

## Catholic Identity Standards

**3.1 Catholic identity standards.** The student understands and integrates the content of what is learned into their faith and daily life.\*

- 3.1A recognize that every human life is sacred because each person is created and loved by God\*
- 3.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts\*
- 3.1C recognize and oppose unjust social structures and work toward justice for all\*
- 3.1D see God at work in all things and as expressed in the sacraments\*
- 3.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith\*

## Physical Health

**3.2 Physical health.** The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
<b>3.2A Body Systems</b> examine the structure, function, and relationships of body systems and their relevance to personal health	3.2A.1 identify the major structures and functions of the digestive system 3.2A.2 describe the role of the digestive system in providing energy for the body
<b>3.2B Nutrition</b> identify and explain healthy eating strategies for enhancing and maintaining personal health	3.2B.1 describe digestion and ways to maintain this body function 3.2B.2 explore how grains are grown and the nutritional benefits of eating whole grains 3.2B.3 explain your school's food policy as it related to food allergens 3.2B.4 identify foods that often cause food allergies and list safe alternatives
<b>3.2C Physical Health</b> obtain, process, and understand basic physical activity information needed to make health promoting decisions	3.2C.1 evaluate how sleep, physical activity, screen time and healthy food choices affect health 3.2C.2 explain the importance of good personal hygiene (e.g., hand washing, dental care)

## Mental Health and Wellness

**3.3 Mental health and wellness.** The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
<b>3.3A Mental Wellness/Social Emotional Skills</b> identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	3.3A.1 describe feelings and emotions that result from experiencing change 3.3A.2 explain how to identify, express, and respond to emotions in a healthy way and design effective management strategies 3.3A.3 describe the benefits of friendship and make a list of the qualities of a good friend 3.3A.4 demonstrate behaviors to make and keep friends and behaviors that may cause a friendship to end 3.3A.5 define conflict and identify when conflict may occur between family and friends 3.3A.6 describe and demonstrate healthy ways to resolve conflict, including determining when adult help is needed

## Safety and Prevention

**3.4 Safety and prevention.** The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
<b>3.4A Disease Prevention</b> understand preventative health behaviors, and how to access and evaluate health care information to make informed decisions	3.4A.1 identify areas for personal health improvement, and set goals for adopting positive health practices 3.4A.2 describe the difference between communicable and noncommunicable diseases 3.4A.3 analyze the importance of prevention and early detection of disease
<b>3.4B Safety &amp; Injury Prevention</b> identify and demonstrate safety and first aid knowledge to prevent and treat injuries	3.4B.1 explain the need for personal safety when interacting with others online, create online safety strategies, and discuss when adult assistance may be needed in online interactions 3.4B.2 demonstrate proper behavior during safety drills at school and practice disaster-preparedness
<b>3.4C Violence Prevention</b> understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	3.4C.1 describe what bullying is and how to identify it 3.4C.2 discuss and demonstrate ways to safely stand up to bullying, advocate for yourself and others when bullied, and to report bullying/get help 3.4C.3 explain the benefits of and demonstrate positive, direct, respectful, and assertive communication with family and friends

<b>3.4D Substance Abuse Prevention</b> understand the difference between use and misuse of different substances and their impact on health	3.4D.1 describe the proper and improper use of prescription and nonprescription medication, the consequences of disregarding medical recommendations 3.4D.2 identify body systems that are affected by the use of alcohol, tobacco, nicotine products, common household inhalants, and other drugs and substances 3.4D.3 determine the importance of and demonstrate effective resistance/refusal skills for saying no to using harmful substances
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Environmental Health	
3.5 Community and environmental health. The student explains the environmental impact on health.	
Application	Instructional Focus
<b>5.3A Community Health</b> describe ways in which safe and healthy school and community environments can promote personal health	3.5A.1 explain what happens with waste and recycled materials and analyze how reducing, reusing, and recycling promotes a healthier environment 3.5A.2 demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community