

Elementary School Health Education
Overview / Context

Grade	Dedicated Instructional Time & Benchmark Assessments	Standards Taught
Grade PK/K	<p>BA - Standard 1: Define what it means to be healthy and identify when health-enhancing behaviors are demonstrated.</p> <p>BA - Standard 2: Demonstrate an understanding that there are health-enhancing and health-hindering influences on one's health, and give specific examples of both.</p> <p>BA - Standard 3: Demonstrate an understanding of <i>who</i> to ask and <i>what</i> offices or resources to access for health-related help in their school.</p>	<p>Standard 1 (Unit 1) Standard 2 (Unit 2) Standard 3 (Unit 3)</p>
Grade 1	<p>BA - Standard 6: Develop short-term health-enhancing goals, and identify who or what can support them in attaining these goals.</p> <p>BA - Standard 7: Demonstrate an understanding of how personal behaviors influence their health and describe examples of health-enhancing personal behaviors.</p>	<p>Standard 6 (Unit 4) Standard 7 (Unit 5)</p>
Grade 2	<p>BA - Standard 4: Summarize how effective interpersonal communication can enhance different types of health.</p> <p>BA - Standard 5: Demonstrate an understanding of how decision-making can be applied to increase health and how poor decision-making skills can hinder health.</p> <p>BA - Standard 8: Describe a personal health-advocacy plan.</p>	<p>Standard 4 (Unit 6) Standard 5 (Unit 7) Standard 8 (Unit 8)</p>

Grade 3	<p>BA - Standard 1: Investigate the different types of health and how each contributes to their overall personal well-being.</p> <p>BA - Standard 2: Students will analyze their health influences and compare and contrast how they impact their health.</p> <p>BA - Standard 3: Students will develop a logical argument to support the information, products and services they identified to enhance health.</p>	<p>Standard 1 (Unit 9) Standard 2 (Unit 10) Standard 3 (Unit 11)</p>
Grade 4	<p>BA - Standard 6: Draw conclusions on how the different types of interpersonal skills can be applied to enhance health and to reduce harm.</p> <p>BA - Standard 7: Analyze their own interpersonal communication skills as a means to enhance personal health and avoid or reduce health risk.</p>	<p>Standard 6 (Unit 12) Standard 7 (Unit 13)</p>
Grade 5	<p>BA - Standard 4: Critique the use of various types of interpersonal communication skills in various hypothetical situations and assess what types of interpersonal skills are optimal in the given situations.</p> <p>BA - Standard 5: Using a decision-making model, compare and contrast potential outcomes of health-related decisions using the model.</p> <p>BA - Standard 8: Create a collaborative health-advocacy plan for their school.</p>	<p>Standard 4 (Unit 14) Standard 5 (Unit 15) Standard 8 (Unit 16)</p>

Middle School Health Education
Overview / Context

Grade 7	<p>4 units (Standards serve as units) 11 days of instruction / three units; 12 days of instruction / one unit 45 days instruction per grade *Total days of instruction / unit can vary if needed</p>	<p>Standard 1 (Unit 1) Standard 6 (Unit 2) Standard 3 (Unit 3) Standard 7 (Unit 4)</p>
Grade 8	<p>4 units (Standards serve as units) 11 days of instruction / three units; 12 days of instruction / one unit 45 days instruction per grade *Total days of instruction / unit can vary if needed</p>	<p>Standard 4 (Unit 5) Standard 2 (Unit 6) Standard 5 (Unit 7) Standard 8 (Unit 8)</p>

Benchmark Assessments

Grade 7	<p>Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 6 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities, and how to determine strategies and skills necessary to attain a personal health goal. Standard 3 Describe situations that may require valid information and professional health products and/or services, and how to determine validity of identified products and services. Standard 7 Analyze and Evaluate current practices and behaviors that will maintain or improve the multi-dimensions of health.</p>
Grade 8	<p>Standard 4 Analyze personal health-related behaviors and develop a plan to use interpersonal communication skills in order to improve /maintain current healthy behaviors. Standard 2 Describe how personal values, family and peers, media and technology and school and community policies influence the likeliness of engaging in healthy enhancing behaviors. Standard 5 Analyze personal decision-making skills related to enhancing health behaviors and avoiding unhealthy behaviors. Standard 8 Develop a personal or school community health advocacy plan.</p>