

Choosing Health Education GLCEs in Focus

- General Curriculum
 - Grade level of the student
 - Health Education
 - Strands (optional)
 - Keyword (optional)
 - Search

Health Education GLCEs Code Numbers

e.g. "E.DM.02.5" = [1].[2].[3].[4]

1 – Strand

- A = Alcohol, Tobacco, and Other Drugs
- E = Social and Emotional Health
- G = Growth and Development/Sexuality Education
- N=Nutrition
- P = Personal Health and Wellness
- S = Safety

2 – Standard

- AD = Advocacy
- AI = Access Information
- CC = Core Concepts
- DM = Decision Making
- GS = Goal Setting
- HB = Health Behaviors
- IN = Influences
- SS = Social Skills

3 – Grade Level

- 00 = Kindergarten
- 01 = First Grade
- 02 = Second Grade
- 03 = Third Grade
- 04 = Fourth Grade
- 05 = Fifth Grade
- 06 = Sixth Grade
- 078 = Seventh/Eighth Grade

4 – Content Expectation Number

- 1 = first content expectation within that grade level
- 2 = second content expectation within that grade level
- 3 = third content expectation within that grade level
- Etc.

HEALTH EDUCATION GRADE LEVEL CONTENT EXPECTATIONS – GOALS ONLY

Strand 3: Safety			
Kindergarten	First Grade	Second Grade	Third Grade
		S.AI.02.4 Demonstrate how to ask a trusted adult for help.	S.AI.03.4 Describe how to access help when feeling threatened.

Strand 4: Social and Emotional Health			
Kindergarten	First Grade	Second Grade	Third Grade
<p>E.CC.00.1 Identify and describe different kinds of feelings. [ALL]</p> <p>E.HB.00.3 Describe and demonstrate ways to be responsible at home and school. [A,B]</p> <p>E.HB.00.4 Demonstrate the ability to recognize and express a variety of feelings appropriately. [ALL]</p> <p>E.HB.00.5 Identify and demonstrate strategies to manage strong feelings. [ALL]</p> <p>E.SS.00.6 Identify and practice strategies to make friends. [A,B]</p>	<p>E.CC.01.2 Explain the role of listening and paying attention in building and maintaining friendships. [A,B]</p> <p>E.HB.01.3 Apply skills to find out how others are feeling. [A,B]</p> <p>E.DM.01.6 Explain the decision making and problem solving steps. [ALL]</p> <p>E.DM.01.7 Apply the steps to making a decision or solving a problem. [ALL]</p> <p>E.SS.01.8 Apply effective listening and attending skills. [A,B]</p> <p>E.SS.01.9 Demonstrate giving and accepting a compliment or statement of appreciation. [A,B]</p>	<p>E.CC.02.1 Describe the characteristics of touch which is caring and important to positive relationships. [A,B]</p> <p>E.CC.02.2 Analyze the importance of identifying and expressing feelings to maintain personal health and healthy relationships. [ALL]</p> <p>E.CC.02.3 Describe situations that may elicit mixed emotions. [ALL]</p> <p>E.DM.02.5 Explain the decision making and problem solving steps. [ALL]</p> <p>E.DM.02.6 Demonstrate the ability to make a decision or solve a problem using the steps. [ALL]</p> <p>E.SS.02.7 Demonstrate ways to show respect for feelings, rights, and property of others. [A,B]</p> <p>E.SS.02.8 Demonstrate effective listening and attending skills. [A,B]</p> <p>E.SS.02.9 Recognize and express appropriately a variety of personal feelings. [ALL]</p> <p>E.SS.02.10 Demonstrate the ability to manage strong feelings, including anger. [ALL]</p>	<p>E.HB.03.6 Explain ways to show acceptance of differences. [A,B]</p> <p>E.IN.03.7 Analyze how friends influence others' behavior and well-being. [ALL]</p> <p>E.SS.03.8 Demonstrate ways to express appreciation. [A,B]</p> <p>E.SS.03.9 Demonstrate strategies for keeping positive friends. [A,B,C]</p> <p>E.SS.03.10 Demonstrate how to confront annoying behavior. [A,B,D]</p> <p>E.AD.03.11 Demonstrate the ability to support and respect people with differences. [A,B]</p>

HEALTH EDUCATION GRADE LEVEL CONTENT EXPECTATIONS – GOALS ONLY

Strand 3: Safety			
Fourth Grade	Fifth Grade	Sixth Grade	Seventh/Eighth Grade
<p>S.CC.04.2 Explain the importance of respecting personal space and boundaries. [A,B]</p> <p>S.AI.04.5 Demonstrate how to ask a trusted adult for help. [A,B,C]</p>	<p>S.CC.05.1 Explain the importance of respecting personal space and boundaries. [A,B]</p> <p>S.AI.05.5 Demonstrate how to ask a trusted adult for help. [A,B,C]</p>	<p>S.CC.06.4 Explain the importance of respecting personal space and boundaries. [A,B]</p>	<p>S.CC.078.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships. [A]</p> <p>S.AI.078.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or other. [A,B,C]</p>

Strand 7: Growth and Development/Sexuality Education			
Fourth Grade	Fifth Grade	Sixth Grade	Seventh/Eighth Grade
	<p>G.IN.05.11 Explain how culture, media, and others influence what one thinks about oneself and relationships. [ALL]</p>	<p>G.SS.06.12 Identify ways to show respect for other's boundaries and limits related to physical intimacy and sexual behavior. [A,B]</p>	<p>G.CC.078.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend. [A,B,C]</p> <p>G.HB.078.3 Set personal boundaries and limits related to physical intimacy and sexual behavior. [A,B]</p> <p>G.HB.078.4 Demonstrate skills to avoid and escape risky situations. [A,B,C]</p> <p>G.SS.078.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior. [A,B]</p>

HEALTH EDUCATION GRADE LEVEL CONTENT EXPECTATIONS – GOALS ONLY

Strand 4: Social and Emotional Health			
Fourth Grade	Fifth Grade	Sixth Grade	Seventh/Eighth Grade
<p>E.CC.04.1 Describe the effect of teasing and bullying on others. [ALL]</p> <p>E.HB.04.4 Describe strategies to manage strong feelings, including anger. [ALL]</p> <p>E.DM.04.5 Explain the decision making and problem solving steps. [ALL]</p> <p>E.DM.04.6 Apply the steps to make a decision or solve a problem, using criteria to evaluate solutions. [ALL]</p> <p>E.SS.04.7 Describe characteristics and steps of conflict resolution. [A,B,D]</p> <p>E.SS.04.8 Apply the steps of conflict resolution. [A,B,D]</p> <p>E.SS.04.9 Demonstrate non-violent conflict resolution strategies. [A,B,D]</p> <p>E.SS.04.10 Explain what to do if you or someone else is being teased or bullied. [A,B,D]</p> <p>E.SS.04.12 Demonstrate the ability to confront bullying and teasing. [A,B,D]</p>	<p>E.HB.05.3 Demonstrate strategies to manage strong feelings. [ALL]</p> <p>E.HB.05.5 Demonstrate strategies to avoid situations that might lead to trouble. [ALL]</p> <p>E.HB.05.6 Demonstrate the ability to manage harassment, including getting help from a trusted adult. [ALL]</p> <p>E.GS.05.7 Set a personal goal and plan the steps necessary to achieve the goal. [ALL]</p> <p>E.DM.05.9 Explain the decision making and problem solving steps. [ALL]</p> <p>E.DM.05.10 Demonstrate making a decision or solving a problem using criteria to evaluate solutions. [ALL]</p> <p>E.SS.05.11 Demonstrate effective listening strategies. [ALL]</p> <p>E.SS.05.12 Demonstrate how to communicate assertively. [ALL]</p> <p>E.SS.05.13 Apply the steps of conflict resolution to a real or hypothetical situation. [ALL]</p> <p>E.AD.05.14 Advocate for a caring school environment. [ALL]</p>	<p>E.CC.06.1 Describe some common causes of stress, and the health effects of stress. [ALL]</p> <p>E.CC.06.12 Analyze how friendships may involve positive and negative risks. [A]</p> <p>E.AI.06.3 Identify criteria to determine whether another person is able to help one make healthy decisions and solve problems; and apply these criteria to identify people who can provide help. [ALL]</p> <p>E.HB.06.4 Demonstrate the ability to use practical strategies to manage strong feelings. [ALL]</p> <p>E.GS.06.5 Use practical strategies to develop a personal plan for stress management. [ALL]</p> <p>E.DM.06.6 Describe the decision making and problem solving steps. [ALL]</p> <p>E.DM.06.7 Demonstrate the ability to make a decision or solve a problem using criteria to evaluate solutions. [ALL]</p> <p>E.SS.06.8 Describe the characteristics of conflicts that can be resolved and the steps of effective conflict resolution. [ALL]</p> <p>E.SS.06.9 Demonstrate the ability to use the steps of conflict resolution. [ALL]</p> <p>E.SS.06.10 Demonstrate effective listening strategies. [ALL]</p> <p>E.SS.06.11 Demonstrate the ability to use assertive communication skills appropriately. [ALL]</p> <p>E.SS.06.14 Demonstrate the ability to express appreciation. [A,B]</p>	<p>E.CC.078.1 Distinguish between passive, aggressive, and assertive communication. [ALL]</p> <p>E.CC.078.2 Describe the warning signs, risk factors, and protective factors for depression and suicide. [ALL]</p> <p>E.CC.078.13 Describe essential character traits needed for personal success and well being. [ALL]</p> <p>E.AI.078.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults. [ALL]</p> <p>E.AI.078.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide. [ALL]</p> <p>E.HB.078.6 Describe the signs and symptoms of stress. [ALL]</p> <p>E.HB.078.7 Demonstrate the ability to use stress management techniques. [ALL]</p> <p>E.HB.078.14 Apply skills to manage strong feelings. [ALL]</p> <p>E.IN.078.8 Explain internal and external factors that help to determine how one acts toward others. [ALL]</p> <p>E.IN.078.9 Demonstrate using the problem solving steps to solve a problem. [ALL]</p> <p>E.DM.078.15 Apply character traits during the process of making a decision. [ALL]</p> <p>E.SS.078.10 Demonstrate ways to show caring and respect for others, including those with real or perceived differences (e.g., cultural differences, disabilities, gender, and sexual orientation). [ALL]</p> <p>E.SS.078.11 Demonstrate the ability to use assertive communication skills. [ALL]</p> <p>E.SS.078.12 Apply conflict resolution skills to real or hypothetical situations involving peers. [ALL]</p> <p>E.SS.078.16 Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. [ALL]</p> <p>E.AD.078.17 Advocate for a school environment in which everyone treats each other with caring and respect. [ALL]</p>