



LARAMIE COUNTY SCHOOL DISTRICT 2

Students First

Health Curriculum

**Approved by the Laramie County School District #2
Board of Trustees
Revised June, 2019**

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Introduction

The purpose of Laramie County School District #2's Health Curriculum is to provide a clear, organized framework on which to build instruction in the classroom. The curriculum includes clear outcomes and components of these outcomes which further clarify the skills necessary to achieve each outcome. Each outcome also describes the depth of knowledge and level of rigor required for students to demonstrate their conceptual understanding of the knowledge and skills outlined in the curriculum.

The *Outcomes and Components* are **grade-level specific**. These have been carefully aligned to the state standards and teachers are expected to align their instruction to these. Outcomes express the essential learning that all students in the grade level must know or be able to demonstrate in the content area. They make connections among separate concepts or skills described in the components. Outcomes require high cognitive levels and direct assessment. Components state simple and complex concepts or skills that students must know or do in order to perform each outcome. All outcomes and components are to be included within the course of instruction for the year. Assessments will be written at the outcome level.

Each outcome has been assigned a code number consisting of symbols for content area, grade level or course, and outcome number. In the example shown below, H stands for Health (content area) – K stands for kindergarten (grade) – 1 symbolizes that it is the first outcome in this grade level.

Example:

Outcome H-K-1:

Students will identify and practice proper safety procedures for leading a healthy life.

(HE2.4.1, HE2.4.2)

H-K-1-1 Name the bus rules distributed by transportation department
H-K-1-2 Implement bus safety practices.

Each component has also been given a code number consisting of symbols for the content area, grade level or course, outcome number, and component number. In the example shown above, H stands for Health (content area) – K stands for kindergarten (grade) – 1 stands for the outcome number – and 2 symbolizes that it is the second component of the outcome.

At the end of each component or outcome, the code number in parentheses indicates the Wyoming Content and Performance Standard to which it aligns and includes the grade level, standard, and benchmark number. In the above example, HE stands for Health Education, 2 represents that it is second grade level, 4 stands for the standard number, and 1 stands for the benchmark under the standard. A link to the complete Wyoming Health Education Content and Performance Standards document can be found on the Wyoming Department of Education web site at edu.wyoming.gov.

The Health Subject Area Committee (SAC) performed a careful analysis of alignment between the previous years' health instruction and the current Wyoming Health Education Content and Performance Standards adopted in 2011. Based on this analysis, an aligned curriculum was developed to fit the needs of students and include the required state standards.

There are many steps to the curriculum implementation process. The draft curriculum was implemented during the 2014-15 school year. During that time, teachers provided feedback to validate the draft curriculum. Based on teacher feedback, the SAC made revisions as they deemed necessary and finalized the curriculum. The curriculum development process will begin again each time the Wyoming State Board of Education revises and adopts the state standards.

Mission

A successful health student in LCSD2 will analyze and apply health concepts and skills in order to responsibly make healthy decisions and communicate effectively in order to develop a positive well-being throughout their lifetime.

Course/Grade Level Purposes

Kindergarten

Students will decide the appropriate adult to help them in a safety situation to maintain their personal health and reduce their risk.

First Grade

Students will demonstrate the ability to use interpersonal communication and social skills to enhance health and reduce or avoid health risks.

Second Grade

Students will examine health related issues and use critical thinking skills to make decisions that enhance health and reduce or avoid health risks.

Third Grade

Students will examine and develop healthy choices and personal health goals to enhance well-being.

Fourth Grade

Students will evaluate resources and formulate a plan to avoid health risks.

Fifth Grade

Students will justify appropriate verbal and nonverbal communication to enhance health. Students will examine behaviors to improve and maintain personal health.

Sixth Grade

Students will analyze and evaluate health practices that support a healthy lifestyle through the decision making process.

Junior High Health

Students will examine mental/emotional health, social health, nutrition and injury prevention issues to determine their validity. Students will apply systematic decision-making processes and communication skills to make healthy choices regarding substance use and abuse, disease prevention, and human sexuality.

High School Health

Students will utilize critical thinking and problem solving skills to evaluate, analyze, and apply health concepts in real life situations.

Kindergarten

Outcome H-K-1:

Students will identify and practice proper safety procedures for leading a healthy life.

(HE2.4.1, HE2.4.2)

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| H-K-1-1 | Name three basic bus rules (e.g., sit on your bottom, use inside voices, don't talk to the driver, keep appendages inside the bus, wait until stop sign is out to load, face forward, keep the bus clean, stay out of the aisle). |
| H-K-1-2 | Practice bus safety practices. |
| H-K-1-3 | Name the bicycle safety practices (e.g. wearing a helmet and appropriate road/sidewalk usage). |
| H-K-1-4 | Role play appropriate bike safety practices. |
| H-K-1-5 | Name and role play passenger safety practices of motor vehicles (e.g. wearing a seatbelt, car seats, sitting in the backseat, riding quietly, etc.). |
| H-K-1-6 | Identify procedures of being a safe pedestrian (e.g. crossing the street safely and using a cross walk). |

Outcome H-K-2:

Students will identify adults who will help enhance their health and reduce their health risks, and decide who to go to for help in health and safety situations. Students will identify and describe dangerous situations with unknown adults and how to handle them.

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| H-K-2-1 | Identify safe adults, in their environment, whom they can trust for help. (HE2.1.1) |
| H-K-2-2 | Differentiate between community members who can be of assistance in specific situations to help reduce risks. (HE2.1.2) |
| H-K-2-3 | Identify ways to contact help and appropriate actions to be taken in unsafe situations (e.g., stranger danger, emergencies, etc.). (HE2.1.4) |
| H-K-2-4 | Recite full name, name of parents, and town in which they live. |

Outcome H-K-3:

Students will describe and demonstrate appropriate action in an emergency situation.

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| H-K-3-1 | Identify the different alarm or announcement sounds for each drill. |
| H-K-3-2 | Role-play actions to take during each emergency situation (e.g. fire alarm, lock down, lock out, tornado alarm, and relocation/evacuation indications). |

Outcome H-K-4:

Students will demonstrate actions to maintain their personal health and avoid the spread of disease through personal hygiene. (HE2.4.3)

H-K-4-1 Demonstrate proper hand washing techniques.

H-K-4-2 Demonstrate proper sneezing techniques.

H-K-4-3 Identify appropriate dress for the weather.

H-K-4-4 Explain the importance of healthy activities of daily living (e.g. showering, brushing teeth, germ prevention).

Outcome H-K-5:

Students will identify the contribution of specific body systems to the survival and health of the total system. Students will describe growth and development as a lifelong process fostered by responsible behavior.

H-K-5-1 Identify the growth and development of healthy teeth and gums.

H-K-5-2 Explain the function of teeth.

H-K-5-3 Identify the steps to proper dental health.

First Grade

Outcome H-1-1:

Students will identify adults who will help enhance their health and reduce their health risks, and decide who to go to for help in health and safety situations.

H-1-1-1 Identify safe and unsafe adults in the school and within their community.
(HE2.1.1, HE2.1.2)

H-1-1-2 Name trusted adults to help in situations of danger. (HE2.1.3)

H-1-1-3 Identify ways to contact or find help for health and safety emergencies by role-play calling 911 and giving pertinent information - parents name, address, phone.
(HE2.1.4)

Outcome H-1-2:

Students will identify various methods to recognize, express and understand individual feelings of themselves and others.

H-1-2-1 Label emotions and thoughts and how they influence behavior. (HE2.3.1, HE2.4.4)

H-1-2-2 Identify and role play socially accepted ways to regulate and express emotions, thoughts, impulsive behavior, and feelings in healthy and unhealthy ways. (HE2.3.1, HE2.3.2, HE2.3.3, HE2.4.4, HE2.4.5)

H-1-2-3 Role play and discuss the impact of emotions and responses on view of self and interactions with others. (HE2.3.3)

H-1-2-4 Compare and contrast the differences, disabilities, diverse backgrounds, and cultures of others and their associated feelings. (HE2.4.8)

Outcome H-1-3:

Students will use social skills to enhance their health and reduce their health risk and become a positive, productive member of society.

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| H-1-3-1 | Identify ways to work and play well with others, (e.g. play fairly, don't cheat, be a good winner and loser, share, don't exclude others, let others choose the game too, don't always be first, use manners, help others, show respect). |
| H-1-3-2 | Explain why unprovoked acts that hurt others are wrong. (If someone hits you, what is an appropriate response?) |
| H-1-3-3 | Identify and role-play acceptance of consequences for every decision. (HE2.4.9) |

Outcome H-1-4:

Student will use effective communication skills for the purpose of expressing health needs, wants and feelings.

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| H-1-4-1 | Differentiate between communication skills that are effective and not effective. (HE2.3.1, HE2.3.2) |
| H-1-4-2 | Role-play effective ways to communicate with your peers in different situations (bullying, unfair, disrespectful, hurt feelings, being made fun of, showing happiness for others, congratulations, empathy, not being included, anger). (HE2.3.1, HE2.3.2, HE2.3.3) |
| H-1-4-3 | Compare and contrast how we communicate through visual, verbal and physical ways. (HE2.3.1, HE2.3.2) |
| H-1-3-4 | Identify characteristics of effective listening skills to enhance health and reduce/avoid health risks. (HE2.3.4) |

Outcome H-1-5:

Students will identify the purpose of specific body parts to the survival and health of the total system. Students will describe growth and development as a lifelong process fostered by responsible behavior.

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| H-1-5-1 | Identify and label the major body parts (i.e., heart, muscles, brain, lungs, stomach, bones). |
| H-1-5-2 | Describe the purposes of each of the above body parts. |
| H-1-5-3 | Describe the five general senses and the information they provide. |

Second Grade

Outcome H-2-1:

Students access and decipher food nutrition information to identify eating habits for optimum health and apply this information to their own daily living.

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| H-2-1-1 | Explain the importance of eating three meals a day and the nourishment that eating provides the body for optimum health in daily activities. |
| H-2-1-2 | Identify and organize the food parts (pyramid or My Plate) to plan a healthy diet (separate food into groups). |
| H-2-1-3 | Set a week of healthy eating goals for themselves and analyze their success. |

Outcome H-2-2:

Students will identify health benefits and problems and analyze the steps involved in decision making and setting healthy goals. (HE2.4.6, HE2.4.7)

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| H-2-2-1 | Identify and/or role play situations where a health related decision is needed. (HE2.2.1) |
| H-2-2-2 | Describe situations when assistance is needed for making a decision (e.g. injuries at recess, in case of fire, stranger danger). (HE.2.2.2) |
| H-2-2-3 | Describe how health related decisions can affect self or others (e.g. decision to sneeze into sleeve prevents spreading germs to others, sleep, diet, exercise, friends). (HE2.2.3) |
| H-2-2-4 | Describe how family can influence decisions students make about health practices and risk behaviors and implement a plan for personal safety (e.g. washing hands, not wearing seatbelts). (HE2.2.4, HE2.4.9) |
| H-2-2-5 | List health-related problems that exist at home and school (e.g. soap dispenser is empty, students not washing hands after going to bathroom, ice on the playground). (HE2.2.5) |

Outcome H-2-3:

Students recognize the health benefits of active living by reflecting on peer performance and setting healthy goals. (HE2.4.6, HE2.4.7)

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| H-2-3-1 | Name the daily recommended amount of physical activity. |
| H-2-3-2 | List the various physical activities appropriate for self and peers. |
| H-2-3-3 | Conduct a survey of peers to show the amount of daily time participating in activities and describe the health benefits. |
| H-2-3-4 | Set and track personal physical activity goals and identify their health benefits. |

Outcome H-2-4:

Students will identify the contribution of specific body systems to the survival and health of the total system. Students will describe growth and development as a lifelong process fostered by responsible behavior.

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| H-2-4-1 | Label the structure (e.g. lens, pupil, iris, cornea, optic nerve) and describe the function of the eye. |
| H-2-4-2 | Label the structure (e.g. hammer, anvil, stirrup, eardrum, ear canal, cochlea) and describe the function of the ear. |
| H-2-4-3 | Apply the information gained from the senses as it applies to our activities of daily living (e.g. Smelling smoke, recognizing the bells). |

Third Grade

Outcome H-3-1:

Students will evaluate, summarize, and hypothesize about healthy eating habits and lifestyle choices and the effects of each.

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| H-3-1-1 | Summarize the FDA recommendations for a healthy diet (serving per day for each food group). |
| H-3-1-2 | Organize and construct a one-week dinner menu for their families. |
| H-3-1-3 | Evaluate popular food and drink trends and determine the nutritional value present. |
| H-3-1-4 | Explain long term health effects of dietary choices (e.g. high blood pressure, diabetes, and heart health). |

Outcome H-3-2:

Students will examine, compare, and formulate personal short term and long term health goals to enhance their daily living. (HE4.4.6)

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| H-3-2-1 | Compare the difference between short term and long term goals. |
| H-3-2-2 | Formulate short term health goals based on current need. (HE4.4.7) |
| H-3-2-3 | Categorize your goals as healthy or risky behaviors and explain why. (HE4.4.1, HE4.4.2) |

Outcome H-3-3:

Students will analyze how to work effectively with those who are different from oneself. (HE4.4.8)

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| H-3-3-1 | Identify strong qualities in themselves and peers. |
| H-3-3-2 | Work cohesively in teams academically and physically. |

Outcome H-3-4:

Students will investigate, explain, demonstrate, and differentiate health related decisions and identify trusted adults to contact in the event of a health related emergency.

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| H-3-4-1 | Evaluate how health related decisions can affect self and others. (HE4.2.3, HE4.4.1) |
| H-3-4-2 | Role-play different scenarios of what to do when there is no adult around. |
| H-3-4-3 | Differentiate between emergent and non-emergent situations. (HE4.1.1, HE4.2.2) |
| H-3-4-4 | Summarize how to access trusted resources at school/neighborhood that can help reduce or avoid health risks. (HE.4.1.2) |

H-3-4-5 Identify dangerous household items to avoid without adult supervision.

Outcome H-3-5

Students will identify the contribution of specific body systems to the survival and health of the total system. Students will describe growth and development as a lifelong process fostered by responsible behavior.

H-3-5-1 List characteristics common to all human growth and development.

H-3-5-2 Define what a body system is.

H-3-5-3 Illustrate ways the skeletal and muscular systems work together (a group of organs that work together to perform a specific function).

Fourth Grade

Outcome H-4-1:

Students will identify and access trusted resources to help them reduce or avoid health risks.
(HE4.1.2, HE4.1.3)

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| H-4-1-1 | List health resources available within their environment. |
| H-4-1-2 | Given a real life situation, determine which resource would be most applicable to the particular situation and describe healthy options to health-related issues. (HE4.2.7) |
| H-4-1-3 | Explain strategies for solving simple health problems that exist at home and school (medicine, poison, chemicals out of reach, smoking cleanliness, not sharing personal items, etc.). (HE4.2.8) |

Outcome H-4-2:

Students will analyze legal and illegal drugs to avoid health risks and use decision making skills to formulate healthy practices. (HE4.2.1)

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| H-4-2-1 | List common legal and illegal drugs (e.g. Cigarettes, alcohol, prescription drugs). |
| H-4-2-2 | Explain how peers can influence decisions students make about health practices and risk behaviors. (HE4.2.6) |
| H-4-2-3 | Explain steps of a simple decision-making process and outcomes of each option (identify a few options and consequences of each option). (HE4.2.4, HE4.2.5) |

Outcome H-4-3:

Students will define various types of bullying and abuse (social, physical, verbal) including bullying using technology and examine appropriate ways of responding.

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| H-4-3-1 | Categorize positive and negative peer relationships (good friends and bad friends). |
| H-4-3-2 | Define bullying and the role of the aggressor in bullying situations (definition of bullying: one –sided, unfair, repeated, misuse of power that hurts someone physically or emotionally). (HE4.4.9) |
| H-4-3-3 | Using real-life situations, explain the potential outcomes of each option when making a health-related decision regarding bullying interventions (walk away, tell an adult, ignore, conflict resolution, understanding bystander power). (HE4.3.3) |

- H-4-3-4 Identify risks associated with communication technologies (internet, cell phone use).

Outcome H-4-4:

Students will demonstrate the ability to express emotions in a socially acceptable manner and apply effective communication skills to enhance health and reduce or avoid health risks. (HE 4.3.2)

- H-4-4-1 Explain a range of emotions and the situations that can influence emotions. (HE4.4.4)
- H-4-4-2 Explain behaviors that help avoid or reduce health risks (refusal skills, spreading diseases). (HE4.4.2, 4.4.3)
- H-4-4-3 Explain positive ways to express anger and alternatives to violence. (HE 4.4.5)
- H-4-4-4 List and demonstrate a variety of different communication techniques (verbal, nonverbal) (HE4.3.1)
- H-4-4-5 Show when to use the communication techniques (listening skills: eye contact and wait turn in conversation). (HE4.3.4)

Outcome H-4-5:

Students will identify the contribution of specific body systems to the survival and health of the total system. Students will describe growth and development as a lifelong process fostered by responsible behavior.

- H-4-5-1 Label the structure of the digestive system.
- H-4-5-2 Match each organ in the digestive system to its function.
- H-4-5-3 Explain that cells make up organs and organs make up a system.

Outcome H-4-6:

Students explain and classify the body changes in adolescence and maturation. Students understand the importance of healthy lifestyle choices and analyze health related products and resources.

- H-4-6-1 Explain the individual physiological changes of adolescence for boys or girls and how products can enhance personal health, and self-esteem. (HE.6.1.4)

Fifth Grade

Outcome H-5-1:

Students will demonstrate the ability to use and analyze interpersonal communication with verbal and nonverbal skills.

- H-5-1-1 Explain how various verbal and non-verbal techniques are effective in enhancing health or avoiding/reducing health risks (e.g. Argument will not escalate if I use “I” messages and avoid blaming others). (HE6.3.1)
- H-5-1-2 Analyze communication techniques used to enhance or reduce/avoid health risks (e.g. How to ask for help to enhance personal health). (HE6.3.2)
- H-5-1-3 Demonstrate the ability to use listening skills for specific health purposes. (e.g., asking questions, gathering information, obtaining instructions, making connections and asking for clarification) (HE6.3.4, HE6.3.5)

Outcome H-5-2:

Students explain and classify the body changes in adolescence and maturation. Students understand the importance of healthy lifestyle choices and analyze health related products and resources.

- H-5-2-1 Explain the physiological changes of adolescence and how products can enhance personal health, related to health to self-esteem (e.g. deodorant, toothpaste, etc.). (HE.6.1.4)
- H-5-2-2 Examine health related issues or problems through a systematic process (identify problem, collect information, analyze data, draw conclusions, and make simple recommendations).
- H-5-2-3 Explain behaviors that prevent the spread of disease and evaluate practices that contribute to healthy lifestyles (smoking, diet, exercise). (HE.6.4.3)

Outcome H-5-3:

Students will describe the contribution of specific body systems to the survival and health of the total system. Students will evaluate growth and development as a lifelong process fostered by responsible behavior.

- H-5-3-1 Explain the relationship between human cells and the respiratory system.
- H-5-3-2 Describe the interdependence among the body systems.
- H-5-3-3 Describe and label the structure and function of the respiratory system.
- H-5-3-4 Label the parts of the respiratory system and describe its function.

Sixth Grade

Outcome H-6-1:

Students will explain and locate health resources located in the school and community.

Students practice refusal skills and examine health issues.

- H-6-1-1 Explain how products can reduce health risks. (HE6.1.5)
- H-6-1-2 Role-play refusal skills related to health practices (e.g. peer pressure, drug and substance experimentation) (DARE). (HE6.3.3)
- H-6-1-3 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. (HE6.2.1, HE6.2.2)

Outcome H-6-2:

Students analyze, evaluate, and demonstrate effective decision making and advanced goal setting strategies in a variety of settings.

- H-6-2-1 Explain the steps of a decision-making process to enhance health or reduce health risks. (HE6.2.3)
- H-6-2-2 Analyze health related issues to determine healthier options. (HE.6.2.6)
- H-6-2-3 Compare factors that create stress or motivate successful performance. (HE6.4.4, HE.6.4.5)
- H-6-2-4 Identify strategies to manage bad stress and use good stress to motivate successful performance (e.g. getting sufficient sleep). (HE6.4.6)
- H-6-2-5 List behaviors that improve or maintain personal health to avoid or reduce health risks. (HE6.4.1, HE6.4.2)
- H-6-2-6 Use multiple criteria to set short-term personal health goals (e.g. specific, measurable, action oriented, realistic, timely) (food diary, exercise logs). (HE.6.4.7)
- H-6-2-7 Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g. the goal to be physically active for 30 minutes every day was not achieved because of snowy weather and no community facility was available for exercise). (HE6.4.8)
- H-6-2-8 Explain how family and peers can influence decisions students make about health practices and risk behaviors. (HE6.4.9, HE6.2.5)
- H-6-2-9 Define various types of bullying and the roles of the aggressor and bystanders in bullying situations (e.g. physical aggression, social/relational aggression, intimidation, verbal aggression, written aggression, cyber bullying, hazing, etc.). (HE.6.4.10, HE6.2.4)

Outcome H-6-3:

Students will describe the contribution of the circulatory system to the survival and health of the total body. Students will evaluate growth and development as a lifelong process fostered by responsible behavior.

- H-6-3-1 Label the structure and describe the function of the circulatory system.
- H-6-3-2 Identify the difference between an artery, capillary, and vein.
- H-6-3-3 Describe the functions of the blood cells for nourishment and excretion.
- H-6-3-4 Describe how the circulatory system interrelates with at least one other body system.

Outcome H-6-4:

Students explain and classify the body changes in adolescence and maturation. Students understand the importance of healthy lifestyle choices and analyze health related products and resources.

- H-6-4-1 Contrast and evaluate health information products and resources and what help different resources can offer. (HE6.1.2)
- H-6-4-2 Examine health related issues or problems through a systematic process (identify problem, collect information, analyze data, draw conclusions, and make simple recommendations).

Junior High Health – Quarter 1

Outcome H-JH-1 Health and Wellness:

Students will apply goal setting and decision making skills to their total health and wellness, analyzing how good character and personal responsibility support their total health and wellness. (HE8.2.1, HE8.2.2, HE8.2.3, HE8.2.4, HE8.2.5, HE8.2.6, HE4.4.7, HE4.4.8)

- H-JH-1-1 Define total health and wellness.
- H-JH-1-2 Name and differentiate between sides of the health triangle.
- H-JH-1-3 Define and examine qualities of good character.
- H-JH-1-4 Define personal responsibility and how it relates to health situations.
- H-JH-1-5 Identify and list the goal setting steps for a short and long term goal.
- H-JH-1-6 Utilizing goal setting steps, write a short and long term goal.
- H-JH-1-7 Utilize decision making steps and apply to health situations.

Outcome H-JH-2 Mental Health:

Students will assess mental health by analyzing the impact of disorders, stress, anger and self-esteem on mental health. Students will analyze sources necessary to improve good mental health. (HE8.1.1, HE8.1.2, HE8.1.3, HE8.1.4, HE8.1.5, HE8.1.6, HE8.4.4, HE8.4.5, HE8.4.6)

- H-JH-2-1 Identify mental and emotional traits.
- H-JH-2-2 Identify emotional needs.
- H-JH-2-3 Define self-esteem and describe ways to raise it.
- H-JH-2-4 Define stress and describe how it affects the body.
- H-JH-2-5 Diagnose how to manage stress.
- H-JH-2-6 Diagnose how to manage anger.
- H-JH-2-7 Identify mental disorders and summarize their characteristics and causes.
- H-JH-2-8 Analyze and recommend appropriate mental health sources in given situations.

Outcome H-JH-3 Social Health:

Students will describe healthy relationships and apply social skills to build healthy relationships. Students will apply conflict resolution, listening and mediation skills to prevent or solve violence, bullying, and harassment. (HE8.3.1, HE8.3.2, HE8.3.3, HE8.3.4, HE8.4.9, HE8.4.10, HE8.4.11)

- H-JH-3-1 Identify components of a healthy relationship.
- H-JH-3-2 Identify common social conflicts and what causes conflicts.
- H-JH-3-3 Compare and contrast good and poor listening skills.
- H-JH-3-4 Define bullying and identify the characteristics.

- H-JH-3-5 Define harassment and distinguish between harassment and flirting.
- H-JH-3-6 List the steps to conflict resolution.
- H-JH-3-7 Apply conflict resolution to social situations.
- H-JH-3-8 Identify skills needed to mediate conflicts and apply them by recommending healthy solutions.

Outcome H-JH-4 Nutrition:

Students will plan healthy diets by identifying nutritional guidelines, diagnose what affects food choices, and compare food labels. Students will analyze factors to maintain appropriate weight and predict factors of obesity. (HE8.1.1, HE8.1.2, HE8.1.3, HE8.1.4, HE8.1.5, HE8.1.6, HE8.4.1)

- H-JH-4-1 Identify nutrients and summarize their importance to the human body.
- H-JH-4-2 Diagnose factors that affect food choices.
- H-JH-4-3 List and summarize the nutritional guidelines.
- H-JH-4-4 Locate food labels and analyze their components.
- H-JH-4-5 Compare and contrast food label information.
- H-JH-4-6 Analyze the factors that cause obesity.
- H-JH-4-7 Define and assess what is an appropriate weight.
- H-JH-4-8 Construct a healthy diet plan that meets nutritional needs and maintains appropriate weight.

Junior High Health – Quarter 2

Outcomes H-JH-5 Tobacco, Alcohol, & Drugs:

Students will identify the dangers of tobacco, alcohol, medicines, illicit drugs, and addiction and apply refusal skills to justify being tobacco/alcohol/drug/addiction free. (HE8.3.3, HE8.4.2, HE8.4.3)

- H-JH-5-1 Identify forms of tobacco, alcohol, and drugs.
- H-JH-5-2 Define addiction, alcoholism, binge drinking, drug use, misuse, and abuse.
- H-JH-5-3 Summarize short and long term dangers of using tobacco, alcohol, and drugs.
- H-JH-5-4 Justify being tobacco, alcohol, and drug free.
- H-JH-5-5 Apply refusal skills to tobacco, alcohol, and drug use.
- H-JH-5-6 Identify sources of help for tobacco, alcohol, and drug use.

Outcomes H-JH-6 Human Growth:

Students will identify reproductive systems and their functions and correlate the dangers of sexual activity to teen pregnancy, AIDS, STD's and problems of the reproductive system and justify the benefits of abstinence. (HE8.2.1, HE8.2.2, HE8.2.3, HE8.2.4, HE8.4.2, HE8.4.3)

- H-JH-6-1 Identify and describe the reproductive systems of both genders.
- H-JH-6-2 Diagnose the correlation of sexual activity and teen pregnancy.
- H-JH-6-3 Summarize the mental, social and physical hardships of teen pregnancy.
- H-JH-6-4 Define STD's and explain its modes of transmission and their effects on health.
- H-JH-6-5 Define AIDS and explain its modes of transmission and effects on health.
- H-JH-6-6 Apply refusal skills and justify being abstinent.

Outcomes H-JH-7 Body Systems and Diseases:

Students will identify the body systems and their functions and correlate them to disease susceptibility. (HE8.4.2, HE8.4.3)

- H-JH-7-1 Summarize common modes of disease transmission.
- H-JH-7-2 Correlate how heredity and genetics contribute to disease susceptibility.
- H-JH-7-3 Explain how the immune system fights disease.
- H-JH-7-4 Identify and explain common communicable diseases and how they affect each body system.
- H-JH-7-5 Identify and explain non-communicable diseases and how they affect each body system.

Outcomes H-JH-8 Injury prevention and safety:

Students will identify ways to remain safe by recognizing emergency situations and apply safety procedures, through the use of first aid and common injury treatment and prevention.

(HE8.2.1, HE8.2.3, HE8.4.3)

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| H-JH-8-1 | Recognize emergency situations. |
| H-JH-8-2 | Apply procedures used in an emergency situation. |
| H-JH-8-3 | Outline how to be safe in the outdoors. |
| H-JH-8-4 | Outline how to be safe at home. |
| H-JH-8-5 | Recognize common injuries and apply first aid procedures. |

High School Health (1 semester)

Outcome H-HS-1 Nutrition:

Students will analyze healthy eating habits by deciphering food labels, summarizing nutrients and proper diet. Students will assess appropriate weight and recommend ways to control weight through diet.

(HE12.1.1, HE12.1.2, HE12.1.3, HE12.1.4, HE12.2.4, HE12.3.1, HE12.3.2, HE12.3.7, HE12.4.2, HE12.4.8, HE12.4.9)

- H-HS-1-1 Identify and analyze healthy eating habits.
- H-HS-1-2 Define, summarize and dissect use of nutrients in food.
- H-HS-1-3 Classify types of food by nutrients.
- H-HS-1-4 Locate, compare and contrast food labels and values.
- H-HS-1-5 Judge food choices by long term and short term effects on health.
- H-HS-1-6 Define eating disorders and analyze their dangers to health.
- H-HS-1-7 Critique dieting habits and effects on health.
- H-HS-1-8 Assess current weight and strategize ways to control weight.

Outcome H-HS-2 Mental and Emotional Health:

Students will analyze emotional traits, by dissecting mental disorders, describing personality types, reducing stress, assessing self-esteem and diagnosing ways to prevent depression and suicide.

(HE12.4.1, HE12.4.2, HE12.4.4, HE12.4.5, HE12.4.7)

- H-HS-2-1 Compare and contrast healthy and unhealthy emotional traits.
- H-HS-2-2 Define and analyze mental disorders.
- H-HS-2-3 Identify and compare personality types.
- H-HS-2-4 Identify sources and diagnose effects of stress on health.
- H-HS-2-5 Assess self-esteem level and recommend ways to improve self-esteem.
- H-HS-2-6 Recognize signs of depression and suicide.
- H-HS-2-7 Formulate depression and suicide prevention strategies.
- H-HS-2-8 Identify sources of help for mental and emotional health issues.

Outcome H.HS.3 Consumer Health:

Students will generalize the qualities of a healthy consumer by identifying and applying consumer rights, critiquing health insurance, diagnose and critiquing the health care bill and categorize advertising techniques.

(HE12.1.4, HE12.2.4, HE12.3.7)

- H-HS-3-1 Summarize and apply consumer rights.
- H-HS-3-2 Dissect and analyze health insurance.

- H-HS-3-3 Dissect and analyze the health care bill.
- H-HS-3-4 Identify and differentiate between different advertising techniques.

Outcome H-HS-4 Environmental and Public Health:

Students will define and editorialize environmental issues and present findings to stakeholders. Students will define and explain public health organizations.

(HE12.1.1, HE12.1.2, HE12.1.3, HE12.3.1, HE12.3.2, HE12.3.3)

- H-HS-4-1 Define and classify environmental issues.
- H-HS-4-2 Explain causes and prevalence of environmental issues.
- H-HS-4-3 Recommend solutions to environmental issues.
- H-HS-4-4 Give examples and categorize public health organizations and their purpose.

Outcome H-HS-5 Conflict Resolution:

Students will develop positive relationships with peers and family by applying refusal skills and integrating health skills to reduce conflict, bullying and harassment.

(HE12.3.1, HE12.3.2, HE12.3.4, HE12.3.5, HE12.3.6, HE12.4.10, HE12.4.11, HE12.4.12)

- H-HS-5-1 Identify family issues.
- H-HS-5-2 Analyze factors of peer relationships.
- H-HS-5-3 Identify causes of conflict and formulate conflict resolution skills.
- H-HS-5-4 Define and differentiate between bullying and normal aged relationship behaviors.
- H-HS-5-5 Define and differentiate between harassment and normal human interaction.
- H-HS-5-6 Apply refusal skills.

Outcome H-HS-6 Substance Use and Abuse:

Students will analyze substance use and abuse by summarizing the dangers of alcohol, tobacco and other drugs. Through the dissection of why teens use substances and the costs to society, they will propose ways to avoid and quit substance use.

(HE12.1.4, HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.4.8, HE12.4.9)

- H-HS-6-1 Summarize long and short term effects of tobacco use.
- H-HS-6-2 Summarize long and short term effects of alcohol use including alcoholism and binge drinking.
- H-HS-6-3 Summarize long and short term effects of different categories of drugs.
- H-HS-6-4 Identify signs and analyze the causes of teen substance abuse.

- H-HS-6-5 Estimate the costs of substance use and abuse to society.
- H-HS-6-6 Recommend and support ways to quit the use of substances.

Outcome H-HS-7 Diseases:

Students will define and editorialize common communicable and non-communicable diseases and present findings to stakeholders.

(HE12.1.1, HE12.1.2, HE12.1.3, HE12.3.1, HE12.3.2, HE12.3.3)

- H-HS-7-1 Define and classify common diseases.
- H-HS-7-2 Explain causes and prevalence of common diseases.
- H-HS-7-3 Outline possible treatments and cures.

Outcome H-HS-8 Sexual Health and Family Planning:

Students will identify high risk behaviors and formulate a plan to avoid STD's, HIV and teen pregnancy.

(HE12.2.1, HE12.2.2, HE12.2.3, HE12.2.4, HE12.3.5, HE12.4.3)

- H-HS-8-1 Define and summarize the history of HIV.
- H-HS-8-2 Define and summarize STD's.
- H-HS-8-3 Analyze the transmission of HIV and STD's.
- H-HS-8-4 Formulate a plan to avoid becoming infected with STD's or HIV.
- H-HS-8-5 Compare and contrast various birth control methods.
- H-HS-8-6 Justify the benefits of family planning and abstinence.

Outcome H-HS-9 Safety and Injury prevention:

Students will outline and demonstrate emergency first aid procedures to prevent injury and care for victims in life threatening situations.

(HE12.2.1, HE12.2.2, HE12.2.3, HE12.4.2, HE12.4.3)

- H-HS-9-1 Identify and categorize common injuries.
- H-HS-9-2 Identify and give examples of emergency situations.
- H-HS-9-3 Recognize life threatening situations and decide how to react.
- H-HS-9-4 Demonstrate CPR and AED techniques and procedures.
- H-HS-9-5 Recognize situations to call 911 and demonstrate a 911 call.

Outcome H.HS.10 Fitness:

Students will assess fitness levels by summarizing benefits of exercise, critiquing exercise claims, defining and comparing/contrasting aerobic and anaerobic exercise, and formulating a life-long fitness program.

(HE12.1.3, HE12.1.4, HE12.2.5, HE12.3.7, HE12.4.8, HE12.4.9)

- H-HS-10-1 Summarize benefits of exercise.
- H-HS-10-2 Critique and recommend exercise claims.
- H-HS-10-3 List, compare and contrast aerobic and anaerobic exercises.
- H-HS-10-4 Dissect parts of a healthy fitness program.
- H-HS-10-5 Formulate and evaluate a life-long fitness program.