

TABLE OF CONTENTS
MIDDLE SCHOOL SCIENCE

Introduction	Page 1
Mission Statement	Page 2
“The Beverly Hills Way”	Page 2
Homework	Page 3
6th Grade: Focus on Earth Science	Page 4
7th Grade: Focus on Life Science	Page 7
8th Grade: Focus on Physical Science	Page 10
Health	Page 13

BEVERLY HILLS UNIFIED SCHOOL DISTRICT

**CURRICULUM OVERVIEW
MIDDLE SCHOOL SCIENCE
GRADES 6-8**

*Standards are a bold initiative.
Standards describe what to teach, not how to teach it.
Standards are an enduring commitment.
Standards are our commitment to excellence*

The State of California has created and adopted specific content standards in all curricular content areas. In 2002-03 the Beverly Hills Unified School District Board of Education adopted similar standards that are equal to or exceed the rigor of the state content standards.

This overview has been developed to provide students and parents with an outline of the Middle School Science curriculum. Through identified goals, students are encouraged to perform to their maximum potential. Individual student achievement may vary from child to child. Emphasis is placed on helping the students achieve according to the best of their ability. Individualized work or enrichment activities are assigned to meet students' unique talents and abilities.

The standards listed have been prioritized to insure a more consistent instructional program and to provide guidance to parents and teachers when developing a course of instruction to effectively meet the individual needs of the students. The standards have been identified in the following manner:

Enduring (E) – These standards are to be mastered by all students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program

Important (I) – These standards will be mastered by most of the students at a 75% proficiency level as determined by the Beverly Hills Unified School District reading and mathematics assessment program.

Familiar – All students will receive an exposure level to these standards that will be reinforced and mastered at a future grade level.

This overview reflects the most recent curriculum for students in grades 6-8; however, the format remains flexible so that change can evolve using the established criteria identified above and will be adapted along with the state standards and curriculum revisions and district requirements

MISSION STATEMENT

This mission statement expresses the purpose for which our school district exists and the specific functions it performs as an organization.

The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered, active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

“THE BEVERLY HILLS WAY” Student Responsibility and Character Development

Character education is a national movement to create schools that foster ethical, responsible and caring young people by modeling and teaching good character. The emphasis is on common values such as respect, responsibility, integrity, caring and citizenship. The goal is to help students develop socially, ethically and academically by infusing character development into every aspect of the school culture and curriculum.

RESPECT

Respect is an attitude of holding people in high regard and treating them with dignity.

*

RESPONSIBILITY

Responsibility is being reliable, self-disciplined and accountable for my actions.

*

INTEGRITY

Integrity is strength of character and action

*

CARING

Caring is showing empathy, compassion, kindness, appreciation and helpfulness.

*

CITIZENSHIP

Citizenship is doing my share to make my school and community better.

HOMEWORK

The Governing Board recognizes that homework contributes to building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences a student's ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of the student's daily life.

Homework at the Middle School level will be assigned according to the established Beverly Hills Unified School District Board of Education Policy and Administrative Regulations. The policy regarding middle school homework follows.

Students at the Middle School (grades 6-8) can be expected to assigned homework 5 days per week using the following suggested time guidelines:

6 th Grade	90 minutes per night =	450 minutes per week
7 th Grade	120 minutes per night =	600 minutes per week
8 th Grade	120 minutes per night =	600 minutes per week

- If a student is in Honors English or Mathematics an additional 30 minutes per subject area may be added per night.
- If long-term assignments are assigned, they will be figured into the weekly allotment of homework time.
- All homework will be checked and evaluated.

6th GRADE
FOCUS ON EARTH SCIENCE

Core Instructional Materials

Focus on Earth Science

Publisher, Prentice Hall

6.1 Plate Tectonics and Earth's Structure: plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept, students know:

- a. *Evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. (E)*
- b. *Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. (E)*
- c. Lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- d. *That earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. (E)*
- e. *Major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. (E)*
- f. How to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
- g. How to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region. (I)

6.2 Shaping Earth's Surface: Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept, students know:

- a. Water running downhill is the dominant process in shaping the landscape, including California's landscape. (I)
- b. Rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns. (I)
- c. Beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- d. Earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats. (I)

6.3 Heat (Thermal Energy) (Physical Science): Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept, students know:

- a. *Energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. (E)*
- b. That when fuel is consumed, most of the energy released becomes heat energy. (I)

6.3 Heat (Thermal Energy) (Physical Science): Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept, students know:

(continued)

- c. Heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter). (E)*
- d. Heat energy is also transferred between objects by radiation (radiation can travel through space). (E)*

6.4 Energy in the Earth System: Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept, students know:

- a. The sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. (E)*
- b. Solar energy reaches Earth through radiation, mostly in the form of visible light. (E)*
- c. Heat from Earth's interior reaches the surface primarily through convection. (E)*
- d. Convection currents distribute heat in the atmosphere and oceans. (E)*
- e. Differences in pressure, heat, air movement, and humidity result in changes of weather. (I)*

6.5 Ecology (Life Science): Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept, students know:

- a. Energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.*
- b. Matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.*
- c. Populations of organisms can be categorized by the functions they serve in an ecosystem.*
- d. Different kinds of organisms may play similar ecological roles in similar biomes.*
- e. The number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.*

6.6 Resources: Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept, students know:

- a. The utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process. (I)*
- b. Different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.*
- c. The natural origin of the materials used to make common objects.*

6.7 Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

Students will:

- a. *Develop a hypothesis. (E)*
- b. *Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. (E)*
- c. *Construct appropriate graphs from data and develop qualitative statements about the relationships between variables. (E)*
- d. *Communicate the steps and results from an investigation in written reports and oral presentations. (E)*
- e. Recognize whether evidence is consistent with a proposed explanation. **(I)**
- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hillslope).

7th GRADE
FOCUS ON LIFE SCIENCE

Core Instructional Materials
Focus on Life Science
Publisher, Prentice Hall

- 7.1 Cell Biology: All living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope. As a basis for understanding this concept, students know:**
- a. *Cells function similarly in all living organisms. (E)*
 - b. Students know the characteristics that distinguish plant cells from animal cells, including chloroplasts and cell walls. **(I)**
 - c. *The nucleus is the repository for genetic information in plant and animal cells. (E)*
 - d. *That mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis. (E)*
 - e. *Cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes. (E)*
 - f. *That as multicellular organisms develop, their cells differentiate. (E)*
- 7.2 Genetics: A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. As a basis for understanding this concept, students know:**
- a. The differences between the life cycles and reproduction methods of sexual and asexual organisms. **(I)**
 - b. *Sexual reproduction produces offspring that inherit half their genes from each parent. (E)*
 - c. *An inherited trait can be determined by one or more genes. (E)*
 - d. *Plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive. (E)*
 - e. *DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell. (E)*
- 7.3 Evolution: Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept, students know:**
- a. *Both genetic variation and environmental factors are causes of evolution and diversity of organisms. (E)*
 - b. *The reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution. (E)*
 - c. *How independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution. (E)*
 - d. How to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms. **(I)**

- 7.3 Evolution: Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept, students know: (continued)**
- e. That extinction of a species occurs when the environment changes and that the adaptive characteristics of a species are insufficient for its survival. (E)*
- 7.4 Earth and Life History (Earth Science): Evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept, students know:**
- a. Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time. (E)*
 - b. The history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids. (E)*
 - c. That the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally on the bottom.
 - d. That evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.
 - e. Fossils provide evidence of how life and environmental conditions have changed. **(I)**
 - f. How movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms. **(I)**
 - g. How to explain significant developments and extinctions of plant and animal life on the geologic time scale. **(I)**
- 7.5 Structure and Function in Living Systems: The anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. As a basis for understanding this concept, students know:**
- a. Plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism. (E)*
 - b. Organ systems function because of the contributions of individual organs, tissues, and cells. The failure of any part can affect the entire system. (E)*
 - c. How bones and muscles work together to provide a structural framework for movement. **(I)**
 - d. How the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy. (E)*
 - e. The function of the umbilicus and placenta during pregnancy. (E)*
 - f. The structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit. (E)*
 - g. How to relate the structures of the eye and ear to their functions.
- 7.6 Physical Principles in Living Systems (Physical Science): Physical principles underlie biological structures and functions. As a basis for understanding this concept, students know:**
- a. Visible light is a small band within a very broad electromagnetic spectrum. (E)*
 - b. That for an object to be seen, light emitted by or scattered from it must be detected by the eye. (E)*

7.6 Physical Principles in Living Systems (Physical Science): Physical principles underlie biological structures and functions. As a basis for understanding this concept, students know: (continued)

- c. *Light travels in straight lines if the medium it travels through does not change. (E)***
- d. How simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope. (I)**
- e. *That white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths. (E)***
- f. *Light can be reflected, refracted, transmitted, and absorbed by matter. (E)***
- g. The angle of reflection of a light beam is equal to the angle of incidence. (I)**
- h. How to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints). (I)**
- i. How levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system. (I)**
- j. *That contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system. (E)***

7.7 Investigation and Experimentation: Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. *Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. (E)***
- b. Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project. (I)**
- c. *Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence. (E)***
- d. *Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e. g., motion of Earth's plates and cell structure). (E)***
- e. Communicate the steps and results from an investigation in written reports and oral presentations. (I)**

8th GRADE
FOCUS ON PHYSICAL SCIENCE

Core Instructional Materials
Focus on Physical Science
Publisher, Prentice Hall

- 8.1 Motion: The velocity of an object is the rate of change of its position. As a basis for under-standing this concept, students know:**
- a. Position is defined in relation to some choice of a standard reference point and a set of reference directions. (E)*
 - b. That average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. (E)*
 - c. How to solve problems involving distance, time, and average speed. (E)*
 - d. The velocity of an object must be described by specifying both the direction and the speed of the object. (E)*
 - e. Changes in velocity may be due to changes in speed, direction, or both. (E)*
 - f. How to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction. (E)*
- 8.2 Forces: Unbalanced forces cause changes in velocity. As a basis for understanding this concept, students know:**
- a. A force has both direction and magnitude. (E)*
 - b. When an object is subject to two or more forces at once, the result is the cumulative effect of all the forces. (E)*
 - c. When the forces on an object are balanced, the motion of the object does not change. (E)*
 - d. How to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction. (E)*
 - e. That when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction). (E)*
 - f. The greater the mass of an object, the more force is needed to achieve the same rate of change in motion. (E)*
 - g. The role of gravity in forming and maintaining the shapes of planets, stars, and the solar system.*
- 8.3 Structure of Matter: Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept, students know:**
- a. The structure of the atom and know it is composed of protons, neutrons, and electrons. (E)*
 - b. That compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements. (E)*
 - c. Atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers. (E)*

8.3 Structure of Matter: Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept, students know: (continued)

- d. The states of matter (solid, liquid, gas) depend on molecular motion. (E)*
- e. That in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently. (E)*
- f. How to use the periodic table to identify elements in simple compounds. (E)*

8.4 Earth in the Solar System (Earth Science): The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept, students know:

- a. Galaxies are clusters of billions of stars and may have different shapes. (I)*
- b. That the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color. (I)*
- c. How to use astronomical units and light years as measures of distances between the Sun, stars, and Earth. (I)*
- d. That stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light. (I)*
- e. The appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. (I)*

8.5 Reactions: Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept, students know:

- a. Reactant atoms and molecules interact to form products with different chemical properties. (E)*
- b. The idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. (E)*
- c. Chemical reactions usually liberate heat or absorb heat. (E)*
- d. Physical processes include freezing and boiling, in which a material changes form with no chemical reaction. (E)*
- e. Know how to determine whether a solution is acidic, basic, or neutral. (E)*

8.6 Chemistry of Living Systems (Life Science): Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept, students know:

- a. That carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms. (I)*
- b. That living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. (I)*
- c. That living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA. (I)*

- 8.7 Periodic Table:** The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept, students know:
- How to identify regions corresponding to metals, nonmetals, and inert gases. (E)*
 - Each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus. (E)*
 - Substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity. (E)*
- 8.8 Density and Buoyancy:** All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept, students know:
- Students know density is mass per unit volume. (E)*
 - Students know how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. (E)*
 - Students know the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. (E)*
 - Students know how to predict whether an object will float or sink. (E)*
- 8.9 Investigation and Experimentation:** Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
- Plan and conduct a scientific investigation to test a hypothesis. (E)*
 - Evaluate the accuracy and reproducibility of data. (E)*
 - Distinguish between variable and controlled parameters in a test. (E)*
 - Recognize the slope of the linear graph as the constant in the relationship $y = kx$ and apply this principle in interpreting graphs constructed from data. (E)*
 - Construct appropriate graphs from data and develop quantitative statements about the relationships between variables. (E)*
 - Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including $\text{speed} = \text{distance}/\text{time}$, $\text{density} = \text{mass}/\text{volume}$, $\text{force} = \text{pressure} \times \text{area}$, $\text{volume} = \text{area} \times \text{height}$). (E)*
 - Distinguish between linear and nonlinear relationships on a graph of data. (E)*

HEALTH

The Health curriculum for the Middle Grades is comprehensive in its approach and is based on the recommendations and grade level expectations of the current Health Framework Addendum.

Expectation 1. Students demonstrate ways to enhance and maintain their health and well-being

The Human Body

- *Practice good personal hygiene, including accepting responsibility for making those behaviors part of a normal routine. (E)*
- *Recognize and accept differences in body types and maturation levels. (E)*
- Recognize and avoid potentially harmful environmental conditions, such as exposure to pesticides or lead paint.
- Use protective equipment, such as goggles to protect the eyes when appropriate, or practice behaviors to protect the body, such as applying sunscreen, exercising, or making healthy food choices.

Food Choices

- *Make healthy food choices in a variety of settings. (E)*
- *Compare caloric values of foods according to the percentage of fat, protein, and carbohydrate they contain. (E)*
- *Establish and maintain healthy eating practices. (E)*
- Select appropriate practices to maintain, lose, or gain weight according to individual needs and scientific research.
- Prepare a variety of healthy foods.
- Analyze influences on food choices.

Physical Activity

- *Observe safety rules during physical activities. (E)*
- *Develop and initiate a personal fitness plan. (E)*
- Obtain a sufficient amount of sleep.
- Explore ways to engage in out-of-school activities that promote fitness and health.
- Participate regularly in a variety of enjoyable physical activities.

Mental & Emotional Health

- Demonstrate characteristics that contribute to self-confidence and self-esteem.
- Develop and use effective communication skills.
- Manage strong feelings and boredom
- Develop protective factors that help foster resiliency
- Develop and use effective coping strategies, emphasizing coping with feelings of inadequacy, sadness
- Develop protective factors that help foster resiliency Avoid self-destructive behaviors. Practice strategies for resisting negative peer pressure
- Identify risk factors for negative behaviors and developing effective strategies for counteracting these risk factors
- Select entertainment that promotes mental and physical health.

Expectation 2: Students understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- *Practice good personal hygiene. (E)*
- *Practice positive health behaviors to reduce the risk of disease. (E)*
- *Cooperate in regular health screenings. (E)*
- Practice and use effective self-examination procedures.
- Demonstrate care and concern toward ill persons in the family, the school, and the community.
- Make a commitment to abstain from sexual activity.
- Pupils shall be provided with statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.

Treatment of Disease

- Recognize symptoms of common illnesses.
- Take prescription and over-the-counter medicines properly.
- Interpret correctly instructions written on medicine container labels, including information about side effects.
- Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.
- Accept responsibility for active involvement in the treatment or management of disease

Expectation 3: Students practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- *Develop and use skills to identify, avoid, and cope with potentially dangerous situations. (E)*
- *Use skills to avoid, resolve, and cope with conflicts. (E)*
- *Understand and follow rules prohibiting possession of weapons at school. (E)*
- *Identify risk factors that reduce risks of accidents. (E)*
- Practice safe behavior in or near motorized vehicles.
- Practice safe behavior in recreational activities, even in the absence of adults.
- Practice safe behavior in and near water.
- Report or obtain assistance when faced with unsafe situations.
- Identify environmental factors that affect health and safety.
- Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.
- Use thinking and decision-making skills in high-risk situations involving the use of motor vehicles and other hazardous activities.
- *Recognize that the use of alcohol and other drugs plays a role in many dangerous situations. (E)*

Expectation 3: Students practice behaviors that reduce the risks of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Alcohol, Tobacco, and Drugs

- *Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution. (E)*
- *Differentiate between the use and misuse of prescription and nonprescription drugs. (E)*
- *Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs. (E)*
- *Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.*
- *Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events. (E)*
- Exercise self-control.
- Distinguish between helpful and harmful substances.
- Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.

Child Abuse, Including Sexual Exploitation (PC 11166)

- *Recognize and avoid situations that can increase risk of abuse. (E)*
- Identify ways to seek assistance if worried, abused, or threatened.
- Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.

Emergencies

- *Recognize emergencies and respond appropriately, including demonstrating proficiency in basic first-aid procedures. (E)*
- Develop and maintain with other family members a personal and family emergency plan, including maintaining supplies for emergencies.

Expectation 4: Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family.

Roles of Family Members

- *Demonstrate ways to help support positive family interactions. (E)*
- *Develop and use effective communication skills, including talking openly and honestly with parents when problems arise and discussing with parents questions about sexuality. (E)*
- *Practice health-promoting behaviors within the family. (E)*
- Support and value all family members.
- Complete self-initiated activities beyond assigned chores to help support the family.
- Identify safety hazards in the home and help to remove them.

Expectation 4: Students understand and demonstrate how to play a positive, active role in promoting the health of his/her family.

Change in the Family

- *Use effective strategies to cope with change in the family, such as seeking assistance from a parent, a trusted adult, a support system, or counseling when needed. (E)*

Expectation 5: Students understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with peers.

Friendship and Peer Relationships

- *Know and use appropriate ways to make new friends. (E)*
- *Demonstrate positive actions toward others. (E)*
- *Resolve conflicts in a positive, constructive way. (E)*
- *Demonstrate how to resist negative peer pressure. (E)*
- *Avoid demeaning statements directed toward others. (E)*
- *Interact effectively with many different people. (E)*
- *Promote positive health behaviors among peers. (E)*
- Demonstrate acceptable methods of gaining attention.
- Demonstrate acceptable ways to show or express feelings.
- *Help peers know when they should seek help from a parent or other trusted adult. (E)*

School and Community Based Efforts to Promote and Protect Health

- *Understand and follow school rules related to health. (E)*
- *Participate in school efforts to promote health. (E)*
- *Assume responsibility for helping to take care of the school. (E)*
- Participate in community efforts to address local health and environmental issues.
- Encourage others to become involved in health-promotion efforts at school.
- Analyze the impact of laws, policies, and practices on health-related issues.
- Encourage others to become involved in health-promotion efforts at many different levels.
- Access appropriately services available within the community.
- Contributing to the strengthening of health-related policies at school.

Expectation 6: Students understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle

- *Practice good personal hygiene, paying particular attention to the changing needs of adolescents. (E)*
- *Manage feelings appropriately. (E)*
- *Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence. (E)*
- Recognize fluctuations in emotions.

Expectation 6: Students understand the variety of physical, mental, emotional, and social changes that occur throughout life.

- Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.

Expectation 7: Students understand and accept individual differences in growth and development.

Growth and Development

- *Demonstrate an understanding of individual differences. (E)*
- *Develop a realistic body image. (E)*
- Recognize problems associated with not having a realistic body image.
- *Recognize the effects of performance-altering substances and avoid the use of those substances. (E)*
- Adapt group activities to include a variety of individuals.

Mental and Emotional Development

- *Identify, express, and manage feelings appropriately. (E)*
- *Develop and use effective communication skills. (E)*
- *Use coping strategies, including time-management skills. (E)*
- Recognize one's own strengths and limitations.
- Develop a focus on the future.

Expectation 8: Students understand their developing sexuality, choose to abstain from sexual activity, and treat the sexuality of others with respect.

Sexuality

- *Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality. (E)*
- *Identify appropriate ways to show affection. (E)*
- *Recognize and avoid situations that place one at risk of participating in sexual activity. (E)*
- *Practice behaviors that support the decision to abstain from sexual activity. (E)*
- *Demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active. (E)*
- Avoid, recognize, and respond to negative social influences and pressure to become sexually active
- Identify ways to seek assistance if abused.
- Statistics based on the latest medical information shall be provided to pupils citing the failure and success rates of condoms and other contraceptives in preventing pregnancy.

Expectation 9: Students identify information, products, and services that may be helpful or harmful to their health.

Products and Services

- *Identify a variety of consumer influences and analyze how those influences affect decisions. (E)*
- *Use critical-thinking skills to analyze marketing and advertising techniques and their influence. (E)*
- *Identify appropriate sources of health services for a variety of illnesses. (E)*
- Develop and apply criteria for the selection or rejection of health products, services, and information.
- Recognize helpful products and services.
- Seek care from the school nurse or school-linked services when appropriate.

Products and Services/Food Choices

- *Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection. (E)*
- Use labels to compare the contents of food products.
- Use valid nutrition information to make healthy food choices.
- Use unit pricing to determine the most economical purchases.
- Develop basic food-preparation skills, including sanitary food preparation and storage.
- Use effective consumer skills to purchase healthy foods within budget constraints.
- Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods.
- Adapt recipes to make them more healthy by lowering fat, salt, or sugar and increasing fiber.
- Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight.