high blood pressure, stroke, asthma/allergies (e.g. heredity, environment, and lifestyles).

Teacher Assessment Indicators (examples):

The teacher may:

- provide students with a list of diseases to categorize into communicable or non communicable columns then identify life-style behaviors that would prevent these diseases;
 - invite a local health professional to speak to the classroom regarding disease prevention;
 - have students create a skit, poster, or power point about preventing the spread of communicable diseases;
 - have students write a letter to someone stating the reasons to not begin smoking or the reasons to quit smoking if they are already a smoker.
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Injury Prevention and Safety

Domain Description: According to the Tennessee Department of Health-Office of Health Statistics, the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined.

Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

Learning Expectations:

The student will:

- 10.1 identify common causes of childhood injuries and methods of prevention (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
- 10.2 explain the importance of safety rules and laws;
- 10.3 demonstrate and explain appropriate choices related to reducing unintentional injuries.

Performance Indicators:

At Level 1, the student will be able to:

- identify the 8 most common causes of childhood injury and death (poisoning, fire & burns, bike & pedestrian, firearms, motor vehicle, choking, suffocation and strangulation, drowning, and falls);
- identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, sun safety, water safety, personal safety, etc);
- describe various vehicle safety procedures both in and out of the vehicle (e.g. car, bus, 4-wheelers, driveway safety);
- recognize situations in which you should talk to an adult (e.g. finding guns, matches, medications)
- list two or more precautions to take to prevent each type of common injury.

At Level 2, the student will be able to:

- describe how personal choices and peer pressure relate to the 8 most common risks of childhood injury and death;
- explain safety precautions that would help prevent injuries (e.g. helmet, pads, harnesses, seat belts, sun safety, bus safety, water safety, personal safety, gun safety, etc.);
- analyze procedures to follow in case of natural or man-made disasters.

At Level 3, the student will be able to:

- recognize the difference between real-life and reality portrayed in the media, relating to safe and unsafe behaviors;
- list and evaluate why safety rules and laws are essential for personal and public safety;
- prepare a plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).

Teacher Assessment Indicators (examples):

The teacher may:

- place students in groups and develop a jingle that focuses on injury prevention;
- have students write a short story concerning personal safety and how the use or misuse of safety precautions or equipment affects its outcome;
- encourage students to host their own safety fair;
- take an emergency or high risk situation and compare and contrast real-life with electronic media produced outcomes (e.g. video games);

- have students prepare and present a personal plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).

Standard 11: The student will understand appropriate care for injuries and sudden illnesses.

Learning Expectations:

The student will:

- 11.1 describe appropriate actions for emergency and non-emergency situations;
- 11.2 demonstrate first aid techniques.

Performance Indicators:

At Level 1, the student will be able to:

- distinguish between emergency and non-emergency situations;
- explain the importance of first aid and emergency care;
- recite the poison control hotline number;
- describe the method of the techniques to responding to a conscious choking victim (e.g. Heimlich maneuver, or recommended Red Cross procedures).

At Level 2, the student will be able to:

- analyze situations that may require administration of basic first aid techniques;
- describe and discuss basic first aid techniques for emergency care (e.g. A-B-C, poisoning, wounds, burns, insect bites, allergic reactions, seizures/fainting, CPR, Heimlich Maneuver, broken bones, sprains and strains) by referring to the American Red Cross First-Aid procedures;
- describe and discuss an ability to locate and utilize resources in emergency situations (e.g. 911 telephone number, first aid kit, and fire extinguisher);
- demonstrate the ability to locate and utilize resources in emergency situations (e.g. 911 telephone number, first aid kit, and fire extinguisher);
- identify situations where the use of universal precautions is needed for handling bodily fluids.

At Level 3, the student will be able to:

- design a plan of action for various situations which require first-aid procedures;
- demonstrate the techniques for responding to a conscious choking victim (e.g. Heimlich maneuver, or recommended Red Cross procedures).

Teacher Assessment Indicators (examples):

The teacher may:

- provide small groups with a box containing pieces of paper with emergency and non-emergency situations from which the students will select. Have students categorize the situations as emergency and non-emergency;
- place students in groups and observe them demonstrating proper first aid techniques;
- provide the students with different emergency situations. Have students write out a plan of action for their emergency situation;
- assemble an appropriate first-aid kit for the classroom.

Standard 12: The student will understand the appropriate action to take when personal safety is threatened.

Learning Expectations:

The student will:

- 12.1 identify situations that should be reported to a trusted adult;
- 12.2 demonstrate self-protection skills and identify appropriate resources for help.

Performance Indicators:

At Level 1, the student will be able to:

- describe physical, sexual, and emotional abuse and the appropriate procedures to follow for reporting;
- explain safety procedures for staying home alone for short periods of time (latch key kids).

At Level 2, the student will be able to:

- demonstrate self protection skills to maximize personal safety (e.g. refusal skills, instincts);

- describe behaviors that threaten personal safety;
- explain where to find immediate help in unsafe situations;
- differentiate between appropriate and inappropriate touch (e.g. good, bad, confusing);
- Identify situations of abuse and neglect (e.g. physical and mental harm, being left home alone for long periods of time, and lack of food).

At Level 3, the student will be able to:

- analyze personal behavior relative to unsafe situations.

Teacher Assessment Indicators (examples):

The teacher may:

- have students develop a list of trusted adults to whom they can report suspected abuse;
- have students produce a power point or poster that focuses on personal safety measures;

Substance Use and Abuse Prevention

Domain Description: The use of chemical substances can have both benefits and risks. Knowledge, attitudes, and personal choices can determine responsible behaviors towards the use of chemical substances, including the avoidance of alcohol and tobacco.

Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

Learning Expectations:

The student will:

- 13.1 distinguish between appropriate use and the misuse/abuse of chemical substances for healthy living;
- 13.2 analyze the influences of peers, family, and community on chemical substance use and abuse;
- 13.3 evaluate the effects of substance use and abuse (e.g. tobacco, alcohol, over the counter and prescription medication, illegal drugs (including anabolic steroids and other performance enhancing drugs) on physical, mental, and social functioning;
- 13.4 demonstrate decision making and refusal skills;
- 13.5 explain how personal choices relate to health and wellness consequences;

13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication).

Performance Indicators:

At Level 1, the student will be able to:

- classify chemical substances for healthy living as medicinal and non-medicinal;
- list the positive and negative effects of peer pressure;
- understand the importance of always having an adult present when taking a medication;
- understand the importance of age appropriate doses and why an overdose could result in negative outcomes;
- explain how the avoidance of substances can enhance physical, mental and social functioning;
- describe the effects of substance use, abuse and misuse on physical, mental and social functioning.

At Level 2, the student will be able to:

- explain the difference between appropriate use and the abuse of chemical substances for healthy living;
- identify the difference between proper use and misuse of medicinal substances;
- connect influences of the family, community, and media to personal views of appropriate use and the abuse of chemical substances;
- practice skills needed to avoid risk-taking behaviors (e.g. decision making, conflict resolution, and refusal skills);
- explain the connections between substance abuse and health related illnesses (e.g. heart disease, cancer, cirrhosis of the liver, and impaired mental functioning);
- analyze the relationship between substance abuse/misuse and negative consequences (e.g. legal ramifications, personal finances, successful relationships).

At Level 3, the student will be able to:

- compose a list of resources that may provide positive influences in decisions concerning appropriate chemical substance use for healthy living;
- draw conclusions concerning the quality of life of those individuals who choose to use and abuse substances;

- discuss how first and second hand smoke affect the environment and the health of self and others.

Teacher Assessment Indicators (examples):

The teacher may:

- divide the class into groups of three. Assign each group to create a short skit that demonstrates a situation where peer pressure has a negative or positive effect on the outcome;
- divide the class into two groups and have them participate in a panel discussion related to either appropriate or inappropriate use of substances for healthy living;
- provide the students with a list of the effects of substances and have students categorize these effects into physical, social, mental, and emotional;
- provide the students with the beginning of a story that involves an opportunity to abuse a substance. The students will demonstrate their decision-making and refusal skills by completing and role playing the end of the story;
- have the students write an essay comparing and contrasting their future lives based on their choices related to the use of substances.

Environmental and Community Health

Domain Description: The health of the environment and the community is directly impacted by responsible individual behavior. Public health and community services are essential to promote a healthy community.

Standard 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

Learning Expectations:

The student will:

- 14.1 identify the causes and effects of different types of pollution on health;
- 14.2 apply the practices of "reduce, reuse, and recycle";
- 14.3 evaluate and select environmentally safe products;
- 14.4 describe ways health agencies assist in promoting health and the environment;
- 14.5 explain the importance of community organizations to healthy living;

- 14.6 identify resources and facilities in the community that promote healthy living;
- 14.7 evaluate the effect of media and technology on individual, family, and community health.

Performance Indicators:

At Level 1, the student will be able to:

- identify various types of pollution (e.g. water, air, noise, and ground);
- describe the importance of environmental practices and their impact on healthy living;
- identify public, professional, and voluntary agencies and their roles in community health (e.g. health department, EPA, recycling agencies, and OSHA).

At Level 2, the student will be able to:

- identify the causes of water, air, noise and ground pollution;
- demonstrate the practices of "reduce, reuse, and recycle";
- analyze information on labels to determine whether products are environmentally safe;
- describe the steps individuals can take to promote safe water supplies, sanitary trash, and sewage disposals;
- demonstrate personal routines that enhance a healthy environment (e.g. trash disposal, conservation of water, energy, and natural resources);
- explain how health agencies promote healthy schools and home environments;
- analyze situations that may require a health agency to be contacted for assistance.

At Level 3, the student will be able to:

- assess the effects of pollution on personal and community health;
- appraise the importance of health agencies to the community.

Teacher Assessment Indicators (examples):

The teacher may:

- have the students draw a picture of a polluted environment and write a short essay describing the types of pollution illustrated;
- bring in labels of products and have students determine if the products are environmentally safe (e.g. tuna, aerosol cans, etc.);

- have students make charts that show the cause and effects of pollution on air, ground, and water;
- design a recycle center in your classroom or school;
- have the students list various community agencies and identify the services they provide;
- create a health situation that requires medical assistance (e.g. toothache, cough, blurry vision, sore ear, etc.). Have each student determine which healthcare professional to contact by using the yellow pages to write down an appropriate doctor's specialty, name, and phone number.