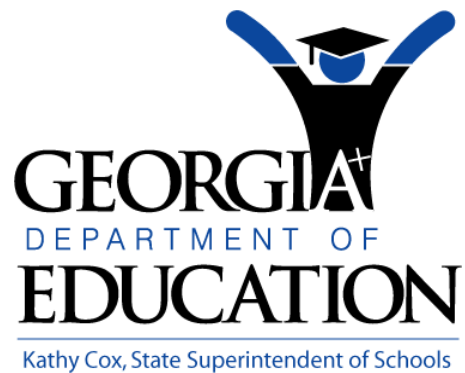


# Georgia Department of Education



## **GEORGIA PERFORMANCE STANDARDS for HEALTH EDUCATION**

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## **II. Introduction**

Health education is an integral part of the total education of every child from kindergarten through grade 12. Therefore, every student should have the opportunity to participate in quality health education programs. It provides young people with the knowledge and skills they need to become successful learners and healthy and productive adults. To help students adopt and maintain healthy behaviors, health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks.

Good health and academic success are directly related. Healthy children are better students and better students become healthy, successful adults who are productive members of their communities. Quality health education programs help students achieve their highest academic potential. The Georgia Performance Standards for Health Education provide guidance on the essential skills and knowledge that students should have at each grade level. An effective health education curriculum focuses on learning critical health skills such as communication, decision making, and goal setting. The rationale for the focus on skills is derived from health education theory and is supported by research that has demonstrated the effectiveness of skills-based curricula in influencing students' health attitudes and practices.

Teachers are encouraged to enrich their students' instructional environments and learning opportunities by:

- Using standards-based, theory driven, and research-based approaches to health instruction.
- Identifying and collaborating with appropriate community health agencies.
- Cultivating meaningful parent involvement in their child's health education.
- Focusing instruction on essential knowledge and skills that will foster health-risk reduction among students.

### **What are Standards?**

Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a guide for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals for expanding and improving education.

The Georgia Performance Standards for Health Education are a framework for local schools to use in order to create an instructional program that will enable their students to become healthy and capable of academic success. In addition, it is a framework for decisions about which lessons, strategies, activities, and types of assessment to include in a health education curriculum.

## **How are Standards to be Used?**

The purpose of developing these standards at the state level is to better serve schools and the local community in the process of curriculum development. Curriculum development is a local issue and may differ from school to school while the standards remain the same for all schools.

In recognition of this process, the Georgia Performance Standards for Health Education provide a framework from which specific curricula can be developed, allowing for the inclusion of health content according to professional judgment and appropriate to local needs.

## **The Georgia Performance Standards for Health Education:**

Historically, the Georgia Health Education curriculum (Quality Core Curriculum) was organized around health content or topic areas. Health Education has undergone a paradigm shift over the last 15 years and it has evolved from a primarily knowledge-based subject to a focused, skills-based subject. The new Georgia Performance Standards for Health Education are content standards and provide an outline for curriculum development. They are not a curriculum, nor do they constitute objectives for a curriculum. However, they reflect the most recent concept in health curricula, which is to provide a framework from which curricula can be developed that are appropriate for state and local needs. The new Georgia Performance Standards for Health Education are based on the eight National Health Education Standards, copyright 2007, developed by the Joint Committee on National Health Education Standards which consisted of representatives from the following organizations and agencies: American Association for Health Education, American School Health Association, American Public Health Association, and the Society of State Directors of Health, Physical Education, and Recreation and sponsored by the American Cancer Society.

The National and Georgia Standards for Health Education are designed to incorporate into a curricula the following six priority adolescent risk behaviors identified by the U.S. Centers for Disease Control and Prevention: Alcohol and other Drug Use, Injury and Violence (including Suicide), Tobacco Use, Poor Nutrition, Inadequate Physical Activity, and Risky Sexual Behavior. The standards also are designed to encompass a wide range of the following common content areas: Community Health, Consumer Health, Environmental Health, Family Life, Mental/Emotional Health, Injury Prevention/Safety, Nutrition, Personal Health, Prevention/Control of Disease, and Substance Use/Abuse. (Table 1 shows the relationship between the National Health Education Standards, Common Health Education Content Areas, and Centers for Disease Control and Prevention Adolescent Risk Behaviors.)

The standards reflect what a health educated student should know and be able to do at each grade level (K-12). The eight Georgia Performance Standards for Health Education with accompanying elements are provided for each grade level. The elements are provided to further define the knowledge and skills that are expected of students at the end of a lesson or unit of study. Examples are provided for each



element and can serve as guidelines for assessing student performance. Rather than defining curriculum, these standards provide guidance for designing appropriate health education curriculum.

The main purpose of this document is to establish content standards for the health education school program that clearly identify consensus statements related to what a student should know and be able to do as a result of a quality health education program. In addition, the standards demonstrate that health education has meaningful, significant content and measurable outcomes. The standards can and should be used to guide the development of state frameworks (ultimately helping to develop local curriculum) and /or directly guide the design of local curriculum, instruction, and assessment.

### **Assessment:**

The standards not only provide a basis for developing health education programs, but also provide a basis for student assessment. Assessment is the process of gathering evidence about a student's level of achievement in a specified subject area and of making inferences based on that evidence for a variety of purposes. The primary goal of assessment should be seen as the enhancement of learning, rather than simply the documentation of learning and assigning a grade. Whereas a broad range of assessment techniques could well be used to determine whether a given standard is being met, assessment should (1) reflect the subject matter that is most important for students to learn, (2) enhance learning through connection with instruction, (3) provide reliable evidence of student performance, and (4) yield valid inferences about student learning. The instruction and assessment process should be dynamic and continuous, yielding information about student progress toward the achievement of the content standards in health education.

### **State Board of Education Rules:**

The following State Board of Education Rule pertains to specific health related areas and must be taught in a health education curriculum. The Rule 160-4-2-.12. COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM is located at <http://www.doe.k12.ga.us/doe/legalservices/rules>.

### **Georgia School Laws:**

The following laws pertain to specific health related areas and must be taught in a health curriculum (the laws are located at <http://w3.lexis-nexis.com/hottopics/gacode/default.asp>):

O.C.G.A. § 20-2-143. Sex education and AIDS prevention instruction; implementation; student exemption.

O.C.G.A. § 20-2-144. Mandatory instruction concerning alcohol and drug use.

O.C.G.A. § 20-2-314. Development of rape prevention, personal safety education, and teen dating violence prevention programs.

## **Coding System for Standards:**

Below are examples and an explanation of the coding system utilized to identify each grade level standards and elements:

Example 1: HEK.1

HE – Health Education

K – Kindergarten

1 – Standard 1

Example 2: HE3.4

HE – Health Education

3 – Grade 3

4 – Standard 4

Example 3: HE7.6

HE – Health Education

7 – Grade 7

6 – Standard 6

Example 3: HE HS.2.

HE – Health Education

HS – High School

2 – Standard 2

Common Health Education Content Areas	National Health Education Standards	Centers for Disease Control & Prevention Adolescent Risk Behaviors
<ul style="list-style-type: none"> <li>• Community Health</li> <li>• Consumer Health</li> <li>• Environmental Health</li> <li>• Family Life</li> <li>• Mental/Emotional Health</li> <li>• Injury Prevention/Safety</li> <li>• Nutrition</li> <li>• Personal Health</li> <li>• Prevention/Control of Disease</li> <li>• Substance Use/Abuse</li> </ul>	<p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p><b>Standard 3:</b> Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<ol style="list-style-type: none"> <li>1. Alcohol and Other Drug Use</li> <li>2. Injury and Violence (Including Suicide)</li> <li>3. Tobacco Use</li> <li>4. Poor Nutrition</li> <li>5. Inadequate Physical Activity</li> <li>6. Risky Sexual Behavior</li> </ol>

Table 1 – The relationship of common health education areas and CDC adolescent risk behaviors to the National Health Education Standards. Source: National Health Education Standards: achieving excellence; the American Cancer Society; 2007

### **III. National Health Education Standards**

A general description of the National Health Education Standards includes the following (1):

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.** The acquisition of basic concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.** Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth.

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance.** Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.** Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.** Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.** Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals.

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.** Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.** Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

(1) National Health Education Standards: achieving excellence/ developed by the Joint Committee on National Health Education Standards; the American Cancer Society, 2007.

#### IV: Scope and Sequence (K-12)

### Georgia Health Education Performance Standards

#### Scope and Sequence

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

<b>Kindergarten</b>	Kindergarten students will identify healthy behaviors.
<b>First Grade</b>	First grade students will understand how healthy behaviors impact personal health and disease prevention.
<b>Second Grade</b>	Second grade students will identify concepts related to healthy behaviors and disease prevention.
<b>Third Grade</b>	Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.
<b>Fourth Grade</b>	Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.
<b>Fifth Grade</b>	Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.
<b>Sixth Grade</b>	Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.
<b>Seventh Grade</b>	Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.
<b>Eighth Grade</b>	Eighth grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine the interrelationships of emotional, physical, social, and intellectual health, and how each aspect of health can be impacted by their surroundings.
<b>High School</b>	High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings. Students will evaluate established health behavior theories and models.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

<b>Kindergarten</b>	Kindergarten students will recognize and identify external factors that influence their personal health.
<b>First Grade</b>	First grade students will recognize and identify internal factors that influence their personal health.
<b>Second Grade</b>	Second grade students will identify and discuss internal and external factors that influence their personal health.
<b>Third Grade</b>	Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.
<b>Fourth Grade</b>	Fourth grade students will compare and contrast how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.
<b>Fifth Grade</b>	Fifth grade students will examine how family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.
<b>Sixth Grade</b>	Sixth grade students will compare how family, peers, culture, and media influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.
<b>Seventh Grade</b>	Seventh grade students will compare how family, peers, and culture influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors.
<b>Eighth Grade</b>	Eighth grade students will focus on identifying and understanding diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms. Students will draw conclusions on how family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.
<b>High School</b>	High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 3:** Students will demonstrate the ability to access valid information, products and services to enhance health.

<b>Kindergarten</b>	Kindergarten students will identify trusted adults who can assist them in enhancing their health.
<b>First Grade</b>	First grade students will list valid health resources to enhance their health.
<b>Second Grade</b>	Second grade students will identify trusted adults, health care professionals, and school and community personnel who can help enhance their health.
<b>Third Grade</b>	Third grade students will locate local resources that provide valid health information.
<b>Fourth Grade</b>	Fourth grade students will identify services that promote healthy living within the school and community.
<b>Fifth Grade</b>	Fifth grade students will describe school and community services that promote healthy living.
<b>Sixth Grade</b>	Sixth grade students will identify and access valid health resources and services that promote healthy living within the school and community.
<b>Seventh Grade</b>	Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources.
<b>Eighth Grade</b>	Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.
<b>High School</b>	High school students will critique the validity of health information, health promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information, products, and services used in the prevention, early detection, and treatment of health problems.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

<b>Kindergarten</b>	Kindergarten students will identify skills needed to develop and maintain healthy personal relationships.
<b>First Grade</b>	First grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.
<b>Second Grade</b>	Second grade students will demonstrate the ability to identify verbal and non-verbal communication skills as a way to reduce or avoid conflict.
<b>Third Grade</b>	Third grade students will develop and maintain quality relationships and avoid conflicts by using effective verbal and nonverbal communication skills.
<b>Fourth Grade</b>	Fourth grade students will develop and maintain health enhancing personal relationships with assistance from local support personnel. Students will also develop attentive listening, refusal, and conflict resolution skills.
<b>Fifth Grade</b>	Fifth grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal skills which can help maintain healthy personal relationships.
<b>Sixth Grade</b>	Sixth grade students will use verbal and nonverbal skills to develop and maintain healthy personal relationships.
<b>Seventh Grade</b>	Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.
<b>Eighth Grade</b>	Eighth grade students will demonstrate appropriate verbal and nonverbal skills to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.
<b>High School</b>	High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain health enhancing relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.



## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

<b>Kindergarten</b>	Kindergarten students will identify health-related situations where decision-making skills are needed.
<b>First Grade</b>	First grade students will list health-related situations, as well as identify people who can assist them with solving problems, in order to make health-enhancing decisions.
<b>Second Grade</b>	Second grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.
<b>Third Grade</b>	Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.
<b>Fourth Grade</b>	Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.
<b>Fifth Grade</b>	Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.
<b>Sixth Grade</b>	Sixth grade students will decide if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.
<b>Seventh Grade</b>	Seventh grade students will list the steps of the decision-making process which enable them to collaborate with others to improve the quality of their lives. Students will be able to distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers.
<b>Eighth Grade</b>	Eighth grade students will model the steps of the decision making process and analyze the importance of seeking assistance before making a decision.
<b>High School</b>	High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

<b>Kindergarten</b>	Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.
<b>First Grade</b>	First grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.
<b>Second Grade</b>	Second grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.
<b>Third Grade</b>	Third grade students will select a long-term goal, determine actions to achieve the goal, and recognize who can assist them with reaching their goals.
<b>Fourth Grade</b>	Fourth grade students will develop personal goals for positive health and discuss resources to assist them with their goals.
<b>Fifth Grade</b>	Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.
<b>Sixth Grade</b>	Sixth grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.
<b>Seventh Grade</b>	Seventh grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.
<b>Eighth Grade</b>	Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and aspire to maintain these goals in the future. Students need to be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.
<b>High School</b>	High school students will establish short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

<b>Kindergarten</b>	Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.
<b>First Grade</b>	First grade students will identify steps to maintain or improve personal health.
<b>Second Grade</b>	Second grade students will practice healthy behaviors to prevent injuries, diseases, and disorders.
<b>Third Grade</b>	Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.
<b>Fourth Grade</b>	Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.
<b>Fifth Grade</b>	Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.
<b>Sixth Grade</b>	Sixth grade students will practice health-enhancing behaviors that contribute to a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.
<b>Seventh Grade</b>	Seventh grade students will identify how diseases and injuries can be prevented by reducing harmful and at risk behaviors. Students will demonstrate how to reduce harmful and at risk behaviors to enhance their health.
<b>Eighth Grade</b>	Eighth grade students will summarize strategies that improve healthy behaviors and will assist students in developing positive, healthy routines to achieve wellness for a lifetime.
<b>High School</b>	High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk-taking behaviors now and in the future.

## Georgia Health Education Performance Standards

### Scope and Sequence

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

<b>Kindergarten</b>	Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices for others.
<b>First Grade</b>	First grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.
<b>Second Grade</b>	Second grade students will demonstrate healthy behaviors that encourage others to practice healthy behaviors.
<b>Third Grade</b>	Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.
<b>Fourth Grade</b>	Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.
<b>Fifth Grade</b>	Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.
<b>Sixth Grade</b>	Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.
<b>Seventh Grade</b>	Seventh grade students will develop a wide variety of advocacy skills such as persuasion, collaboration, and communication techniques. Advocacy skills help seventh grade students promote healthy norms and behaviors.
<b>Eighth Grade</b>	Eighth grade students will develop important advocacy skills to create persuasive health-enhancing messages to encourage others to adopt healthy behaviors.
<b>High School</b>	High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.

## **V. Georgia Health Education Performance Standards**

### **Kindergarten**

*Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents or guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, to respect others, to follow school safety rules, and to be responsible.*

**HEK.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Kindergarten students will identify healthy behaviors.

#### **Elements:**

**a. Name healthy behaviors.**

Examples:

- Identify healthy food choices.
- Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important.

**b. Identify that physical health is one dimension of health and wellness.**

Examples:

- Identify that a healthy person exercises, eats well, and goes to the doctor.
- Describe ways to prevent the spread of communicable diseases to promote physical health.

**HEK.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Kindergarten students will recognize and identify external factors that influence their personal health.

**Elements:**

**a. Explain how family influences personal health practices.**

Examples:

- Name physical activities family members can participate in together(e.g., raking leaves, walking, playing sports).
- Identify family rules that promote health and safety (e.g., washing hands before meals).

**b. Identify what the school can do to support personal health practices.**

Examples:

- Identify the kinds of healthy foods served by the school cafeteria.
- Discuss the purpose for school playground rules.

**c. State how the media influences behaviors.**

Examples:

- Discuss how advertisements (e.g., rhymes, jingles) can influence individuals to purchase certain products.
- Discuss how family, culture, and the media influence food choices.

**HEK.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Kindergarten students will identify trusted adults who can assist them in enhancing their health.

**Elements:**

**a. Discuss the role of trusted adults and health professionals as sources of health information.**

Examples:

- Describe the role of a variety of health care professionals in promoting health (e.g., dentist, eye doctor).
- Discuss the role of the school nurse in prompting student wellness.

**b. Identify school and community health helpers.**

Examples:

- Identify community helpers who can assist students in understanding the safety procedures.
- Discuss the people in the school who can help you when a student is being bullied.

**HEK.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Kindergarten students will recognize skills needed to develop and maintain healthy personal relationships.

**Elements:**

**a. Discuss ways to express feelings in a healthy way.**

Examples:

- Describe how to express emotions in healthy ways.
- Discuss how to express feelings to prevent a conflict from starting.

**b. Develop listening skills to enhance health.**

Examples:

- Explain how a person with good listening skills can enhance his or her health.
- Participate in a role-play to help recognize good listening skills.



**HEK.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify health-related situations where decision-making skills are needed.

**Elements:**

**a. Identify health-related situations.**

Examples:

- Identify potential risky health situations at school.
- Describe possible causes of conflict with classmates.

**b. Discuss when and what assistance is needed for health-related situations.**

Examples:

- Identify who to ask for help when you are ill at school.
- Explain when someone should call 911.

**HEK.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Kindergarten students will identify personal health goals and determine who can assist them in achieving their goals.

**Elements:**

**a. Name a personal health goal.**

Examples:

- Identify several potential health goals.
- Set a goal to brush your teeth three times a day every day.

**b. Identify family members who can assist with achieving short-term health goals.**

Examples:

- Describe how a family member can be a role model by eating healthy foods.
- Role play how parents can remind children to practice healthy behaviors.

**HEK.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Kindergarten students will name health behaviors to prevent injuries, diseases, and disorders.

**Elements:**

**a. Show healthy behaviors that improve personal health and wellness.**

Examples:

- Demonstrate the correct technique for brushing teeth.
- Practice stress management skills.

**b. Demonstrate healthy behaviors that prevent injuries.**

Examples:

- Practice safety precautions used before crossing the street.
- Show basic first-aid procedures for bandaging a scrape.

**HEK.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Kindergarten students will role model healthy behaviors that promote personal health and encourage positive choices in others.

**Elements:**

**a. Seek assistance to promote personal health.**

Examples:

- Request help when deciding on healthier snack options.
- Ask for help when being teased at school.

**b. Encourage peers to make positive health choices.**

Examples:

- Draw a picture to encourage classmates to use a booster seat or wear a safety belt.
- Remind students to cover their nose and mouth when they sneeze.

## **FIRST GRADE**

*Students in first grade learn about their body's systems and various health topics. They begin to understand how their decisions can impact their health and well-being now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of the media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.*

**HE1.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. First grade students will understand how healthy behaviors impact personal health and disease prevention.

### **Elements:**

**a. Tell how healthy behaviors impact personal health and wellness.**

Examples:

- Describe why being tobacco free is a healthy behavior.
- Identify the health benefits of working together to solve a problem.

**b. Describe ways to prevent communicable diseases.**

Examples:

- List ways to prevent germs from spreading.
- Describe the correct way to wash your hands.

**HE1.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. First grade students will recognize and identify internal factors that influence their personal health.

**Elements:**

**a. Identify how family influences personal health practices.**

Examples:

- Describe how a family member can model healthy behaviors (e.g., eating healthy foods, exercising on a regular basis).
- Identify how celebrating family holidays can impact health practices.

**b. Identify what the school can do to support personal health practices.**

Examples:

- Identify how schools can participate in health events (e.g., Red Ribbon week).
- Explain school safety rules for the classroom, cafeteria, and playground.

**HE1.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. First grade students will list valid health resources to enhance their health.

**Elements:**

**a. List the roles and responsibilities of professionals who assist with enhancing health.**

Examples:

- List the responsibilities of a school bus driver in keeping the passengers safe.
- Explain why doctors are important members of the community.

**b. Identify ways to locate school and community health helpers.**

Examples:

- Identify community helpers who would help with understanding ways to improve the environment.
- Discuss people in the school who can help when a student is feeling sad or hurt.

**HE1.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. First grade students will understand their personal feelings as the basis for strengthening their relationships and avoiding conflicts.

**Elements:**

**a. Recognize ways to respond when in an unwanted, threatening, or dangerous situation.**

Examples:

- Describe how to avoid second hand smoke.
- Determine effective refusal skills to avoid unsafe situations.

**b. Discuss ways to tell a trusted adult if threatened or harmed.**

Examples:

- Give examples of when it is important to ask an adult for help when confronted with an unsafe situation.
- Demonstrate how to report a dangerous situation to an adult.



**HE1.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision making skills to identify, apply, and maintain health-enhancing behaviors. First grade students will list health-related situations, as well as identify people who can assist them with solving problems, in order to make health-enhancing decisions.

**Elements:**

**a. List health-related situations.**

Examples:

- Describe situations in which students must choose between healthy and risky behaviors.
- Discuss different ways of preventing air pollution.

**b. Identify people who can help solve problems and make decisions.**

Examples:

- Identify various school personnel who can assist students with health-related problems (e.g., teacher, nurse, principal, and counselor).
- Identify the role of various emergency workers in the community.

**HE1.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. First grade students will identify actions needed to achieve short-term health goals, as well as who can assist them in achieving their goals.

**Elements:**

**a. Identify actions needed to achieve a short term personal health goal.**

Examples:

- Identify what actions would be useful in achieving a short-term personal health goal (e.g., schedule for brushing teeth, checklist for eating healthy foods).
- Identify actions that can keep students injury free while at recess.

**b. Identify who can assist you in achieving health goals outside your family.**

Examples:

- Identify who can assist in teaching students how to appropriately express feelings (e.g., teacher, counselor, and parent).
- Describe ways that parents and other trusted adults can help a student meet a goal of eating more fruits and vegetables.

**HE1.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. First grade students will identify steps to maintain or improve personal health.

**Elements:**

**a. Practice health behaviors to maintain personal health and wellness.**

Examples:

- Participate in a role play on how to promote cooperation.
- Demonstrate proper safety procedures to follow when exiting a burning building (e.g., crawl out quickly, go to meeting place, if clothing catches fire; stop, drop, and roll).

**b. Model behaviors that reduce health risks.**

Examples:

- Draw a picture of yourself eating a healthy snack.
- Act out different activities that will help your heart become stronger.

**HE1.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. First grade students will demonstrate healthy skills to encourage others to practice healthful behaviors.

**Elements:**

**a. Obtain assistance to promote health and wellness.**

Examples:

- Encourage parents and other caretakers to help students make healthy eating choices.
- Ask a parent or other trusted adult to take a walk after school to increase physical activity.

**b. Make requests to promote personal health.**

Examples:

- Ask a teacher for helpful suggestions when trying to resolve a conflict.
- Ask a parent or sibling to help list ways to make your home or neighborhood a safer environment.

## **SECOND GRADE**

*Students in second grade learn about growth and development throughout life as well as about body systems. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal and community health.*

**HE2.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Second grade students will identify concepts related to healthy behaviors and disease prevention.

### **Elements:**

**a. Recognize that there are multiple dimensions of health.**

Examples:

- Explain the relationship between feelings and behaviors.
- Describe the difference between behaviors that enhance your physical and mental health.

**b. Describe ways to prevent the spread of communicable diseases.**

Examples:

- Describe the relationship between germs and communicable diseases.
- Identify food safety precautions.

**HE2.2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Second grade students will identify and discuss internal and external factors that influence their personal health.

**Elements:**

**a. Discuss how the family influences personal health practices and behaviors.**

Examples:

- Discuss the importance of each family member in promoting healthy lifestyles.
- Discuss the importance of family rules and the consequences that can occur from not following established rules.

**b. Describe how the media can impact health behaviors.**

Examples:

- Describe how advertisements can influence food choices.
- Explain how television viewing can decrease an individual's level of physical activity.

**HE2.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Second grade students will identify trusted adults, health care professionals, and school and community individuals who can help enhance their health.

**Elements:**

**a. Identify trusted adults and professionals who can help promote health.**

Examples:

- Identify adults with whom students can discuss their feelings.
- Identify people who can provide accurate information about safety.

**b. Identify ways to locate school and community health helpers.**

Examples:

- Identify adults and professionals who help to promote regular physical activity.
- Identify community individuals that would encourage you to “Just Say NO” to illegal drugs.

**HE2.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Second grade students will demonstrate the ability to identify verbal and non- verbal communication skills as a way to reduce or avoid conflict.

**Elements:**

**a. Demonstrate healthy ways to express needs, wants, and feelings.**

Examples:

- Demonstrate how to express feelings to prevent conflict from starting.
- Demonstrate empathy for others.

**b. Demonstrate listening skills to enhance health.**

Examples:

- Show how body language and eye contact can enhance communication.
- Demonstrate techniques of effective listening.



**HE2.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision making skills to identify, apply, and maintain health-enhancing behaviors. Second grade students will utilize their knowledge of health-related situations to describe how they will make a health-enhancing decision.

**Elements:**

**a. Describe a health-related situation.**

Examples:

- Describe what to do when a student feels scared or frightened.
- Explain how to say no to peer pressure to use drugs and alcohol.

**b. Identify health-related situations when assistance is needed.**

Examples:

- Identify what to do if someone is ill or injured and in need of assistance.
- Describe what to do if someone is being bullied.

**HE2.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Second grade students will implement actions needed to achieve a short-term personal health goal. They will also explain how others can assist them in meeting their health goals.

**Elements:**

**a. Implement actions to achieve a short-term personal health goal.**

Examples:

- Identify safe ways to ride in a vehicle.
- Set a time limit on the amount of television programming and video games per week.

**b. Identify individuals who can assist in helping achieve a personal goal.**

Examples:

- Describe how individuals can help students reach their dietary goals.
- Identify people in the school who can assist students in achieving their fitness goals.

**HE2.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Second grade students will practice healthy behaviors to prevent injuries, diseases, and disorders.

**Elements:**

**a. Demonstrate healthy practices and behaviors to maintain or improve personal health.**

Examples:

- Design a meal based on the food guide pyramid.
- Participate in a role play on how to resist peer pressure to violate family or school rules.

**b. Demonstrate behaviors that avoid or reduce health risks.**

Examples:

- Describe ways to prevent transmission of head lice.
- Create a poster showing safety gear used when bicycling.

**HE2.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Second grade students will demonstrate healthy behaviors to encourage others to practice healthful behaviors.

**Elements:**

**a. Make requests to promote health and wellness.**

Examples:

- Request foods that build strong teeth or keep teeth healthy.
- Ask a family member to play an activity outside.

**b. Encourage peers to make positive choices.**

Examples:

- Design a poster encouraging peers to avoid unhealthy behaviors.
- Role-play situations in which two students show respect for each other by using respectful words and actions.

## **THIRD GRADE**

*Students in third grade learn and apply health skills in areas such as disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students begin to recognize the existence of myths related to health information, distinguish fact from fiction, and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.*

**HE3.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Third grade students will identify health enhancing behaviors and describe behaviors related to disease and injury prevention.

### **Elements:**

**a. Identify the link between healthy choices and being healthy.**

Examples:

- Illustrate the link between the six main nutrients and being healthy.
- Examine the harmful effects of tobacco and alcohol on the body.

**b. Recognize times when it might be important to seek health care or emergency help.**

Examples:

- Identify potential dangers found at school and at home and whom to call for assistance in case of emergency.
- Recognize symptoms that might need treatment from a health care provider (e.g, fever, sore throat, toothache).

**c. Give examples of intellectual, physical, emotional, and social health.**

Examples:

- Describe the impact of stress on multiple dimensions of health.
- List behaviors that contribute to intellectual, physical, emotional, and social health.

**HE3.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Third grade students will comprehend a variety of internal and external factors that influence health practices and behaviors.

**Elements:**

**a. Describe how the family influences personal health practices.**

Examples:

- Recognize the role that a parent or guardian plays in caring for a child.
- Discuss importance of family activities related to wellness (e.g., dental visits, exercise, and good nutrition).

**b. Identify how peers can influence healthy and unhealthy behaviors.**

Examples:

- Describe examples of positive and negative peer pressure.
- Describe methods of handling teasing and harassment.

**c. Identify consumer influences.**

Examples:

- Determine target audiences for specific media and advertisements.
- Create an advertisement designed to promote a healthy choice.

**HE3.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will identify valid health information and health-promoting products and services for the prevention, early detection, and treatment of health problems. Third grade students will locate local resources that provide valid health information.

**Elements:**

**a. Describe characteristics of valid health information, products, and services.**

Examples:

- Describe characteristics of valid sources of health information available on the internet.
- Collect and compare health information from the labels of common household items.

**b. Label resources from home, school, and community that provide valid health information.**

Examples:

- List family members, school personnel, and community leaders (e.g., health experts, legal and medical professionals, business men and women, volunteer and service agencies and civic groups) that are good resources of valid health information.
- Identify sources for accurate information about how to prevent injury.

**HE3.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Third grade students will use effective verbal and nonverbal communication skills to develop and maintain quality relationships and avoid conflicts.

**Elements:**

**a. Recognize the importance of assertively refusing pressure to engage in an unhealthy behavior.**

Examples:

- Discuss healthy ways to express needs, wants, and feelings.
- Demonstrate refusal and negotiation skills to enhance health (e.g., alcohol, tobacco).

**b. Identify how listening skills can be used to build and maintain healthy relationships.**

Examples:

- Describe how active listening is important to be a positive friend and family member.
- Demonstrate listening skills as a way to show caring and respect.

**c. Recognize causes of conflicts and applies nonviolent strategies to manage or resolve.**

Examples:

- Describe how effective communication skills enhance healthy behaviors.
- List nonviolent strategies for resolving conflicts.



**HE3.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will indicate when support is needed for making thoughtful decisions about health-related issues or problems.

**Elements:**

**a. Indicate routine health-related situations.**

Examples:

- Describe personal choices that contribute to personal health and wellness.
- Give examples of what to do when home alone and someone comes to the door.

**b. Discuss situations when support is needed when making a health-related decision.**

Examples:

- Discuss how adults can help an individual avoid tobacco.
- Examine when it is appropriate to tell a teacher about a problem with another student.

**c. Discuss various options to health-related issues or problems.**

Examples:

- Examine safety tips in walking to school, riding the bus, and riding in a car to school each day.
- Create a guidebook describing ways students could be more active and less sedentary.

**d. Indicate the possible consequences of each choice when making a health-related decision.**

Examples:

- Discuss what could happen if students stopped flossing and brushing their teeth.
- Classify possible consequences to physical, intellectual, and emotional health if a student does not get adequate sleep.

**e. Identify a healthy choice when making a decision.**

Examples:

- Describe the health implications of students after school activity choices.

- Analyze the consequences for not following safety instructions (e.g., stay seated on the bus, walk in the hallways).

**HE3.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Third grade students will select a long-term goal, determine actions to achieve the goal, and recognize who can assist them with reaching their goals.

**Elements:**

**a. Select a personal long-term health goal and determine actions needed to achieve the goal.**

Examples:

- Select a personal health goal related to healthy sleep habits (e.g., establish morning and bedtime routines, record the number of hours of sleep, and track progress).
- Select a personal fitness goal, determine what is necessary to achieve the goal, and monitor progress for achieving the goal.

**b. Recognize resources needed to achieve a personal health goal.**

Examples:

- Recognize that parents, teachers, and school counselors can help with a goal to manage angry feelings appropriately.
- Recognize resources in the community that can help you achieve personal goals (e.g., YMCA, Boys Club, recreation centers, and school clubs).

**HE3.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Third grade students will demonstrate healthy skills to prevent injuries, diseases, and disorders.

**Elements:**

**a. Practice healthy behaviors.**

Examples:

- Keep a daily log of all of the health choices a student makes throughout the day.
- Demonstrate how to say “no” when pressured to engage in a risky behavior.

**b. Perform healthy practices that maintain or improve personal health.**

Examples:

- Wear appropriate footwear before engaging in an outdoor physical activity.
- Develop a log to record how often you exercise.

**c. Demonstrate actions to avoid and reduce health risks.**

Examples:

- Demonstrate ways to reduce stress throughout the day.
- Apply safety rules for engaging in an outdoor physical activity requiring the use of special equipment (e.g., baseball helmet, glove, and catcher’s mask).

**HE3.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Third grade students will share accurate health information and demonstrate healthy behaviors to encourage others to practice healthy behaviors.

**Elements:**

**a. Share accurate information about a health issue.**

Examples:

- Share with family members suggestions for conserving water in their daily practices.
- Show the class how to properly clean a minor abrasion (e.g., skinned knee and scrapes).

**b. Encourage others to make positive health choices.**

Examples:

- Explain the importance of exercise to a family member and think of ways family members can exercise together.
- Design a banner to encourage others to recycle.

## **FOURTH GRADE**

*Students in fourth grade distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. They begin to see the interconnection between body systems. Students critique advertising and various media displays and work with others to improve community health.*

**HE4.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fourth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness.

### **Elements:**

**a. Recognize the relationship between health behavior and disease prevention.**

Examples:

- Describe the relationship between tobacco use and nicotine addiction.
- Identify risk factors and behaviors related to heart disease and heart related conditions (e.g., high blood pressure, obesity, stress).

**b. Predict the short and long term effects of health choices on the multiple dimensions of health.**

Examples:

- Describe the long and short term health benefits of avoiding foods high in sugar, fat, and sodium.
- Describe the relationship between exercise and caloric intake on weight management.

**c. Describe ways to promote a safe and healthy community environment.**

Examples:

- Identify threats to personal safety and how to avoid them.
- Describe emergency procedures related to fire safety.

**HE4.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fourth grade students will compare and contrast how family and culture influence their personal and family health. Students will recognize negative and positive peer pressure and its influence on health promotion and risk reduction.

**Elements:**

**a. Identify the influence of culture on health practices and behaviors.**

Examples:

- Identify the health impact of eating and drinking habits associated with particular social events (i.e., holidays, sporting events)
- Determine the nutritional benefits of foods from other cultures.

**b. Describe how the school and community can support personal health practices and behaviors.**

Examples:

- Identify ways to prevent the spread of communicable disease in the community (e.g., hygiene, inoculation, quarantine)
- Compare and contrast the nutritional value of food from various places. (e.g., fast food, home prepared, school provided).

**c. Describe how technology and the media can influence personal health.**

Examples:

- List media influences that most impact student's consumer decisions (e.g., commercials, movies, books, music).
- Predict the outcome if more people watched less TV and engaged in a regular exercise program.

**HE4.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Fourth grade students will identify services that promote healthy living within the school and community.

**Elements:**

**a. Recognize the characteristics of valid health information, products, and services.**

Examples:

- Discuss health-related products that are available to promote a healthier individual.
- Analyze the impact of local health services on community health.

**b. Summarize the services that school, family, and community provide concerning personal health**

Examples:

- Analyze the roles and responsibilities of health care professionals and other adults in promoting personal health and wellness.
- Identify a trusted adult, such as a parent, school nurse, counselor, or teacher, who can provide helpful information about preventing tobacco use.

**HE4.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Fourth grade students will develop attentive listening, refusal, and conflict resolution skills to develop and maintain health enhancing relationships.

**Elements:**

**a. Describe effective negotiation skills to manage or resolve conflict.**

Examples:

- Explain the benefits of non-violent conflict resolution strategies to others.
- Describe how to express feelings to prevent conflict from starting or escalating.

**b. Demonstrate skills that communicate care, consideration, and respect of self and others, including those with disabilities.**

Examples:

- Demonstrate ways to respect personal space and boundaries.
- Identify special qualities in self and others.



**HE4.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will determine and explain alternatives to promote healthy decisions regarding health-related issues or problems.

**Elements:**

**a. Explain a situation that may require a thoughtful health-related decision.**

Examples:

- Discuss options of what to do in potentially dangerous situations (e.g., being lost, stranded without a ride home, riding with someone who causes you to feel unsafe).
- Demonstrate everyday decisions that contribute to being a good friend.

**b. Determine when help is needed to make a health-related decision.**

Examples:

- Determine when a counselor is needed for anger management.
- Discuss options for seeking assistance when are being bullied.

**c. Indicate healthy alternatives to health-related issues and problems.**

Examples:

- Provide positive alternatives to resolve a conflict.
- Develop a plan to participate in heart-healthy physical activities after school.

**d. Describe the possible consequences of each option when making a health-related decision.**

Examples:

- Discuss the possible consequences of swimming alone.
- Describe the impact of developing a chronic disease on health and wellbeing.

**e. Determine a healthy choice when making a decision.**

Examples:

- Create a list of possible consequences if rules are not followed (e.g., running in the hallway, talking loud on the bus, throwing a baseball bat).
- Analyze the reasons for seeking parent permission before engaging in an unsupervised physical activity (e.g., skating, bike riding, jogging).

**HE4.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fourth grade students will develop personal goals for positive health and discuss resources for assisting them with their goals.

**Elements:**

**a. Develop a personal health goal and identify ways to monitor its progress.**

Examples:

- Track a personal health goal related to consuming more fruits and vegetables using a chart to track intake.
- Create a personal health goal related to the influence of rest, food choices, exercise, sleep, or recreation on a person's well being and determine how to monitor progress.

**b. Discuss resources needed to help achieve a personal health goal.**

Examples:

- Discuss the reasons for consulting a parent before taking medication.
- Describe individuals who should be consulted before a student plans a neighborhood clean-up project`.

**HE4.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fourth grade students will demonstrate healthy behaviors to prevent injuries, diseases, and disorders.

**Elements:**

**a. Practice beneficial health behaviors.**

Examples:

- Practice first aid for minor injuries.
- Write, sign, and decorate pledge cards to avoid unsafe behaviors (e.g., “I pledge to be alcohol and tobacco free”).

**b. Demonstrate a healthy behavior to improve personal health and wellness.**

Examples:

- Develop and adhere to a healthy sleep routine.
- Demonstrate deep breathing techniques to reduce test anxiety.

**c. Demonstrate behaviors to reduce health risks.**

Examples:

- Practice goal-setting steps to reduce stress.
- Plan a weekly menu based on the food guide pyramid.

**HE4.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Fourth grade students will give sources of valid information about health issues and perform healthy behaviors to encourage others to adopt health-enhancing behaviors.

**Elements:**

**a. Provide valid health information about a health issue.**

Examples:

- Analyze the benefits of being physically active.
- Design a poster listing guidelines used for different weather conditions (e.g. tornado, hurricane, and flood).

**b. Help others make positive choices.**

Examples:

- Create a poster illustrating ways to handle and prepare foods safely.
- Participate in a group to develop a class presentation on a common health issue impacting children and youth.

## **FIFTH GRADE**

*Students in fifth grade develop more sophistication in understanding health issues and practicing health skills. They apply health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Injury prevention behaviors are demonstrated at school and elsewhere. Students are resourceful and discriminating in accessing and critiquing health information.*

**HE5.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Fifth grade students will describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan.

### **Elements:**

**a. Describe the relationship between healthy behaviors and personal health.**

Examples:

- Develop strategies and skills used to promote personal hygiene.
- Identify the signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.

**b. Describe ways to prevent common injuries and health problems.**

Examples:

- Describe how each person can impact the health and safety of others.
- Design a personal safety plan to reduce unintentional injuries that occur in the home, school, and/or community.

**c. Describe when it is important to seek health care.**

Examples:

- Discuss why it is important to talk to a parent, counselor or other medical professional when consistently feeling sad, anxious or depressed.
- Demonstrate proper procedures and basic first aid treatment for a choking victim.

**HE5.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Fifth grade students will examine how the family, peers, culture, and media influence personal and family health. Students will begin to examine their personal values, beliefs, and perceived norms as they relate to health behaviors.

**Elements:**

**a. Examine the influence of family and peers on personal health behaviors and decisions.**

Examples:

- Identify personal health risk factors based on family history and lifestyle behavior.
- Differentiate between actual and perceived peer pressure.

**b. Explain how media/technology influences thoughts, feelings, and health behaviors.**

Examples:

- Explore the various “images” portrayed by celebrities and their impact on consumer health behavior.
- Describe how a pedometer or heart rate monitor could influence physical activity levels.

**c. Describe how the home, school, and community culture can influence personal health.**

Examples:

- Identify places in the community designated as a non-smoking environment and list the positive health influence of this designation.
- Identify/establish and participate in a recycling program (e.g., home, school, community).

**HE5.3:** Students will demonstrate the ability to access valid information and products and services to enhance.

**Description:** Students will access valid health information and health-promoting products and services. Fifth grade students will describe school and community services that promote healthy living.

**Elements:**

**a. Identify characteristics of valid health information, products, and services.**

Examples:

- Examine valid hygiene products and services that promote a healthier individual.
- Distinguish between accurate and inaccurate health information regarding proper weight management techniques.

**b. Locate resources from home, school, and community that provide valid health information.**

Examples:

- Identify community agencies that provide valid information about a chronic health issue.
- Collect information from community personnel/agencies (e.g., religious advisor, friend, SADD/MADD, DARE, ADVANCE) that share information about health choices.

**HE5.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Fifth grade students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict. Students will analyze verbal and nonverbal communication skills which can help maintain healthy personal relationships.

**Elements:**

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Demonstrate refusal strategies to avoid an unhealthy choice.
- Demonstrate effective friendship/pro-social communication skills (e.g., making introductions, asking to join in, saying “please” and “thank you”, apologize, agree to disagree) to build and maintain relationships.

**b. Practice nonviolent strategies to manage or resolve conflicts.**

Examples:

- Differentiate between negative (e.g., arguing, fighting) and positive (e.g., compromise, adult help, steer clear, apologize, agree to disagree) behaviors used in conflict situations.
- Develop a class plan to reduce or prevent bullying in the school.

**c. Demonstrate how to ask for assistance to enhance personal health and the health of others.**

Examples:

- Practice what to say when calling 911 or other emergency numbers.
- Demonstrate how to avoid conflict and when it is necessary for an adult to intervene.



**HE5.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will identify health-related situations and analyze the importance of seeking assistance before making a decision.

**Elements:**

**a. Identify health-related situations that might require a thoughtful decision.**

Examples:

- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, take cigarettes from a parent).
- Identify individuals, places or situations that may increase a student's vulnerability to negative peer pressure.

**b. Analyze when assistance is needed in making a health-related decision.**

Examples:

- Analyze your options when being pressured by peers to participate in dangerous activities.
- Discuss the reasons for consulting parents or other trusted adults when having problems at school.

**c. List healthy options to a health-related issue or problem.**

Examples:

- Identify options for improving the health of one's environment.
- Research the advantages of life-long physical activities to reduce the obesity epidemic.

**d. Predict the potential outcomes of each option when making a health-related decision.**

Examples:

- Predict the positive outcomes of a regular exercise plan and healthy nutrition.
- List possible hazards around the home and describe the potential dangers of the hazards.

**e. Choose a healthy option when making a decision.**

Examples:

- Commit to choosing foods that are healthier options at a fast food restaurant.
- Make a commitment to use the appropriate protective gear during physical activity.

**f. Describe the outcomes of a health-related decision.**

Examples:

- Describe the long-term benefits of avoiding peer pressure to engage in unhealthy behaviors.
- Discuss the consequences of spending too much time watching television or playing video games.

**HE5.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Fifth grade students will set personal health goals, track progress of the goals, and identify resources to assist them in achieving the goals.

**Elements:**

**a. Set a personal health goal and track progress toward its achievement.**

Examples:

- Set a personal health goal related to personal hygiene and use a graph to track progress (e.g., deodorant use, washing with soap, hair care, and dental practices).
- Set a goal to walk at least 5,000 steps a day and log steps daily for two weeks to discuss positive results achieved.

**b. Identify and utilize resources to assist in achieving a personal health goal.**

Examples:

- Identify resources in the community that offer classes or opportunities for participation that may assist with achieving personal health goals.
- Identify different types of health-care personnel that help students to stay healthy and make a list of routine visits.

**HE5.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Fifth grade students will perform healthy behaviors and avoid and/or reduce risky behaviors.

**Elements:**

**a. Practice responsible personal health choices.**

Examples:

- Keep a log of daily fluid intake to ensure proper hydration.
- Explain how accepting responsibility and making wise choices helps develop a positive self concept.

**b. Demonstrate a variety of healthy practices and behaviors to preserve or enhance personal health.**

Examples:

- Create and execute a plan to manage academic, extracurricular, and family responsibilities.
- Simulate safety behaviors to be performed before and after a weather-related emergency.

**c. Perform a variety of behaviors that prevent or decrease health risks.**

Examples:

- Analyze strategies for maintaining and improving personal health.
- Research the pros and cons of certain types of food preparation practices (e.g., fried vs. baked or broiled).

**HE5.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Fifth grade students will express opinions on health issues and encourage others to adopt health-enhancing behaviors.

**Elements:**

**a. Review accurate information and develop an opinion about a health issue.**

Examples:

- Research the short and long term consequences of alcohol use.
- Write a report regarding the long-term effects of disordered eating.

**b. Illustrate how to assist others to make positive health choices.**

Examples:

- Design a bumper sticker encouraging physical activity (e.g., Got Exercise?).
- Create a song encouraging classmates to eat fruits and vegetables.

## **SIXTH GRADE**

*Students in sixth grade generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices (e.g., nutritional, physical activity) to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.*

**HE6.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Sixth grade students will identify actions and behaviors to prevent injuries, diseases, and disorders.

### **Elements:**

**a. Compare how healthy behaviors and risk practices impact personal health.**

Examples:

- Analyze the relationship between stress and personal health.
- Compare different cultures food preparation practices and their impact on health.

**b. Identify the interrelationships of emotional and social health in adolescence.**

Examples:

- Identify positive relationships in a student's life.
- Identify how having positive relationships with others can help a student to develop a positive self-concept.

**c. Examine how one's surroundings impact health and wellness.**

Examples:

- Identify healthy and unhealthy relationships and their effect on health and wellness.
- Examine how environmental dangers impact personal health and wellness.

**d. Identify how family culture and beliefs can impact personal health.**

Examples:

- Describe family practices and beliefs that benefit personal health.
- Identify the different ways that families cope with stress and how it impacts personal health.

**e. Practice ways to reduce or prevent injuries.**

Examples:

- Demonstrate examples of several stretching techniques.
- Demonstrate the equipment and safety steps to use when participating in athletic activities.

**f. Identify how health care can promote health.**

Examples:

- Describe the benefits of regular dental visits on oral health.
- Give examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.

**g. Identify the benefits of practicing healthy behaviors.**

Examples:

- Describe the benefits of only using household products for their intended purpose.
- Determine what changes are needed in your daily routines that can improve or maintain your personal health.

**h. Describe the consequences of engaging in unhealthy behaviors.**

Examples:

- Research and describe the long-term health effects of tobacco use.
- Predict the health consequences of sedentary behavior.

**HE6.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Sixth grade students will compare how the family, peers, culture, and media influence personal and family health. Students will review how laws, rules, and regulations influence health promotion and risk reduction.

**Elements:**

**a. Identify how family practices influence the health of adolescents.**

Examples:

- Discuss how often students eat at fast food establishments on a weekly basis.
- Describe a list of family guidelines and rules in the home that enhance health.

**b. Identify the influence of culture on health beliefs and practices.**

Examples:

- Research health beliefs and practices in different countries and time periods.
- Discuss examples of the differences in the expectations for healthy behaviors from different cultures (e.g., Japan's exercise program for school and work).

**c. Explain how peers influence healthy behaviors.**

Examples:

- Give a description of an activity other peers are involved in that could increase personal physical activity levels.
- Explain the influence of a helpful bystander's actions in a bullying situation.

**d. Identify how the community can affect personal health practices and behaviors.**

Examples:

- Identify service activities being offered in the community.
- Give examples of programs offered at local businesses that help improve personal health.

**e. Illustrate how media messages influence health behaviors.**

Examples:

- Examine print media advertisements for fast food restaurants and interpret hidden messages.



- Give examples of current media messages and determine how the messages influence alcohol, tobacco, and other drug use.

**f. Explain the influence of technology on family health.**

Examples:

- List kinds of technology found in the home.
- Describe how common types of technology (e.g., internet, television, and radio) provide sources of health-related disease information for families to reduce their health risks.

**g. Identify norms that influence health behaviors.**

Examples:

- Identify examples of norms that impact healthy behaviors (e.g., using safety belts, eating heart healthy foods, drinking an adequate amount of water each day).
- Give examples of group norms that improve the physical, emotional, and social health of an individual.

**h. List the influence of personal values on health practices.**

Examples:

- Describe a personal value in a home that can impact personal health.
- Identify personal health-related values and explain how they influence personal health choices.

**i. Identify how some health choices influence unhealthy behaviors.**

Examples:

- Identify the health risks associated with eating an excessive amount of calories.
- Give examples of how alcohol can increase the likelihood of other health risk behaviors.

**j. Describe how school policies can influence health promotion.**

Examples:

- Research and discuss how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activities.
- Describe the changes in the lunch menu as a result of implementing a School Wellness Policy.

**HE6.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Sixth grade students will identify and access valid health resources and services that promote healthy living within the school and community.

**Elements:**

**a. Determine validity of health information, products, and services.**

Examples:

- Research and analyze the validity of a variety of sources for health information.
- Identify local resources for reliable health information.

**b. Locate valid information from home, school, and community.**

Example:

- Research the benefits of several different healthy eating plans.
- Examine the purpose and responsibilities of the local school wellness council.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the various products that enhance health that can be found at a local drug store.
- Create a brochure that describes community agencies promoting physical activity, including local phone numbers and websites.

**d. Describe the situations that may require professional health services.**

Examples:

- List and discuss the services offered in your local community which influence healthy lifestyles (e.g. importance of yearly check-ups at the dentist, doctor's office, health department, etc.)
- Discuss a variety of available professional health resources.

**e. Locate valid and reliable health products and services.**

Examples:

- Research and summarize several effective methods to change an unhealthy behavior.
- Create a guide for locating local health care services.

**HE6.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Sixth grade students will use verbal and nonverbal communication skills to develop and maintain healthy personal relationships.

**Elements:**

**a. Recognize effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Identify effective verbal communication strategies for making healthy choices.
- Discuss and demonstrate good nonverbal communication skills a person can use when they are upset.

**b. Identify refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- List peer pressure refusal skills (e.g., better idea, say no).
- Role-play strategies for avoiding conflict.

**c. Examine effective conflict management or resolution strategies.**

Examples:

- Demonstrate negotiation skills to avoid conflict.
- Role-play ways to handle conflict without name calling or fighting.

**HE6.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will evaluate if a behavior is healthy or not and recognize unhealthy behaviors as posing a danger to well-being.

**Elements:**

**a. List some reasons that one may use to make an unhealthy choice.**

Examples:

- List reasons one may choose to be sedentary.
- Analyze reasons teens may make the unhealthy choice to use tobacco.

**b. Decide whether a health-related situation may require a carefully considered decision-making process.**

Example:

- Determine when it is necessary to ask for assistance when making a health choice.
- Analyze how to decide which after school activities to participate in on a regular basis.

**c. Distinguish whether decisions should be made by the individual or if help should be sought.**

Examples:

- Determine when to seek help if faced with peer pressure from a friend.
- Decide what actions should be taken when an unsafe situation occurs at school.

**d. Choose between healthy and unhealthy alternatives to health-related problems.**

Examples:

- Role-play healthy ways to express anger and frustration.
- Describe various options when approached by a peer to use alcohol.

**e. Study the potential short-term impact of each alternative on self and others.**

Examples:

- List the consequences of skipping meals.
- Examine the consequences of tobacco use on personal, family, and community health.

**f. Decide which alternatives are healthy when making a decision.**

Examples:

- Identify healthy exercise choices when planning a physical activity program.
- Examine a restaurant menu and decide which choices are healthiest.

**g. Predict the outcomes of a health-related decision.**

Examples:

- Analyze the benefits of avoiding risky health behaviors.
- Analyze the negative consequences of unhealthy friendships.

**HE6.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Sixth grade students will understand and use the specific steps that are necessary to set and achieve both short-term and long-term health goals.

**Elements:**

**a. Assess personal health practices and decide whether or not they are healthy.**

Examples:

- Examine current snacking habits and assess whether they are healthy.
- Explain why specific protective gear is a good choice in certain physical activities.

**b. Choose a goal to adopt a personal health practice.**

Examples:

- Set goals to allow time for physical activity and quality academic study.
- Make a choice to improve physical and mental fitness.

**c. Develop a plan to achieve a personal health practice.**

Examples:

- Identify personal behaviors that could lead to injury and create a plan to address them.
- Follow through on a plan to avoid situations that could lead to violence.

**d. Explain how personal health goals can vary with changing priorities.**

Examples:

- Describe the benefits of participation in extracurricular activities.
- Explain how personal goals may be affected by unsafe practices and injury.

**HE6.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Sixth grade students will practice health-enhancing behaviors that contribute to a positive quality of life. By accepting responsibility for personal health, students will build a foundation for living a healthy and productive life.

**Elements:**

**a. Identify the importance of being responsible for health behaviors.**

Examples:

- State how present health behaviors impact one's future health (proper nutritional guidelines, physical activity, dental care, proper medical check-ups).
- Examine your personal fitness assessment and identify the behaviors that need to be maintained or improved according to the results.

**b. Demonstrate healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Show behaviors that increase the likelihood of being a non-smoker (e.g., being physically active, utilizing refusal skills).
- Examine personal fitness assessment data and identify the behaviors that need to be maintained or improved.

**c. Describe practices to avoid or reduce health risks to self and others.**

Examples:

- Discuss practices that reduce the possibility of misusing a prescription or over-the-counter (OTC) medication (e.g., follow directions for appropriate use for condition, dosage, and other medications not to be used in combination with the medication).
- Design a poster highlighting risky behaviors to avoid such as smoking or using illegal drugs.

**HE6.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** The students will demonstrate the ability to advocate for personal, family, and community health. Sixth grade students will apply advocacy skills that encourage others to adopt health-enhancing behaviors.

**Elements:**

**a. State a health position and support it with accurate information.**

Examples:

- Design a sun safety poster after interviewing a health care provider and getting proper techniques to protect the skin from the sun.
- Determine a personal health goal and support it with valid health information.

**b. Demonstrate how to support others in positive choices regarding their health.**

Examples:

- Practice social skills such as listening, taking turns, using names, and making eye contact while communicating to help others to make healthy lifestyle choices.
- Participate in a role play demonstrating effective bystander strategies to use when bullying takes place.

**c. Plan with others to advocate for healthy lifestyles or choices.**

Examples:

- Plan with others to make signs promoting safety to place in an elementary school.
- Work in a group to develop a skit utilizing skills to avoid a conflict.

**d. Identify the methods in which health messages can be altered to appeal to different age groups.**

Examples:

- Analyze the lyrics of a popular song to identify underlying health messages.
- Find a snack advertisement and modify it to target children, teenagers, or adults.



## **SEVENTH GRADE**

*Students in seventh grade have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.*

**HE7.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Seventh grade students will describe patterns of healthy behaviors to prevent or reduce their risk of injury and /or illness throughout their lifespan.

### **Elements:**

**a. Examine how healthy behaviors influence personal health.**

Examples:

- Examine how nutritional choices can positively or negatively affect one's immediate and long term health.
- Analyze the results of a personal fitness plan and the importance of exercise in maintaining optimal health and wellness.

**b. Summarize the interrelationship of emotional, social, and physical health in adolescence.**

Examples:

- Determine how a peer group can affect multiple dimensions of health (e.g., food choices, participation in unhealthy activities).
- Illustrate how family changes (e.g., moving, divorce, death) can impact emotional, social, and physical health of an adolescent.

**c. Analyze how the environment can impact personal health.**

Examples:

- Identify environmental conditions (e.g., physical, social, community) that are potentially harmful to personal health.
- Analyze the number of fast food outlets in the community and the effects of excessive calorie consumption on personal health.

**d. Cite how family history can impact personal health.**

Examples:

- Cite hereditary diseases prevalent among various ethnic groups that can impact personal health and wellness.
- Research your family's medical history to determine hereditary diseases prevalent within your family.

**e. Explain ways to reduce or prevent health risks among adolescents.**

Examples:

- Determine the health risks associated with body piercing or tattooing.
- Discuss ways to prevent obesity at home and at school.

**f. Describe how immediate health care can promote individual health.**

Examples:

- Describe the importance of seeking health care when experiencing a health issue.
- Examine a list of local health facilities and health support services in your community.

**g. Determine the barriers to practicing healthy behaviors.**

Examples:

- Determine the barriers to good nutrition.
- Examine the excuses people use for not exercising.

**h. Predict the risk of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Give examples of possible dangers associated with the use of alcohol and other drug use.
- Examine the likelihood of health consequences to disordered eating.

**HE7.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Seventh grade students will compare how the family, peers, and culture influence personal and family health. Students will examine how the media influence thoughts, feelings, and health behaviors.

**Elements:**

**a. Describe how family values and behaviors influence the health of adolescents.**

Examples:

- Describe the importance of exercise for your family and provide examples of ways your family is physically active.
- Give examples of ways in which families communicate about health issues and concerns.

**b. Discuss the influence of culture on health behaviors.**

Examples:

- Discuss how peer interaction is influenced by the current culture.
- Identify how culture conveys accurate and inaccurate messages about appearance and body image.

**c. Describe how peers influence unhealthy behaviors.**

Examples:

- Describe techniques used to influence peers to participate in unhealthy behaviors (i.e., smoking).
- Give examples of the different ways peers can positively or negatively influence another's self-image/self-esteem.

**d. Identify how the school can affect personal health practices and behaviors.**

Examples:

- Identify the types of healthy food and drink choices that could be included in a school vending machine.
- Describe how teachers, school counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations.

**e. Examine how information from the media influences health behaviors.**

Examples:

- Describe how the media sends mixed messages about nutrition.
- Examine a variety of alcohol/tobacco advertisements and the messages being sent to adolescents.

**f. Interpret the influence of technology on personal health.**

Examples:

- Identify how technology can be used to improve personal health.
- Interpret how new forms of technology can help people monitor individual health (e.g., diabetes monitors, heart monitors, fitness assessment tool).

**g. Indicate how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Indicate how personal eating habits are influenced by societal norms.
- Identify how perceptions of norms can negatively or positively influence behaviors (e.g., not all students smoke).

**h. Describe the influence of personal beliefs on health practices and behaviors.**

Examples:

- Identify how an individual's personal beliefs are expressed through personal health decisions.
- Describe how personal beliefs influence an individual's treatment of peers.

**i. Discuss how some risky choices can influence the likelihood of unhealthy behaviors.**

Examples:

- Discuss how using tobacco can increase the risk of using other drugs.
- Give examples of how peers can pressure students to consume alcohol.

**j. Identify how public health policies can influence disease prevention.**

Examples:

- Identify the immunization policy for children entering school.
- Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water/air quality, tobacco-related policies).

**HE7.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Seventh grade students will differentiate services that promote healthy living within the school and community from unreliable sources of health services.

**Elements:**

**a. Examine the validity of health information, products, and services.**

Examples:

- Distinguish between facts and myths concerning teenage abuse of marijuana.
- Examine commonly held beliefs concerning the AIDS virus and its transmission, and distinguish between fact and fallacy.

**b. Access valid health information from home, school, and community.**

Examples:

- Analyze places where youths and families can be physically active.
- Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Discuss the importance of consulting a parent before purchasing a product to enhance health.
- Identify websites that offer valid health information on teen depression.

**d. Describes situations that may require professional health services.**

Examples:

- List resources that you should consult if you have a family member who is abusing alcohol.
- Identify who to turn to for help if your friend has talked about committing suicide.

**e. Locate valid health information from school and community.**

Examples:

- Discuss the role of the school counselor, school psychologist, school clinic/nurse, and local service within the community in helping students with mental health issues.
- Demonstrate how to access a trusted adult who can help someone who may have been injured or poisoned.

**HE7.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Seventh grade students will demonstrate verbal and nonverbal communication skills to improve or maintain healthy relationships.

**Elements:**

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Discuss ways to be respectful of people from different backgrounds, religions, and cultures.
- Demonstrate how to politely refuse unhealthy snacks.

**b. Model refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- Participate in a role play to show how to deal in a non-violent manner with bullying.
- Demonstrate how you would say “no” to a friend who offers you alcohol.

**c. Demonstrate effective conflict management or resolution strategies.**

Examples:

- Participate in a role play to demonstrate how to deal with an argument between two friends.
- Demonstrate how to ask someone effectively and respectfully not to smoke.

**d. Demonstrate how to ask for assistance to enhance the health of self and others.**

Examples:

- Model how to ask for help when being cyberbullied.
- Demonstrate, through role-play, how you would report a student suspected of carrying a weapon to school.

**HE7.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will list the steps of the decision-making process which enables them to collaborate with others to improve the quality of their lives. Students will distinguish between healthy and unhealthy behaviors and rationalize their choices to their peers.

**Elements:**

**a. Describe situations that can help or hinder making a healthy decision.**

Examples:

- List factors that contribute to teens choosing to use illegal drugs.
- Summarize the factors involved in teens choosing to use fad diets to manage weight.

**b. Examine whether a health-related situation requires the application of a thoughtful decision-making process.**

Examples:

- Demonstrate the ability to assess one's personal strengths, needs, and health risks before making a health choice.
- Identify resources for students living in an at-risk environment.

**c. Determine when individual or collaborative decision making is appropriate.**

Examples:

- Decide whom to contact for support when confronted with peer pressure for engaging in unhealthy behaviors.
- Determine who to turn to for assistance when a friend tells you she has been hurting herself.

**d. Differentiate between healthy and unhealthy alternatives to health-related issues or problems.**

Examples:

- Describe the correlation between self esteem and alcohol and drug use.
- Evaluate the short-term and long-term consequences of physical inactivity on chronic health condition.



**e. Relate the potential short-term impact of each alternative on self and others.**

Examples:

- List the effects of consuming energy drinks.
- Analyze the short-term and long-term consequences of tobacco use on athletic performance.

**f. Select healthy alternatives over unhealthy alternatives when making a decision.**

Examples:

- Choose ways to limit sun exposure when engaging in outdoor activities.
- Evaluate a week's diet plan using the food guide pyramid and determine if the caloric intake is appropriate for your age, weight, and activity level.

**g. Examine the outcomes of a health-related decision.**

Examples:

- Explain the benefits of proper hydration during physical activity.
- Analyze the benefits of healthy relationships on multiple dimensions of health.

**HE7.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Seventh grade students will apply the critical steps that should be used to achieve both short-term and long-term health goals. Students will demonstrate an understanding that circumstances may dictate a change in future health goals.

**Elements:**

**a. Examine the effectiveness of personal health practices.**

Examples:

- Examine the effectiveness of your current communication practices.
- Summarize the importance of wearing protective gear in high-impact activities.

**b. Select a goal to improve a personal health practice.**

Examples:

- Identify negative stressors and create a plan to reduce the factors that trigger them.
- Design a plan for better time management.

**c. Demonstrate the skills necessary to achieve a personal health goal.**

Examples:

- Exhibit personal behaviors that promote emotional health.
- Make and follow a plan for healthy weight management.

**d. Relate how personal health goals can vary with differing abilities and priorities.**

Examples:

- Identify the processes by which one chooses safer behaviors based on abilities and current life priorities.
- Examine how sleep deprivation can affect your personal goals.

**HE7.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risk.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Seventh grade students will identify how diseases and injuries can be prevented by reducing harmful and at risk behaviors. Students will demonstrate how to reduce harmful and at risk behaviors to enhance their health.

**Elements:**

**a. Describe the importance of assuming responsibility for personal health behaviors.**

Examples:

- Identify the qualities needed to work cooperatively with others and accept individual differences.
- Analyze the possible causes of conflict among youth in schools and communities and demonstrates strategies to manage conflict in healthy ways.

**b. Give personal examples of healthy behaviors that will maintain or improve the health of self and others.**

Examples:

- Describe factors that influence the selection of friends and determine which factors are positive for keeping friends.
- Role-play examples of assertive, passive, and aggressive communication, and identify the most effective mode of communication.

**c. Demonstrate behaviors to avoid or reduce health risks to self and others.**

Examples:

- Practice healthy behaviors such as good nutrition, regular exercise, and proper rest by keeping a log for regular analysis.
- Practice using role-play and predicting possible good and bad consequences based on decisions made in peer pressure situations.

**HE7.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Seventh grade students will develop a wide variety of advocacy skills such as persuasiveness, collaboration, and communication techniques. Advocacy skills will help students promote healthy norms and behaviors.

**Elements:**

**a. Select a health-enhancing position and support it with accurate information.**

Examples:

- Bring in a current event supporting a chosen health enhancing position/policy.
- Research the association of obesity and lack of physical activity and write a letter to the school board sharing the information to protect daily physical and health education.

**b. Demonstrate how to influence and support others to make positive health choices.**

Examples:

- Create an advertising campaign to promote an after school intramural program.
- Survey classmates about their knowledge of the risks of smokeless tobacco use and share information about the findings.

**c. Work with others to advocate for healthy individuals and families.**

Examples:

- Interview various people, identifying the different successful ways that they handle stress, and share findings with the class.
- Become a mentor for a new student at the school.

**d. Examine the ways that health messages can be altered to reach different audiences.**

Examples:

- Create a poster for the cafeteria encouraging students to make healthy eating choices.
- Identify in different advertisements which advertising appeals are being used in each ad (e.g., bandwagon appeal, brand loyalty appeal, sex appeal) and explain how the appeal used could be altered to target a different audience.

## **EIGHTH GRADE**

*Students in eighth grade integrate a variety of health concepts, skills, and behaviors to plan for their personal health goals. These include prevention of disease and chemical addiction for the promotion of a healthy lifestyle. Students demonstrate confidence in their knowledge and skills. They see themselves as having a role in creating a healthy lifestyle for themselves as individuals, for their families, and for the larger community. These students will engage in promoting health in their community.*

**HE8.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. Eighth grade students will describe patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will examine the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings.

### **Elements:**

**a. Analyze the relationship between healthy behaviors and personal health.**

Examples:

- Identify how low self esteem affects multiple dimensions of health.
- Analyze the relationship of engaging in regular physical activity and healthy eating to enhance personal health.

**b. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.**

Examples:

- Determine how societal influences can affect physical health (i.e., food choices, participation in unhealthy activities, etc.) and describe their impact on emotional and social health.
- Describe the health-related consequences that participation in risky health behaviors can have on the emotional, physical, and social health of adolescents.

**c. Analyze how the environment affects personal health.**

Examples:

- Investigate the effects stress has on personal health by researching different high stress-related occupations (e.g., ambulance drivers, high-rise construction workers).
- Analyze the environmental health conditions of diverse countries and how these conditions can impact personal health.

**d. Describe how family history can affect personal health.**

Examples:

- Describe how family dietary behaviors can impact health and quality of life.
- Analyze your family history and determine which health conditions have a genetic predisposition.

**e. Describe ways to reduce or prevent injuries and other adolescent health problems.**

Examples:

- Describe ways to reduce asthma-related symptoms.
- Collect information on injuries that are prevalent in adolescents and list ways they could be avoided.

**f. Explain how appropriate health care can promote personal health.**

Examples:

- Investigate programs offered at hospitals/clinics that help promote personal health.
- Discuss the importance of consulting with a parent before seeking medical help.

**g. Describe the benefits of and barriers to practicing healthy behaviors.**

Examples:

- Create a plan for eliminating potential barriers to exercise.
- Prepare a presentation showing health behaviors that reduce the risk of cardiovascular disease and identify barriers for practicing these behaviors.

**h. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Illustrate the correlation between alcohol use and poor academic achievement.
- Examine the potential health risks related to one or more of the following behaviors (physical inactivity, tobacco use, violence.).

**i. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.**

Examples:

- Examine the physical, social, and emotional effects illegal drug use has on an adolescent.
- Discuss why body piercing, tattooing, and IV drug use can increase one's risk of bacterial infections and lifelong diseases.

**HE8.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Eighth grade students will focus on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will draw conclusions on how the family, peers, culture, and media influence personal and family health. Eighth graders will review how policies and regulations influence health promotion and risk reduction.

**Elements:**

**a. Examine how the family influences the health of adolescents.**

Examples:

- Log the meals your family eats for one week and examine the contents of the meals for nutritional value.
- Interpret family influences on health through guidelines given to the adolescent regarding social activities (e.g., parties, tobacco use, peer pressure, etc.).

**b. Describe the influence of culture on health beliefs, practices, and behaviors.**

Examples:

- Describe how the community determines the sale of alcohol (e.g., when it can be sold, how many stores can be built).
- Give examples of family members' roles and family structures in different cultures and how this could influence health beliefs, practices, and behaviors.

**c. Describe how peers influence healthy and unhealthy behaviors.**

Examples:

- Describe how peers influence your consumer choices.
- Dramatize the different ways peers can respond in a bullying situation.

**d. Analyze how the school and community can affect personal health practices and behaviors.**

Examples:

- Analyze the requirements for students to participate in physical education classes and the effects on student health.
- Examine ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.



**e. Analyze how messages from media influence health behaviors.**

Examples:

- Interpret underlying messages used in health-related advertisements.
- Analyze the approaches used to convey messages through media to influence eating behaviors and food selections of adolescents.

**f. Analyze the influence of technology on personal and family health.**

Examples:

- Determine how new types of technological equipment can contribute to the early detection of diseases.
- Analyze how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.

**g. Explain how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors (e.g., teenagers consuming alcohol because they think it is expected).
- Explain how peers' perception of dating can influence healthy and unhealthy behaviors.

**h. Explain the influence of personal values and beliefs on individual health practices and behaviors.**

Examples:

- Explain how beliefs regarding alcohol consumption can influence interactions with your peers.
- Demonstrate how personal values and beliefs can encourage abstinence from risky behaviors (e.g., bullying, tobacco use, alcohol or other drug use).

**i. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

Examples:

- Describe how alcohol use can lead to poor decision-making.
- Show how a peer group can have a negative influence on behaviors.

**j. Explain how school and public health policies can influence health promotion and disease prevention.**

Examples:

- Identify the healthy beverage choices that students make as a result of implementing a school wellness policy.
- Explain how the school lunch menu benefits a healthy lifestyle.

**HE8.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** Students will access valid health information and health-promoting products and services. Eighth grade students will analyze the validity of health information, health promoting products, and services to prevent and detect health problems.

**Elements:**

**a. Analyze the validity of health information, products, and services.**

Examples:

- List and discuss home gym equipment in terms of reliability, effectiveness, and cost, in helping an individual start a physical activity program.
- Create an exercise and meal plan for an overweight person using health information, products, and services found on websites.

**b. Access valid health information from home, school, and community**

Examples:

- Analyze conflict resolution material that can be accessed from school (counselor's office).
- Compare and contrast websites which promote exercise programs.

**c. Determine the accessibility of products that enhance health.**

Examples:

- Locate restaurants with healthier food options within your community.
- Identify products which help in disease prevention and where to locate these products.

**d. Describe situations that may require professional health services.**

Examples:

- Examine the risks associated with tobacco/drug use and list professional health services which deal with these issues.
- Predict the possible outcomes of participating in unhealthy behaviors and compile a list of health services which relate to the outcome.

**e. Locate valid and reliable health products and services.**

Examples:

- Discuss how to differentiate between a reliable product and/or service and quackery (e.g., performance enhancement drugs).
- Invite a knowledgeable health expert to make a presentation concerning the unreliable products and services students are exposed to in the media.

**HE8.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** Students will use effective communication skills to enhance personal, family, and community health. Eighth grade students will demonstrate verbal and nonverbal skills in the appropriate manner to maintain healthy relationships. Students will distinguish how communication skills are the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**Elements:**

**a. Apply effective verbal and nonverbal communication skills to enhance health.**

Examples:

- Practice effective alcohol/drug refusal skills.
- Develop strategies using verbal and nonverbal communication in dealing with peer pressure situations.

**b. Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

Examples:

- Demonstrate refusal skills which could be used when presented with drug use.
- Reconstruct bullying situations and demonstrate negotiation skills which would help resolve the conflict.

**c. Demonstrate effective conflict management or resolution strategies.**

Examples:

- Analyze media clips of effective and non-effective conflict resolutions as portrayed by the media.
- Demonstrate effective negotiation and refusal skills to avoid unhealthy behaviors.

**d. Demonstrate how to ask for assistance to enhance the health of self and others.**

Examples:

- Role-play how the student being bullied should ask for assistance from school personnel.
- Demonstrate ways to ask for help with mental and emotional health problems.

**HE8.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will model the steps of the decision-making model and analyze the importance of seeking assistance before making a decision.

**Elements:**

**a. Identify health-related situations that might require a thoughtful decision.**

Examples:

- Explain what to do when approached with an uncomfortable request or situation (e.g., peer pressure to steal or damage property, a choice to sneak cigarettes from a parent).
- Explain how to choose appropriate internet websites.

**b. Analyze when assistance is needed in making a health-related decision.**

Examples:

- Analyze your options when being pressured by peers to commit illegal acts.
- Recognize the importance of consulting with a parent before making a consumer health purchase.

**c. List healthy options to a health-related issue or problem.**

Examples:

- Identify options for improving the health of one's environment.
- List alternative suggestions for life-long physical activities for individuals with a physical disability.

**d. Predict the potential outcomes of each option when making a health-related decision.**

Examples:

- Predict the outcomes of a good time management plan on health and wellness.
- Make a list of possible hazards around the community and describe the potential dangers of the hazards.

**e. Choose a healthy option when making a decision.**

Examples:

- Determine which foods would be a healthy choice from a favorite restaurant menu.
- Make a commitment to wear a seat belt when riding in a car.

**f. Describe the outcomes of a health-related decision.**

Examples:

- Describe the consequences of using positive peer pressure to avoid using drugs.
- Describe strategies to help you make better grades in school (e.g., less time watching television, plenty of sleep, good nutrition).

**HE8.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. Eighth grade students will utilize critical skills to achieve both short-term and long-term health goals and continue to aspire to maintain these goals in the future. Students should be prepared to modify goals when faced with changing abilities, priorities, and responsibilities.

**Elements:**

**a. Compile and assess personal health practices.**

Examples:

- Identify and avoid dangers to one's safety in the home, community, and school.
- Compile health information and assess its impact on your health.

**b. Develop a goal to adopt, maintain, or improve a personal health practice.**

Examples:

- Discuss the importance of having regular physical examinations.
- Learn standard First Aid skills that could assist with sudden illness or injuries.

**c. Outline the strategies and skills necessary to attain a personal health goal.**

Examples:

- Create a list of ways to resist peer pressure to be disrespectful of others.
- Analyze the sequence of events that may lead to violent actions and list ways that personal behaviors may be monitored to help one avoid violence.

**d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

Examples:

- Demonstrate the ability to set goals to prevent and manage unhealthy relationships.
- Describe how personal stressors may require an individual to modify personal health goals.

**e. Explain how early sexual behavior can affect achieving long-term health goals.**

Examples:

- Discuss the importance for setting personal boundaries and limits related to sexual behavior.
- Explain the importance for making a personal commitment to remain sexually abstinent.



**HE8.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Eighth grade students will summarize strategies that improve healthy behaviors and will assist students in developing positive healthy lifestyles to achieve wellness for a lifetime.

**Elements:**

**a. Examine the relationship between assuming responsibility for personal health and avoiding risky behaviors.**

Examples:

- Explain how personal choices can influence one's health (e.g., active lifestyle vs. sedentary, good nutritional choices vs. poor diet).
- Analyze the relationship between a positive self-image and using self-control and assertive behaviors.

**b. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.**

Examples:

- Define the role of a peer leader and practice peer leadership. (e.g., anti-smoking campaign).
- Practice basic techniques for helping friends start an active lifestyle (e.g., finding an activity you enjoy, keeping an activity log).

**c. Examine the behaviors to avoid or reduce health risks to self and others.**

Examples:

- Identify the symptoms of alcoholism and recognize that alcoholism is one of the most common forms of chemical dependency.
- Develop a personal plan for avoiding the risks of cancers (consume a low-fat, high fiber diet, reduce exposure to pollutants, and limit exposure to x-rays and sun).

**HE8.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** Students will demonstrate the ability to advocate for personal, family, and community health. Eighth grade students will develop important advocacy skills to create persuasive health enhancing messages to encourage others to adopt healthy behaviors.

**Elements:**

**a. Debate a health issue and support all sides with accurate information.**

Examples:

- Research the causes and methods to prevent sexually transmitted infections (STIs) and create a public service announcement.
- Develop a slide show listing the factual information, history, effects, and legal issues concerning marijuana.

**b. Apply strategies that will influence and support others to make positive health choices.**

Examples:

- Work as a class to keep an activity journal for a week to identify group norms for healthy physical activity.
- Write a letter to the school cafeteria manager suggesting healthy snack alternatives.

**c. Work cooperatively to advocate for healthy individuals, families, and schools.**

Examples:

- Work with a group and plan a skit with someone taking the part of a bully, a victim, and a bystander, and explain how each person felt in each situation.
- Role-play a court case about underage drinking.

**d. Identify ways in which health messages and communication techniques can be altered for different audiences.**

Examples:

- Choose a public service announcement about a tobacco message and identify how it could be altered to reach a younger audience.
- Research and post in the classroom a list of crisis hot lines and support groups for children of abuse.

- **HIGH SCHOOL**

*Students in high school demonstrate comprehensive health knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.*

**HE H.S.1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Description:** Students will acquire basic personal health concepts that help maintain healthy behaviors and prevent disease. High school students will demonstrate patterns of healthy behaviors to prevent or reduce the risk of injury and/or illness throughout their lifespan. Students will describe the interrelationships of emotional, physical, social, and intellectual health and how each aspect of health can be impacted by their surroundings. Students will evaluate established health behavior theories and models.

**Elements:**

**a. Predict how health behaviors can affect health status.**

Examples:

- Research and rank the ten leading causes of unintentional death and their risk factors.
- Interpret data on substance use and abuse in the community and its impact on graduation rates and economic capability.

**b. Describe the interrelationships of emotional, intellectual, physical, and social health.**

Examples:

- Compare and contrast how peer pressure is linked to emotional, intellectual, physical, and social health.
- Describe the interrelationship of having a traumatic physical injury on a person's social and emotional health.

**c. Analyze how environment and personal health are interrelated.**

Examples:

- List possible risks associated with cell phone use or other electronic devices on personal health and safety.
- Evaluate the air quality in a community and its affect on health.

**d. Analyze how genetics and family history can affect personal health.**

Examples:

- Compile family health information needed for detection and treatment of disease prevention related to hereditary factors.
- Analyze the relationship between addictive behaviors and family history of health conditions.

**e. Propose ways to reduce or prevent injuries and health problems.**

Examples:

- Critique health risk behaviors associated with drug and alcohol use and how it affects body systems.
- Create a “No Violence Tolerated Bill” for your school.

**f. Analyze the relationship between access to health care and health status.**

Examples:

- Determine the relationship between health insurance coverage and life expectancy.
- Analyze the connection between availability of vaccines and the reduction of infectious diseases.

**g. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.**

Examples:

- Recommend strategies to avoid violence or criminal activity.
- Evaluate the benefits and barriers to planning healthy meals.

**h. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.**

Examples:

- Argue the use of seatbelts in public transportation versus private vehicles.
- Compare and contrast local data versus national data on HIV infections among teens and young adults.

**i. Analyze the potential consequences of having unprotected sex on physical, emotional, and social health.**

Examples:

- Identify personal health risks of engaging in unprotected sex.

- Analyze the potential emotional severity of engaging in unprotected sex.

**HE H.S.2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Description:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. High school students will analyze a variety of positive and negative influences within society. Students will identify the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms. Students will analyze how policies and regulations influence health promotion and risk reduction.

**Elements:**

**a. Analyze how the family influences the health of individuals.**

Examples:

- Describe how family members express their positive and negative feelings.
- Evaluate your family health history and health choices, and recommend strategies to reduce risk.

**b. Analyze how the culture supports and challenges health beliefs, practices, and behaviors.**

Examples:

- Assess how holidays and celebrations can promote unhealthy behaviors.
- Discuss belief systems from various cultures regarding healthy choices.

**c. Analyze how peers influence healthy and unhealthy behaviors.**

Examples:

- Analyze how peers can influence a person's physical activity level.
- Analyze how peers influence the decision-making process concerning the use of alcohol, tobacco, or illegal drugs.

**d. Evaluate how the school and community can affect personal health practices and behaviors.**

Examples:

- Discuss how school and community facilities can enhance your health practices and behaviors.
- Recommend fund raising strategies for schools and community agencies that also promote healthy choices among students.

**e. Evaluate the effect of media on personal and family health.**

Examples:

- Explain the influences of the media on teen body image.
- Evaluate the influence of media on the selection of products and services related to having healthy skin.

**f. Evaluate the impact of technology on personal, family, and community health.**

Examples:

- Evaluate the effectiveness of movie and video game rating systems regarding teen viewing.
- Debate the pros and cons of using technology to develop new relationships.

**g. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.**

Examples:

- Discuss peer pressure among teens to wear safety equipment (e.g., “you don’t need a helmet”).
- Exploit the myths associated with females participating in weight training programs.

**h. Analyze the influence of personal values and beliefs on individual health practices and behaviors.**

Examples:

- Summarize the effects of choosing unhealthy food choices.
- Analyze how family values and culture guide health practices and behaviors related to seeking or receiving medical treatments.

**i. Analyze how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.**

Examples:

- Evaluate the notion that tobacco is a gateway drug.
- Analyze how alcohol use leads to suicidal tendencies among people with depression.

**j. Analyze how public health policies and government regulations can influence health promotion and disease prevention.**

Examples:

- Debate the laws concerning the use of cell phones while driving a car.
- Compare and contrast health practices in the United States to Third World countries.

**HE H.S.3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Description:** The students will access valid health information and health-promoting products and services. High school students will critique the validity of health information, health promoting products, and services to prevent and detect health problems. Using critical thinking and analysis skills, high school students will be able to assess the validity of health information and products and services used in the prevention, early detection, and treatment of health problems.

**Elements:**

**a. Critique the validity of health information, products, and services**

Examples:

- Discuss the validity of quick weight loss products.
- Analyze claims of legal and illegal supplements on nutrition and physically performance.

**b. Investigate the accessibility of products and services that enhance health.**

Examples:

- Assemble a list of school clubs and youth organizations – what is offered in a local community that enhances health.
- Recommend sports facilities to people with disabilities based on cost, services offered, programs/services offered to people with disabilities, etc.

**c. Utilize resources from school and community that provide valid health information.**

Examples:

- Document from websites the various resources from school and community that provide health information.
- Demonstrate the ability to access resources (e.g., rape crisis centers) that provide accurate information about sexual assault and sexual violence.

**d. Determine when professional health services may be required.**

Examples:

- Summarize when it is necessary to seek help for mental and emotional health problems (e.g., mood disorders, depression, anxiety disorders).
- Demonstrate how to access a trusted adult who can help someone experiencing a potentially life threatening health condition (e.g., asthma attack, seizure).



**HE H.S.4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Description:** The student will use effective communication skills to enhance personal, family, and community health. High school students will demonstrate effective verbal and nonverbal communication skills to develop and maintain healthy relationships. Students will demonstrate the ability to organize and convey information and feelings as the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

**Elements:**

**a. Use skills for communicating effectively with family, peers, and others to enhance health.**

Examples:

- Discuss how to ask someone effectively and respectfully not to smoke.
- Discuss how to communicate clear limits on sexual behaviors.

**b. Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others.**

Examples:

- Compare various types of violence and identify warning signs of unhealthy relationships.
- Demonstrate verbal and non-verbal ways to diffuse a volatile situation.

**c. Summarize how to ask for and offer assistance to enhance the health of self and others.**

Examples:

- Create a 'how to ask' booklet for contacting resources in the community which enhances the health of self and others.
- Demonstrate how to ask for help when experiencing symptoms of mental, emotional, or physical health conditions.

**HE H.S.5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Description:** Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future.

**Elements:**

**a. Determine the barriers to making a positive, healthy decision.**

Examples:

- List personal barriers to reducing stress and the impact on one's health.
- Identify environmental hazards to one's health and well-being.

**b. Develop and apply a decision-making process to a health-related situation.**

Examples:

- Develop and apply a decision-making process for responding to an emergency situation (e.g., determine order of care in an accident for multiple injuries).
- Develop and apply a decision-making process for avoiding or getting out of a violent situation.

**c. Justify when individual or collaborative decision making is appropriate.**

Examples:

- Explain when input from a health professional would be helpful in making decisions related to substance use or abuse.
- Discuss when it would be appropriate to consult a counselor when one suspects a friend is being abused.

**d. Describe alternative choices to health-related issues or problems.**

Examples:

- Evaluate positive consequences for seeking help for depression.
- Describe the steps individuals should take if they suspect they have contracted a sexually transmitted infection (STI).

**e. Analyze the potential short-term and long-term impact of each decision on self and others.**

Examples:

- Analyze the consequences of the excessive eating of unhealthy foods.
- Analyze the consequences of using illegal drugs for oneself, for one's family, and for the community.

**f. Justify the health-enhancing choices when making decisions.**

Examples:

- Justify the benefits of eating healthy foods and beverages over less healthy foods and beverages.
- Justify the reasons for not using performance enhancing drugs.

**g. Compare and contrast the effectiveness of health-related decisions.**

Examples:

- Compare and contrast the medical decisions made in early historical eras with those of modern medicine.
- Compare and contrast the eating habits of the early 1900's with the habits of today.

**h. Justify the reasons for remaining sexually abstinent.**

Examples:

- Discuss the reason(s) abstinence is the most effective and healthy means for preventing sexually transmitted infections (STIs).
- Analyze risks and consequences of early sexual involvement.

**HE H.S.6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Description:** Students will use goal-setting skills to identify, apply, and maintain health-enhancing behaviors. High school students will construct short-term and long-term health goals based on personal needs. In addition, they will design, implement, and evaluate critical steps to achieve these goals.

**Elements:**

**a. Evaluate personal health and health practices.**

Examples:

- Evaluate the pros and cons of various fad diet plans.
- Assess your personal physical activity level.

**b. Design a personal health plan that addresses personal strengths, needed improvements, and risky behaviors.**

Examples:

- Design a personal plan to improve health by quitting or helping others to stop the use of tobacco.
- Design a plan for increasing or maintaining physical activity that demonstrates strengths and improves weaknesses while minimizing risky behaviors.

**c. Monitor personal progress in achieving short-term and long-term personal health goals.**

Examples:

- Monitor progress toward achieving a healthier diet goal.
- Keep a journal of stressful events, how you coped with the stressors, and the outcome of each coping strategy.

**HE H.S.7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Description:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. High school students will model health-enhancing behaviors to prevent injuries, diseases, and disorders. Students will practice strategies for reducing harmful and risk taking behaviors now and in the future.

**Elements:**

**a. Demonstrate individual responsibility for improving personal health.**

Examples:

- Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction.
- Develop a plan for healthy weight management for teenagers.

**b. Choose a variety of healthy practices and behaviors that will maintain or improve health.**

Examples:

- Use and evaluate safety techniques to avoid and reduce injury (e.g., earthquakes, fire, flood).
- Identify a variety of behaviors that avoid or reduce risks to self and others.

**c. Model behaviors to avoid or reduce health risks.**

Examples:

- Debate ways to reduce the negative impact on the environment.
- Mimic impulsive behaviors and explain strategies for controlling them.

**HE H.S.8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**Description:** The students will demonstrate the ability to advocate for personal, family, and community health by creating health enhancing messages and encourage others to adopt healthy behaviors. High school students will act as a health resource by communicating valid information about health issues. Students will demonstrate advocacy skills to encourage others to acquire health-enhancing behaviors.

**Elements:**

**a. Demonstrate accurate peer and societal norms to create a health-enhancing message.**

Examples:

- Create a poster advocating acceptance for a diversity of body types.
- Create a public service announcement promoting the importance of not drinking while driving.

**b. Model how to influence and support others to make positive health choices.**

Examples:

- Develop a presentation on how to help others prevent and manage conflict and stress in healthy ways.
- Interview someone in the health profession about the risks of oral cancer and how to prevent it and develop an information packet.

**c. Coordinate with others to advocate for improving personal, family, and community health.**

Examples:

- Engage others to develop health campaigns which promote care, consideration, and concern for others. (e.g., HIV, cancer, diabetes).
- Advocate for healthy eating choices at school, home, and in the community through a letter writing campaign. (e.g., TV commercial, campaign, billboard).

**d. Create health messages and communication techniques to target specific audiences.**

Examples:

- Create a skit to demonstrate ways of handling abuse (e.g., sexual harassment, bullying, hazing, fighting, and hate crimes).
- Write a letter to your classmates encouraging them to avoid distractions while driving.