

# Health Curriculum - Kindergarten

## High Priority Standards

### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### **Learning Goal**

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying different family types.
- recognizing their personal family type.
- identifying people in their lives who care about them.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- family structures (parent, step-parent, grandparents, brothers, sisters, aunts, uncles, and other relatives).
- people in school who influence (principal, teacher, counselor).
- people in the community who influence (store owner, neighbor, police).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Growth and Development

- name and describe different family types (size, living situation, structure, etc.)

##### Mental, Emotional, and Social Health & Personal and Community Health

- identify people in their lives who care about them.
  - *Who* influences me...
  - I know they influence me because...

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- *What* influences me...
- I know it influences me because...(Benes & Alperin, 2016, pg. 89)

# Health Curriculum - Kindergarten

## High Priority Standards

### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

The student will be able to 'identify people and places that can help with health needs'.  
( Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying person in school to go to when you feel sick (nurse).
- locating people and places in the community that can be trusted for health needs.
- understanding the different food groups and what constitutes a healthy meal.
- understanding rules and identifying trusted adults who will keep them safe.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- clinic, nurse, police, fire fighter, fire alarm, safety drills.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- understand that MyPlate is a resource to identify 5 food groups and colors, and sort foods into groups.

##### Drug Awareness & Injury Prevention and Safety

- understand which people and places can explain why medicines are used, and explain how medicines can be helpful or harmful.

##### Injury Prevention and Safety

- identify emergency situations.

##### Mental, Emotional, and Social Health

- describe school rules about getting along with others.
  - People

*What- What do I need help with?*

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*Who-* Who are the people I trust and can help me?

*How-* How do I find the person? How do I ask for the help I need?

- Places

*What-*What do I need help with?

*Where-*Where should I go to get help?

*How-*How can I get to the place I need?(Benes & Alperin, 2016, pg. 68)

# Health Curriculum - Kindergarten

## High Priority Standards

### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing personal feelings.
- recognizing the feelings of others.
- respecting differences and personal space.
- understanding rules and identifying trusted adults who will keep them safe.
- describing ways to talk about healthy food choices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sad, happy, angry, body language, tone of voice, personal space, safe space.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- show ways to respect different kinds of families.
- appreciate personal space.

##### Nutrition and Physical Activity

- explain how to ask family members for food options that keep them healthy.

##### Mental, Emotional, and Social Health

- describe their own physical characteristics as they relate to how they feel (sportsmanship, emotions, uniqueness).
- name ways in which people are similar and ways in which they are different.

## Health Curriculum - Kindergarten

- express feelings in a healthy way.
- use effective communication:
  - I TELL**
    - Identify feelings (thoughts, ideas)
    - Tell feelings (thoughts, ideas)
    - Express using I-statements
    - Look at the person you are talking to
    - Listen to the response
- use active listening:
  - HEAR**
    - Heads up, voices off
    - Eyes on speaker, Ears open
    - Ask questions if you don't understand
    - Relax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

### Injury Prevention and Safety

- name safety rules, and safety helpers at home and away from home.

# Health Curriculum - Kindergarten

## High Priority Standards

### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.  
(Benes & Alperin, 2016, pg 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying safe independent activities and activities that require adult help.
- identifying whether a healthy snack can be chosen/prepared independently.
- recognizing when they can make safety decisions independently and when adult help is needed (substance awareness, trusted adults).

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stranger, exercise, fruits, vegetables, tobacco.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

- recognize the decision that needs to be made:
  - Nutrition and Physical Activity
    - describe ways to participate in 60 minutes of activity on a regular day.
    - identify a variety of healthy snacks.
  - Drug Awareness
    - recognize that tobacco smoke is harmful to health and should be avoided.
  - Personal and Community Health/Injury Prevention and Safety
    - recognize safety at home and safety in the community.
- Injury Prevention and Safety
  - recognize who needs to help.
    - identify people who are trusted adults and how to be safe when in contact with other adults.

# Health Curriculum - Kindergarten

## High Priority Standards

### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing how to set goals.
- recognizing how to achieve/reach a goal.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goal setting, timeline.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- set a goal (screen free, drink water daily, 60 minutes daily activity)

##### Mental, Emotional, and Social Health

- work to achieve/reach goal set.

##### **GOALS**

- **Get** a plan.
- **One** step at a time.
- **Act** on the goal.
- **Learn** from the goal.
- **Start** again.

##### **SET GOALS**

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- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal. (Benes & Alperin, 2016, pg. 135)

## Health Curriculum - Kindergarten

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.  
(Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- respecting personal space.
- identifying healthy snacks.
- recognizing harmful products.
- understanding hygiene procedures.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal space, private parts, hands, feet, teeth, cough, sneeze, harmful chemicals, sun safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Growth and Development

- name body parts and their functions.
- tell others when they do not want to be touched and demonstrate how to respond when someone is touching them that makes them uncomfortable.
- identify effective dental and personal hygiene practices

## Health Curriculum - Kindergarten

### Nutrition and Physical Activity

- name a variety of nutritious and healthy snacks and explain why they are necessary for good health.
- describe the benefits of being physically active.

### Drug Awareness & Injury Prevention and Safety

- recognize that anything may be poisonous or cause harm if used unsafely.

### Injury Prevention and Safety

- recognize that some household products are harmful if ingested or inhaled.
- define and explain the dangers of weapons.
- explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- describe sun-safety practices.
- define germs and explain why the transmission of germs may be harmful to one's health.

### Injury Prevention and Safety & Personal and Community Health

- identify safety rules for the home, the school, and the community. (riding on a bus, car, bicycle, crossing the street and playing)

### Mental, Emotional, and Social Health

- name and describe the five senses.

### Mental, Emotional, and Social Health & Personal and Community Health

"I AM healthy" is a motto for the unit to reinforce both skill cues and the goal for the unit.

#### **I AM**

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Kindergarten

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'promote personal health and begin to extend the skill to others'.  
(Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing and maintaining healthy relationships.
- identifying actions - right from wrong.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physicians, nurses, dentists, optometrists, medicines, teasing, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- appreciate personal space.

##### Drug Awareness & Injury Prevention and Safety

- recognize that medicines should be taken only under the supervision of a trusted adult.

##### Mental, Emotional, and Social Health

- recognize the characteristics of bullying.

##### Mental, Emotional, and Social Health & Personal and Community Health

##### **I CARE**

- Identify personal health needs, wants, and desires.
- Can someone help you?
- Ask for guidance to promote personal health.
- Recognize positive health choices.

## Health Curriculum - Kindergarten

- **Encourage** peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

### Personal and Community Health

- identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding various family roles and responsibilities.
- showing healthy sleep and rest patterns.
- differentiating between friends and acquaintances.
- describing how gender should not limit what they can or cannot do..
- understanding the influence of friends and family with regards to healthy practices.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- sleep, rest, individual needs, friend, gender, health practices, influence.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- describe how members of a family have various roles, responsibilities, and individual needs.
- explain why sleep and rest are important for proper growth and good health.
- describe characteristics of a friend.
- describe how gender should not limit what they can or cannot do.

##### Personal and Community Health

- explain how family and friends influence positive health practices.

## Health Curriculum - Grade 1

- *Who* influences me...
- I know they influence me because...
- *What* influences me...
- I know it influences me because...' (Benes & Alperin, 2016, pg. 89)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 3: (Assessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

The student will be able to 'identify people and places that can help with health needs'.  
( Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying trusted adults.
- listing characteristics of a safe place.
- identifying the community members that promote health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trust, peers, relationships, threatening, unsafe feelings, safety, health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- recognize parents, guardians, and other trusted adults as resources for information about growth and development.

##### Mental, Emotional, and Social Health

- identify the benefits of healthy peer relationships.
- list people to go to for help if feeling unsafe or threatened.
- describe characteristics of safe and unsafe places.
  - *What*-What do I need help with?
  - *Where*-Where should I go to get help?
  - *How*-How can I get to the place I need?' (Benes & Alperin, 2016, pg. 68)

##### Personal and Community Health

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- identify individuals in the school and in the community who promote health.
  - *What*- What do I need help with?
  - *Who*- Who are the people I trust and can help me?'
  - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying appropriate words to express feelings.
- explaining an emergency scenario.
- knowing how to ask for assistance.
- identifying and refusing inappropriate touching.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- appropriate and inappropriate touching, emergency, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Mental, Emotional, and Social Health

- identify healthy ways to express feelings to each other.

##### Injury Prevention and Safety

- explain the importance of telling an adult if someone is in danger or being bullied.
- distinguish between appropriate and inappropriate touching.
- identify refusal skills when in personal-safety situations.
- describe how to report dangerous situations.
- identify ways to report inappropriate touching.

# Health Curriculum - Grade 1

## Personal and Community Health

- demonstrate effective communication skills when asking for assistance with health-related problems.
- demonstrate effective communication skills in an emergency situation.
- identify emergency situations.
- use effective communication:

### **I TELL**

- **I**dentify feelings (thoughts, ideas)
  - **T**ell feelings (thoughts, ideas)
  - **E**xpress using I-statements
  - **L**ook at the person you are talking to
  - **L**isten to the response
- use active listening:

### **HEAR**

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### **Learning Goal**

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.  
(Benes & Alperin, 2016, pg 119)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying when to wear a helmet.
- knowing how to properly prevent the transmission of diseases.
- knowing how to respond in an emergency situation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- head injuries, body odor, personal hygiene, germ transmission, emergency, dangerous.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Injury Prevention and Safety

- analyze steps to take in emergency or potentially dangerous situations.
- analyze why wearing a helmet when biking, skateboarding or inline skating increases safety.

##### Personal and Community Health

- identify ways to prevent the transmission of germs.
- use a decision-making process to evaluate how personal hygiene behaviors promote one's health.
- determine:

## Health Curriculum - Grade 1

- *What* is the decision?
- *Who* needs to help? (Benes & Alperin, 2016, pg.119)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### **Learning Goal**

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding the importance of getting enough sleep.
- understanding the importance of drinking water regularly.
- understanding the importance of eating breakfast regularly.
- understanding the importance of bathing and brushing teeth routinely.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, sleep patterns, cavity, hydration.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Nutrition and Physical Activity

- set a goal to eat breakfast.
- set a goal to drink more water.

##### Mental, Emotional, and Social Health

- set a goal to manage their sleep patterns for better health.

##### Personal and Community Health

- make a plan to practice dental and personal hygiene.

**SET GOALS**

## Health Curriculum - Grade 1

- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.
- **G**et a plan.
- **O**ne step at a time.
- **A**ct on the goal.
- **L**earn from the goal.
- **S**tart again. (Benes & Alperin, 2016, pg.135)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### **Learning Goal**

The student will be able to 'practice age-appropriate health-enhancing behaviors'.  
(Benes & Alperin, 2016, pg. 153)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- identifying basic vehicle, home and street safety rules.
- demonstrating emergency procedures for fire, earthquakes, and tornadoes.
- demonstrating how to use protective gear and equipment.
- explaining proper oral hygiene practices.
- explaining how to properly prevent the transmission of diseases.
- understanding the importance of wearing sunscreen and appropriate clothing when exposed to the sun.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tooth decay, skin cancer, tornado, earthquake, and fire emergency, helmet, safety hazards.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

#### **Injury Prevention and Safety**

- identify safety hazards in the home, at school, and in the community.
- identify ways to reduce the risk of injuries at home, at school and in the community.
- explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.

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- identify ways to reduce the risk of injuries while traveling in an automobile or bus.
- practice ways to stay safe at home, at school, and in the community. (street safety, safe routes, car safety, school bus, playground, calling for help)
- practice emergency, fire, and safety plans at home and at school.
- explain appropriate protective gear and equipment.

### Personal and Community Health

- demonstrate proper tooth brushing and flossing techniques.
- demonstrate techniques for preventing disease transmission (covering sneezes and coughs, frequent hand washing).
- demonstrate proper ways of protecting oneself from the sun.
- demonstrate appropriate behaviors during fire drills, earthquake drills, and tornado drills.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

### **I AM**

- Identify health behaviors that keep you healthy.
- **Act** on health behaviors.
- **Make** a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

# Health Curriculum - Grade 1

## High Priority Standards

### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### **Learning Goal**

The student will be able to 'promote personal health and begin to extend the skill to others'.  
(Benes & Alperin, 2016, pg. 166)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- respectfully articulating why tobacco users should quit.
- articulating the dangers of sun damage on the skin.
- demonstrating the proper way to behave on a playground.
- helping students with chronic disease or illness adapt to school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, diseases, skin cancer, chronic diseases and conditions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Nutrition and Physical Activity

- encourage peers to drink plenty of water.

##### Drug Awareness

- advocate for others to be tobacco free.

##### Injury Prevention and Safety

- encourage others to practice safe behaviors in the classroom and on the playground.

##### Personal and Community Health

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- demonstrate the ability to support other students who have chronic diseases and conditions.
- educate family and peers to protect against skin damage from the sun.

### **I CARE**

- Identify personal health needs, wants, and desires.
- **C**an someone help you?
- **A**sk for guidance to promote personal health.
- **R**ecognize positive health choices.
- **E**ncourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

The student will be able to 'develop an understanding of what influences are and how they can affect choices'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining numerous ways a family changes over time.
- recognizing responsible choices in interpersonal situations.
- demonstrating ways to show appreciation for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- birth, death, adopt, divorce, appreciate, support.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Mental, Emotional, and Social Health

- identify how families change and grow.
- identify characteristics of a responsible family member.

##### Injury Prevention and Safety

- identify the positive ways that peers and family members show support, care, and appreciation for one another.
  - *Who* influences me...
  - I know they influence me because...
  - *What* influences me...
  - I know it influences me because... (Benes & Alperin, 2016, pg. 89)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

The student will be able to identify people and places that can help with health needs'.  
( Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- classifying foods/snacks as: everyday, sometimes, once in a while.
- determining healthy preparation in food products.
- listing places/areas where physical activities can be safely conducted.
- learning the benefits and consequences of medicine uses.
- identifying trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- side effects, prescription, over-the-counter,
- nutrition and nutrients, labels,
- parks, fields, playgrounds, gym.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- explain why some foods are good for your diet and others snacks should be limited.
- recognize locations and processes that affect nutritional value in food products.
- identify opportunities for physical activity in a variety of locations.

##### Drug Awareness

- understand why it is important to follow trusted adult directions when taking prescription and nonprescription medicines.

## Health Curriculum - Grade 2

### Injury Prevention and Safety

- describe characteristics of safe and unsafe places.
  - *What*-What do I need help with?
  - *Where*-Where should I go to get help?
  - *How*-How can I get to the place I need? (Benes & Alperin, 2016, pg. 68)

### Personal and Community Health

- identify individuals in the school and in the community who promote health.
  - *What*- What do I need help with?
  - *Who*- Who are the people I trust and can help me?'
  - *How*- How do I find the person? How do I ask for the help I need? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'listen and express feelings'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing emotions in self and others.
- knowing when it is necessary to approach appropriate adults to discuss feelings or unhealthy situations.
- naming characteristics of trusted adults in your life.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- overwhelmed, frustrated, excited, stressed, trustworthy, responsible, anxious, angry.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Mental, Emotional, and Social Health

- describe a variety of emotions.
- explain the importance of talking with parents or trusted adults about feelings or unhealthy situations.
- describe the characteristics of a trusted friend and adult.
- use effective communication:

#### **I TELL**

- Identify feelings (thoughts and ideas)
- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person you are talking to

## Health Curriculum - Grade 2

- Listen to the response
- use active listening:

### **HEAR**

- **H**eads up, voices off
- **E**yes on speaker, **E**ars open
- **A**sk questions if you don't understand
- **R**elax bodies (hands and feet still) (Benes & Alperin, 2016, pp. 104-105)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'determine whether they can make the decision themselves or whether they need help'.  
(Benes & Alperin, 2016, pg 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- listing categories of drug products and recognize the positive and negative effects they can have on your body.
- recognizing when a situation requires help from a trusted adult.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- tobacco, alcohol, drug, medicine, use, misuse and abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Drug Awareness

- define what a drug is - a substance that makes a change in your body.
- distinguish between helpful (medicines) and harmful substances (including alcohol, tobacco, and other drugs).

##### Mental, Emotional, and Social Health

- identify who to talk to if they encounter harmful substances.
  - *What* is the decision?
  - *Who* needs to help? (Benes & Alperin, 2016, pg. 119)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### Learning Goal

The student will be able to 'set and work toward a goal with help'. (Benes & Alperin, 2016, pg 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- articulating age-appropriate opportunities for ongoing physical activities.
- assessing current ability in order to project realistic goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- pretest, post-test, assessment, standard.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- identify and explore opportunities inside and outside of school for regular participation in physical activity.

##### Personal and Community Health

- understand and set realistic performance expectations.

#### **GOALS**

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**

#### **SET GOALS**

## Health Curriculum - Grade 2

- **Set a goal based on the results of a needs assessment.**
- **Explain why it is important.**
- **Tell someone you trust and ask for help.**
- **Get a plan**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again. (Benes & Alperin, 2016, pg. 135)**

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'practice age-appropriate health-enhancing behaviors'.  
(Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing body parts and functions.
- explaining the benefits of healthy food, drink and physical activity choices.
- identifying rules for taking medicine.
- describing emotions that may be related to stress, loss and grief.
- describing positive and negative reactions to stress, loss and grief.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hydration, beverages, medication, food safety, grief, stress.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- name body parts and their functions.

##### Nutrition and Physical Activity

- list the benefits of healthy meals, beverages and snacks.
- describe the benefits choosing water to meet hydration needs.
- describe how to keep food safe from harmful germs.
- explain how physical activity and eating habits can affect how you feel.

##### Drug Awareness

- generate rules for taking medicine at school and at home.

## Health Curriculum - Grade 2

### Mental, Emotional, and Social Health

- analyze feelings and emotions associated with loss or grief.
- differentiate between positive and negative ways of dealing with stress.

“I AM healthy” is a motto for the unit to reinforce both skill cues and the goal for the unit.

### **I AM**

- Identify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**ake a list of what you do and how you feel. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 2

### High Priority Standards

#### National Health Standard 8: **(Advocacy)**

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### **Learning Goal**

The student will be able to 'promote personal health and begin to extend the skill to others'.  
(Benes & Alperin, 2016, pg. 166)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- giving reasons why eating a healthy breakfast can improve your day.
- defining what a drug is.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- nutrition, drug, chemical, food groups.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Nutrition and Physical Activity

- discuss the benefits of eating a nutritious breakfast.

##### Drug Awareness

- identify that a drug is a chemical that changes how the body and brain work.

##### Personal and Community Health

#### **I CARE**

- Identify personal health needs, wants, and desires..
- **C**an someone help you?
- **A**sk for guidance to promote personal health.
- **R**ecognize positive health choices.
- **E**ncourage peers to make positive health choices. (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing healthy social behaviors such as respect for others, cooperation, consideration, and establishing boundaries.
- identifying how external influencers impact an individual's health practices and growth and development.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influencers, personal boundaries, media, social behavior, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- explain how individual behaviors and one's family and school influence growth and development.

##### Mental, Emotional, and Social Health

- describe examples of healthy social behaviors (helping others, being respectful of others, cooperation, consideration).
- discuss the importance of setting personal boundaries for privacy, safety and expression of emotions.

##### Personal and Community Health

- identify how culture, family, friends and media influence positive health practices.

##### **People**

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?

## Health Curriculum - Grade 3

- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

### **Other Factors (e.g., Culture, Media, Technology)**

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 3: (Assessing Information)

*Student will demonstrate the ability to access valid information, and products, and service to enhance health.*

#### Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'. (Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- consistently identifying trusted adults for different health related issues.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- trusted adult, nurse, teacher, counselor, principal, parents/guardians.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growing, aging and death in living things.

##### Mental, Emotional, and Social Health

- access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.

##### Personal and Community Health

- recognize individuals who can assist with health-related issues and potentially life-threatening health conditions.
- describe how to access help when feeling threatened.

##### **RACE**

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 4 : (Interpersonal Communications)

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

#### Learning Goal

The student will be able to ‘increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution’. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating the ability to effectively communicate with parents and trusted adults.
- understanding that sharing personal property can spread germs and illnesses.
- treating all people with respect regardless of differences.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- respect, communicable diseases, personal boundaries, non-verbal communication.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
- identify how to show respect for individual differences.

##### Mental, Emotional, and Social Health

- demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

##### Personal and Community Health

- demonstrate refusal skills to avoid the spread of disease.
  - use effective verbal communication;

##### **I TELL YA**

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

## Health Curriculum - Grade 3

Express using I-statements

Look at the person you are talking to

Listen to the response

Your body language is appropriate

**Assertive communication style**

- use effective nonverbal communication;

**FACE**

Facial expressions and body language

**Attentive**

**Comfortable and confident**

**Eyes on speaker**

- use effective refusal;

**I SAY NO**

I-statement

**State a reason**

**Assertive**

**You are in control**

**No statement that is clear**

**Options (e.g., you can leave, get help)**

- use effective conflict resolution;

**I'M MAD**

I-statements

**Manage stress**

**Mutual conversation**

Focus on **Action**, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

**Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)**

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.  
(Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing strategies to manage situations with bullying, teasing, and harassment.
- communicating emotions appropriately to cope with family changes.
- demonstrating behaviors that promote healthy growth and development.
- indicating how to avoid spreading illnesses.
- demonstrating when to ask a trusted adult for help.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, teasing, harassment, diseases, illnesses, family dynamic.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- examine why a variety of behaviors promote healthy growth and development.

##### Mental, Emotional, and Social Health

- describe effective strategies to cope with changes within the family.
- evaluate situations in which a trusted adult should be asked for help.
- recognize teasing, harassment, bullying.

##### Personal and Community Health

- use a decision-making process to reduce the risk of communicable disease or illness.

## Health Curriculum - Grade 3

### **DECIDE**

- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences that may affect the decision**
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ability to set a family oriented goal at home and a personal health goal.
- developing a plan to meet the goals.
- tracking progress toward the goals.
- successfully implementing the plan to meet the goals.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- goals, family, home, health practices, responsibility.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Mental, Emotional, and Social Health

- make a plan to help at home and show responsibility as a family member.

##### Personal and Community Health

- set a short-term goal for positive health practices.

##### **SET GOALS**

- **S**et a goal based on the results of a needs assessment.
- **E**xplain why it is important.
- **T**ell someone you trust and ask for help.

## Health Curriculum - Grade 3

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
  - **Steps-** What steps need to be taken to reach goal?
  - **Track-** How are you going to track progress?
  - **Help-** Does this goal require help?
  - **Who-** Who can help? (Benes & Alperin, 2016, pg 135)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to deal with negative emotions in a positive manner.
- demonstrating techniques to avoid transmission of illnesses.
- identifying healthy habits and incorporating them into their daily routine.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotions, communicable diseases, prevention, coping strategies.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Mental, Emotional, and Social Health

- evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

##### Personal and Community Health

- evaluate ways to prevent the transmission of communicable diseases.
- list ways to stay healthy and act on those behaviors.

"I AM ME and I am healthy" could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

#### **I AM ME**

- Identify health behaviors that keep you healthy.
- Act on health behaviors.

## Health Curriculum - Grade 3

- **Monitor** the impact of the health behaviors.
- **Make** a list of what *you* can do to keep yourself healthy.
- **Explain** the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 3

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive and respectful behavior that promotes an enriched school environment.
- showing respect for classmates' differences.
- promoting a bully free school environment.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- positivity, respect, school environment, differences, bullying.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Mental, Emotional, and Social Health

- promote a positive and respectful school environment.
- object appropriately to teasing of peers, family members that is based on personal characteristics.
- demonstrate the ability to support and respect people with differences.

#### **I CARE**

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- Access information in order to support your position with facts and evidence.

## Health Curriculum - Grade 3

- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- verbalizing reasons some people turn to substances to cope with life situations.
- describing what makes a healthy relationship.
- explaining coping strategies that are not violent in nature.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- subliminal, target audience, cancer, nicotine, buzzed/drunk, steroids, heroin, peer pressure, role model.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Drug Awareness

- identify internal and external influences that affect the use of alcohol, tobacco and other drugs.
- examine advertising strategies used for alcohol, tobacco and other drugs.

##### Mental, Emotional, and Social Health

- recognize how friendships can affect positive and negative choices

##### Injury Prevention and Safety

- analyze how emotions contribute to both safe and violent behaviors.
- explain why young people should not use violence to deal with problems.

## Health Curriculum - Grade 4

### **People**

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

### **Other Factors (e.g., Culture, Media, Technology)**

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information, and products, and service to enhance health.*

#### Learning Goal

The student will be able to 'understand what it means for a source to be valid and reliable'.  
(Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- reading a food label to determine validity of food product.
- understanding physiological and psychological changes during puberty.
- demonstrating the ability to find positive adult intervention when feeling unsafe.
- identifying effects to the body and brain when using alcohol, drugs and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- emotional, hormones, adolescent, adulthood,
- serving size, daily requirements, % of daily consumption, nutrients,
- counselor, security, police, fire department, EMT, first responder.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- understand changes that occur during puberty.
- define sexual harassment and abuse and a trusted adult.

##### Nutrition and Physical Activity

- identify and define key nutrients and their functions.
- state the recommended number of servings and serving sizes for different food groups.

##### Drug Awareness

## Health Curriculum - Grade 4

- describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.
- identify sources of valid information regarding alcohol, tobacco, and other drugs.

### Injury Prevention and Safety

- identify safe people and places to go to if feeling unsafe or threatened (school counselor, police department, fire department).
- identify trusted adults to report to if people are in danger of hurting themselves or others.

- **RACE**

- Is it **R**eliable?
- Is it **A**ccurate?
- Is it **C**urrent?
- Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communications)

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

#### Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding how to report bullying and other dangerous situations to the appropriate adult.
- utilizing conflict resolution tactics with others when needed.
- practicing refusal skills in peer pressure situations where alcohol, tobacco and drugs are present.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, refusal skills, conflict resolution, harassment, abuse.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Drug Awareness

- demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
- practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

##### Injury Prevention and Safety

- describe ways to seek assistance if worried, abused or threatened.
- demonstrate the ability to use refusal skills in risky situation.
- practice effective conflict resolution techniques with others.
- report bullying, harassment, and other dangerous situations.

## Health Curriculum - Grade 4

- use effective verbal communication;  
**I TELL YA**  
Identify feelings (thoughts, ideas)  
Tell feelings (thoughts, ideas)  
Express using I-statements  
Look at the person you are talking to  
Listen to the response  
Your body language is appropriate  
Assertive communication style
- use effective nonverbal communication;  
**FACE**  
Facial expressions and body language  
Attentive  
Comfortable and confident  
Eyes on speaker
- use effective refusal;  
**I SAY NO**  
I-statement  
State a reason  
Assertive  
You are in control  
No statement that is clear  
Options (e.g., you can leave, get help)
- use effective conflict resolution;  
**I'M MAD**  
I-statements  
Manage stress  
Mutual conversation

Focus on **Action**, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)

Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### **Learning Goal**

The student will be able to be 'introduced to the steps of thoughtful decision making'.  
(Benes & Alperin, 2016, pg. 119)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating avoidance strategies and non-violent practices in peer conflict situations.
- communicating how eating healthy and exercise affect overall life situations in a positive manner.
- discussing consequences of bullying on all involved.
- discussing ways to avoid unsafe situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- healthy lifestyle, bullying, conflict resolution, compassion, respect.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

#### Nutrition and Physical Activity

- describe the relationship between food intake, physical activity, and good health.

#### Drug Awareness

- evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

#### Mental, Emotional, and Social Health

- identify behaviors that may lead to conflict with others.
- explain how courtesy, compassion, and respect towards others reduces conflict and promotes nonviolent behavior.

## Health Curriculum - Grade 4

### Injury Prevention and Safety

- evaluate strategies to avoid potentially dangerous situations.
- examine the consequences of bullying and harassment.
- analyze the benefits of using nonviolent means to resolve conflicts.
- evaluate how following family, school, and community rules can impact safety.

#### **DECIDE**

- **D**etermine the decision - what is it? Does it require thought? Do I need help?
- **E**xamine options
- **C**onsider consequences
- **I**dentify values and possible influences that may affect the decision
- **D**ecide on the healthiest option and act on the decision
- **E**valuate the outcome (Benes & Alperin, 2016, pg. 119)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### Learning Goal

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to be active and be able to monitor the activity.
- explaining reasons why you should choose healthy foods and beverages.
- understanding how to create a routine for fitness and healthy eating.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- physical activity, healthy eating habits, goal setting, monitoring, commitment, routine.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- identify ways to increase and monitor physical activity.
- make a plan to choose healthy food and beverages.
- make a plan to choose physical activities at school and at home.

##### Injury Prevention and Safety

- make a personal commitment to use appropriate protective gear while engaging in activities.

##### **SET GOALS**

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.

## Health Curriculum - Grade 4

- **Get a plan.**
- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
  - **Steps-** What steps need to be taken to reach goal?
  - **Track-** How are you going to track progress?
  - **Help-** Does this goal require help?
  - **Who-** Who can help? (Benes & Alperin, 2016, pg 135)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating ways to show personal responsibility in different aspects of your health (nutrition, physical activity and safety).
- listing benefits of personal responsibility.
- recognizing basic safety guidelines and safety hazards.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal responsibility, healthy behaviors, balanced diet, moderate, vigorous, limiting, safety hazards, safety equipment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- practice how to take personal responsibility for eating healthy foods.
- practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- identify ways to establish and maintain healthy eating practices consistent with current researched-based guidelines for a nutritionally balanced diet.
- practice how to take personal responsibility for engaging in physical activity.
- describe the benefits of moderate and vigorous physical activity.

##### Injury Prevention and Safety

- describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the internet.

## Health Curriculum - Grade 4

- identify basic safety guidelines associated with weather related emergencies (earthquakes and tornados).
- explain the dangers of having weapons at school, at home, and in the community.
- explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.

“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

### **I AM ME**

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 4

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- encouraging others in positive ways.
- listing steps to take to stand up to bullying.
- describing safety measures for school and home.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- food choices, physical activities, drug free, bullying, standing up for others, safety.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Nutrition and Physical Activity

- support others in making positive food and physical activity choices.

##### Drug Awareness

- encourage others to be free of alcohol, tobacco, and other drugs.

##### Mental, Emotional, and Social Health

- take a stand against bullying

##### Personal and Community Health

- encourage specific measures to improve home and school safety.

#### **I CARE**

- Identify health issues that are relevant and meaningful.

## Health Curriculum - Grade 4

- **C**onsider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?
- **A**ccess information in order to support your position with facts and evidence.
- **R**elay your health-enhancing message to your audience.
- **E**xamine the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 5

### High Priority Standards

#### **National Health Standard 2: (Analyzing Influences)**

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### **Learning Goal**

The student will be able to 'begin to identify a variety of influences across multiple contexts and provide explanations for the ways they affect their choices and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- explaining how external factors, such as culture and media, influence personal perceptions.
- discussing how changes during puberty can affect thoughts, emotions and behavior.
- sharing how choices about food and exercise can be affected by internal and external influences.
- ranking similar foods or foods within the same group based on nutritional characteristics.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, culture, body image, gender roles, internal and external influences.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets:**

The student will be able to:

##### Growth and Development

- explain how culture, media, and other factors influence perceptions about body image, gender roles and attractiveness.
- discuss how changes during puberty affect thoughts, emotions and behaviors.

##### Nutrition and Physical Activity

- describe internal and external influences, including family and culture, that affect food choices and physical activity.
- differentiate between more nutritious and less nutritious types of food within food groups (e.g. whole grains vs. refined grains).

##### Personal and Community Health

## Health Curriculum - Grade 5

- identify influences that affect personal health practices.

### **People**

- *Who* - Who are the people (e.g., family, peers) who influence my behaviors and actions?
- *How* - How do these people influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence.

### **Other Factors (e.g., Culture, Media, Technology)**

- *What* - What are the factors that influence my behaviors and actions?
- *How* - How do these factors influence my behaviors and actions?
- *So What* - Explain what I may do differently as a result of this influence? (Benes & Alperin, 2016, pg.89)

## Health Curriculum - Grade 5

### High Priority Standards

#### **National Health Standard 3: (Accessing Information)**

*Student will demonstrate the ability to access valid information, and products and services to enhance health.*

#### **Learning Goal**

The student will be able to 'understand what it means for a source to be valid and reliable'.  
(Benes & Alperin, 2016, pg. 68)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- understanding physiological and psychological changes during puberty.
- recognizing parents, guardians and other trusted adults as resources for information about puberty.
- locating reliable guidelines for nutrition and physical activity and interpreting food labels.
- discerning between valid and unreliable sources of health information.
- naming individuals who can help with health issues or emergencies.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition labels, carbohydrates, proteins, fats, nutrients.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Growth and Development

- differentiate between reliable and unreliable sources of information about puberty.
- understand changes that occur during puberty.

##### Nutrition and Physical Activity

- locate age-appropriate guidelines for eating and physical activity.
- interpret information provided on food labels.

##### Personal and Community Health

## Health Curriculum - Grade 5

- identify sources and characteristics of valid information about personal health products and services.
- identify individuals who can assist with health-related issues and potentially life-threatening health conditions.
- locate resources from home, school and community that provide valid health information.
  - **RACE**
    - Is it **R**eliable?
    - Is it **A**ccurate?
    - Is it **C**urrent?
    - Is it **E**asy to use and access? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'increase the complexity of self-expression; introducing non-verbal communication, refusal, negotiation, and conflict resolution'. (Benes & Alperin, 2016, pg. 104)

#### Proficiency Scale

4: Student demonstrates innovation, in-depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating positive communication techniques to discuss personal changes, friendship and affection.
- practicing ways to protect personal boundaries and seek help in emergency situations.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, refusal, emergency, affection, attraction.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- use effective communication skills to discuss with trusted adults the changes that occur during puberty.
- use healthy and respectful ways to express friendship, attraction and affection.
- demonstrate refusal skills to protect personal boundaries.

##### Mental, Emotional, and Social Health

- practice effective communication skills to seek help for health-related problems or emergencies.
- demonstrate effective verbal and nonverbal communication skills to enhance health.
- demonstrate refusal skills that avoid or reduce health risks.
- demonstrate nonviolent strategies to manage or resolve conflict.
- demonstrate how to ask for assistance to enhance person health.

## Health Curriculum - Grade 5

- use effective verbal communication;  
**I TELL YA**  
Identify feelings (thoughts, ideas)  
Tell feelings (thoughts, ideas)  
Express using I-statements  
Look at the person you are talking to  
Listen to the response  
Your body language is appropriate  
Assertive communication style
- use effective nonverbal communication;  
**FACE**  
Facial expressions and body language  
Attentive  
Comfortable and confident  
Eyes on speaker
- use effective refusal;  
**I SAY NO**  
I-statement  
State a reason  
Assertive  
You are in control  
No statement that is clear  
Options (e.g., you can leave, get help)
- use effective conflict resolution;  
**I'M MAD**  
I-statements  
Manage stress  
Mutual conversation  
Focus on **Action**, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)  
Discuss feelings and negotiate a solution together (Benes & Alperin, 2016, pg. 104)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to be 'introduced to the steps of thoughtful decision making'.  
(Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing appropriate personal boundaries.
- explaining how to make decisions about healthy meals and fitness.
- comparing personal eating habits to recommended standards.
- explaining how to make choices that promote personal, community and environmental health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- personal boundaries, environmental health, personal health, public health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- describe the importance of identifying personal boundaries.

##### Nutrition and Physical Activity

- use a decision-making process to identify healthy foods for meals and snacks.
- use a decision-making process to determine how to increase physical fitness levels.
- compare personal eating and physical activity patterns with current age-appropriate guidelines.

##### Personal and Community Health

- use a decision-making process to make choices that promote personal, environmental and community health.

**DECIDE**

## Health Curriculum - Grade 5

- **Determine the decision** - what is it? Does it require thought? Do I need help?
- **Examine options**
- **Consider consequences**
- **Identify values and possible influences that may affect the decision**
- **Decide on the healthiest option and act on the decision**
- **Evaluate the outcome** (Benes & Alperin, 2016, pg. 119)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal-setting skills to enhance health.*

#### **Learning Goal**

The student will be able to 'set a quality goal, track progress, and get help'. (Benes & Alperin, 2016, pg. 135)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a personal hygiene plan.
- identifying and monitor progress toward goals related to nutrition, physical activity and/or personal health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- hygiene, personal goal-making, progress monitoring.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Growth and Development

- develop a plan to maintain personal hygiene during puberty.

##### Nutrition and Physical Activity

- monitor personal progress toward a nutrition and physical activity goal.

##### Personal and Community Health

- monitor progress toward a personal health goal.

#### **SET GOALS**

- **Set** a goal based on the results of a needs assessment.
- **Explain** why it is important.
- **Tell** someone you trust and ask for help.
- **Get** a plan.

## Health Curriculum - Grade 5

- **One step at a time.**
- **Act on the goal.**
- **Learn from the goal.**
- **Start again.**
  - Steps- What steps need to be taken to reach goal?
  - Track- How are you going to track progress?
  - Help- Does this goal require help?
  - Who- Who can help? (Benes & Alperin, 2016, pg 135)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### **Learning Goal**

The student will be able to increase understanding of the concepts of 'personal responsibility and the amount of healthy behaviors students are engaging in'. (Benes & Alperin, 2016, pg. 153)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing behaviors that promote healthy growth and development.
- generating lists of healthy snack choices and explain their benefits.
- using age-level norms to assess personal fitness.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- puberty, nutrition guidelines, physical activity recommendations.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

The student will be able to:

##### Growth and Development

- engage in behaviors that promote healthy growth and development during puberty.

##### Nutrition and Physical Activity

- identify ways to choose healthy snacks based on research-based guidelines.
- assess personal physical activity levels.

##### Personal and Community Health

- identify responsible personal health behaviors.
- demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- demonstrate a variety of behaviors to avoid or reduce health risks.

## Health Curriculum - Grade 5

“I AM ME and I am healthy” could be a slogan for the unit. I AM ME reinforces the skill cues and *I am healthy* reinforces the goal of the unit.

### **I AM ME**

- **I**dentify health behaviors that keep you healthy.
- **A**ct on health behaviors.
- **M**onitor the impact of the health behaviors.
- **M**ake a list of what *you* can do to keep yourself healthy.
- **E**xplain the importance of taking responsibility for your health. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 5

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### **Learning Goal**

The student will be able to 'develop informed opinions about health issues and encourage others'. (Benes & Alperin, 2016, pg. 166)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- promoting healthy growth and development to others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- support, physical activity, healthy choices, different types of drugs (alcohol, nicotine).

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Nutrition and Physical Activity

- support others to be physically active.
- support others to eat healthy.

##### Drug Awareness

- support others to be alcohol, tobacco and drug free.

##### Mental, Emotional, and Social Health

- express opinions and give accurate information about health issues.
- encourage others to make positive health choices.

##### **I CARE**

- Identify health issues that are relevant and meaningful.
- Consider your opinion about the health issue after conducting research about it. What is your position? What is the health-enhancing position?

## Health Curriculum - Grade 5

- **Access** information in order to support your position with facts and evidence.
- **Relay** your health-enhancing message to your audience.
- **Examine** the outcomes. Was your advocacy effective? (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- understanding how advertising, role models, culture, friends and family influence the use of alcohol, tobacco and drugs.
- understanding how drug use affects safety, relationships and future goals.
- understanding causes of injury and injury prevention.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- drugs, tobacco, alcohol, marketing, culture, media, injury.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Drug Awareness

- describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- analyze the influence of marketing and advertising techniques, including the use of role models and how they affect the use of alcohol, tobacco, and other drugs.
- analyze how impaired judgement and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
- explain how culture and media influence the use of alcohol and other drugs.

#### Mental, Emotional, and Social Health

- analyze the external and internal influences on mental, emotional, and social health.

#### Injury Prevention and Safety

## Health Curriculum - Grade 6

- analyze the role of self and others in causing or preventing injuries.
- analyze influences on both safe and violent behaviors.
- analyze personal behaviors that may lead to injuries or cause harm.

### Personal and Community Health

- demonstrate how to ask for assistance to enhance the health of self and others.
- describe how some risky behaviors can influence the likelihood of engaging in unhealthy behaviors.
- explain how school and public health policies can influence health promotion and disease prevention.

*Identify* the influence.

*Analyze* the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining validity of information regarding drug, alcohol and tobacco use.
- identifying and determining validity of services for dealing with emotional and mental health issues.
- identifying trusted adults for getting needed help.
- understanding rules and laws designed to prevent injuries.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- validity, emotional/mental/social health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Drug Awareness

- identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

##### Mental, Emotional, and Social Health

- identify sources of valid information and services for getting help with mental, emotional, and social health problems.
- discuss the importance of getting help from a trusted adult when it is needed.

##### Injury Prevention and Safety

- identify rules and laws intended to prevent injuries.
- demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the internet.

##### Personal and Community Health

## Health Curriculum - Grade 6

- determine the accessibility of products that enhance health.
- describe situations that may require professional health services.

Analyze sources;

### **ACCESS**

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing communication skills to avoid risky situations involving drugs, weapons and social interactions.
- demonstrating the steps of conflict resolution.
- explaining factors that influence relationships.
- explaining the health risks associated with drug use, including alcohol and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- conflict resolution, respect, diversity, refusal, communication skills, prejudice.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- demonstrate ways to communicate respect for diversity.

##### Drug Awareness

- use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

##### Mental, Emotional, and Social Health

- practice asking for help with mental, emotional, or social health problems from trusted adults.
- solving problems related to the management of difficult feelings, such as loss or disappointment.

##### Injury Prevention and Safety

- practice effective communication skills to prevent and avoid risky situations.

## Health Curriculum - Grade 6

- explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
- describe how prejudice, discrimination, and bias can lead to violence.
- demonstrate the ability to use steps of conflict resolution.

### Personal and Community Health

- demonstrate effective conflict management or resolution strategies.
- demonstrate how to ask for assistance to enhance the health of self and others.

use effective verbal communication;

#### **I TELL YOU**

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

#### **CONFLICT**

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

#### **SLIDE**

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying steps of decision-making process.
- distinguishing between problems that can be solved independently and those that need the help of a peer, adult, or professional.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, stress, loss, depression, anger, risky, bullying, harassment, alternatives.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Drug Awareness

- analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

##### Mental, Emotional, and Social Health

- apply a decision-making process to enhance health.
- describe situations for which someone should seek help with stress, loss, and depression.
- compare and contrast being angry and angry behavior, and discuss the consequences.

##### Injury Prevention and Safety

- use a decision-making process to determine a safe course of action in risky situations.
- use a decision-making process to determine appropriate strategies from responding to bullying and harassment.

##### Personal and Community Health

## Health Curriculum - Grade 6

- analyze the outcomes of a health-related decision.
- predict the potential short-term impact of each alternative on self and others.
- distinguish when individual or collaborative decision making is appropriate.
- identify circumstances that can help or hinder healthy decision making.

### **DECIDE**

**D**etermine the decision - what is it? Does it require thought? Do I need help?

**E**xamine options (healthy and unhealthy alternatives).

**C**onsider the consequences.

**I**dentify values and influences that may affect the decision.

**D**ecide on the healthiest option and act on the decision.

**E**valuate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal setting skills to enhance health.*

#### Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and selecting appropriate strategies to solve or prevent problems.
- identifying a personal goal and developing steps to meet the goal

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stress, portion, violence, delinquency, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Nutrition and Physical Activity

- identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.

##### Drug Awareness

- develop personal goals to remain drug-free.

##### Mental, Emotional, and Social Health

- make a plan to prevent and manage stress.

##### Injury Prevention and Safety

- develop a personal plan to remain safe and injury-free.
- describe how personal goals can be affected if violence is used to solve problems.
- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

## Health Curriculum - Grade 6

### Personal and Community Health

- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Assess** the positive areas and areas for improvement of your personal health.

**Identify** the areas of health that need improvement or that you want to maintain or enhance.

**Create** a SMART goal that will address the improvement or maintenance of one health need.

**Apply** strategies and skills to assist with accomplishing the goal.

**Record, reflect on, and evaluate** goal progress. (Benes & Alperin, 2016, pg. 135)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- providing examples of how to show respect for differences.
- listing stress-reduction, conflict-resolution and self-control strategies.
- practicing safe technology use.
- practicing first aid and emergency procedures.
- fulfilling personal and social responsibilities.
- understanding reproduction, and the implications of sexual activity

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- substance use, abuse and misuse, self-control, conflict-resolution, first aid, emergency response.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- practice appropriate ways to respect and include others who are different from oneself.
- describing the impact heredity and lifestyle choices have on the reproductive system functions and disease formation.
- explaining how to maintain a healthy reproductive system.
- identifying cancer signs and symptoms and explain the importance of monthly self-examinations.

##### Drug Awareness

- practice positive alternatives to using alcohol, tobacco, and other drugs.

##### Mental, Emotional, and Social Health

- carry out personal and social responsibilities appropriately.

## Health Curriculum - Grade 6

- practice strategies to manage stress.
- demonstrate how to use self-control when angry.

### Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.
- practice safe use of technology.
- practice positive alternatives to gang involvement.
- practice basic first aid and emergency procedures.

### Personal and Community Health

- discussing the impacts of discrimination and bullying and why they are wrong.
- describing ways to treat others with dignity and respect.

### **I AM HEALTHY**

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

### **I APPEAR**

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 6

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues.' (Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- modeling ways to stand up for others who are teased or bullied.
- articulating ways to promote healthy behaviors among peers.
- recognizing the various needs and characteristics of diverse people including those with different abilities, chronic disease, different ethnic and cultural backgrounds, and different gender identities or sexual orientation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, substance use, misuse and abuse, injury prevention methods.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

The student will be able to:

##### Growth and Development

- encourage a school environment that is respectful of individual differences.
- object appropriately to teasing or bullying of peers that is based on personal characteristics, gender identity, and sexual orientation.

##### Drug Awareness

- practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

##### Injury Prevention and Safety

- support injury prevention at school, at home, and in the community.
- promote a bully-free school and community environment.
- encourage others to practice safe behaviors, including the proper use of safety belts when riding in vehicles, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

## Health Curriculum - Grade 6

### Personal and Community Health

- demonstrate how to influence and support others to make positive health choices, including the practice of positive peer pressure.
- work cooperatively to advocate for healthy individuals, families, and schools.

### **I CARE**

- Identify and research a relevant and meaningful health issue.
- **C**reate a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- **A**ct passionately and with conviction.
- **R**elay your health-enhancing message to your audience.
- **E**valuate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- identifying influences that affect their choices, both internal and external.
- identifying the different dimensions of health that are influenced by others.
- evaluating influences as having positive or negative effect on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, alcohol and other drugs, sexual behavior, mental health, emotional health, social health, culture, body image, gender roles, sexual orientation, peer pressure, marketing and advertising, positive and negative influences, societal influences, respectful and disrespectful behaviors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- evaluate and describe how internal and external influences such as culture, media and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

##### Nutrition and Physical Activity

- analyze how internal and external influences affect food choices.

##### Drug Awareness

- analyze how internal and external influences affect the use and abuse of alcohol, tobacco, and other drugs.

## Health Curriculum - Grade 7

- analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

### Mental, Emotional, and Social Health

- analyze internal and external influences on mental, emotional and social health.

### Injury Prevention and Safety

- evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

### Personal and Community Health

- evaluate positive and negative influences on personal and community health.

*Identify* the influence.

*Analyze* the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 3:(Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if information and product claims are valid.
- identifying sources for valid health and health products information.
- analyzing situations and determine appropriate level of support needed.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- valid, claims, products, treatment, communicable diseases, prevention.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- identify medically-accurate information about contraception.
- identify medically-accurate information about STDs, including HIV.
- identify sources of support such as parents or other trusted adults that they can go to if they are, or if someone they know, is being bullied, harassed, abused, or assaulted (sexual).
- identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
- assess valid information about preventing common communicable diseases.

##### Nutrition and Physical Activity

- distinguish between valid and invalid sources of nutrition information.

##### Drug Awareness

## Health Curriculum - Grade 7

- analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

### Mental, Emotional and Social Health

- analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
- describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.

### Injury Prevention and Safety

- student analyze sources of information for injury prevention and safety.

### Personal and Community Health

- identify trusted sources for information and help with personal health within the community.

analyze sources;

### **ACCESS**

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing characteristics of effective and respectful communication, negotiation, refusal, and avoidance.
- practicing effective communication skills with parents, guardians, health care providers, or other trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- communication, negotiation, refusal, avoidance, abstain, boundaries, harassment, assault.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Growth and Development

- demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.
- demonstrate the use of effective communication and negotiation skills about the use of contraception, including abstinence.
- demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
- demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- demonstrate ways to communicate with trusted adults about bullying, harassment, abuse, or assault (sexual).
- practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
- use healthy and respectful ways to express friendship, attraction, and affection.

## Health Curriculum - Grade 7

- analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

### Nutrition and Physical Activity

- demonstrate the ability to use effective skills to model healthy decision making and prevention in the overconsumption of foods and beverages.
- practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

### Drug Awareness

- use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

### Injury Prevention and Safety

- report to a trusted adult situations that could lead to injury or harm.
- use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- describe ways to manage interpersonal conflicts nonviolently.
- demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- describe characteristics of effective communication.

use effective verbal communication;

#### **I TELL YOU**

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

#### **CONFLICT**

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

## Health Curriculum - Grade 7

Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

**SLIDE**

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision-making model to evaluate healthy vs. unhealthy relationships.
- applying decision-making model when considering various sexual health decisions.
- applying decision-making model to determine safe and healthy strategies for dealing with personal problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, strategies, affection, consequences, exposure, stressors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Growth and Development

- apply a decision-making model to various sexual health decisions.
- analyze why abstinence is the most effective method for the prevention of HIV, STDs and pregnancy.
- identify how good health practices in adolescence affect lifelong health and the health of future children.
- explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
- develop a plan to avoid HIV, AIDS, and other STDs, and pregnancy.
- describe strategies for refusing unwanted sexual activity.
- demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- describe personal actions that can protect reproduction and sexual health.

## Health Curriculum - Grade 7

- use a decision-making process to examine risky social and dating situations.
- describe healthy ways to express caring, friendship, affection, and love.
- apply a decision making process to determine safe and healthy strategies for dealing with personal health problems.

### Nutrition and Physical Activity

- develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.
- use a decision-making process to evaluate daily food intake for nutritional requirements.
- identify recreational activities that increase physical activity.
- analyze the physical, mental, and social benefits of physical activity.

### Mental, Emotional and Social Health

- use a decision-making process to examine the characteristics of healthy relationships.
- apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- monitor personal stressors and assess techniques for managing them.

### Injury Prevention and Safety

- evaluate why some students are bullies.
- apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

## **DECIDE**

**Determine the decision - what is it? Does it require thought? Do I need help?**

**Examine options (healthy and unhealthy alternatives).**

**Consider the consequences.**

**Identify values and influences that may affect the decision.**

**Decide on the healthiest option and act on the decision.**

**Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)**

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal setting skills to enhance health.*

#### Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing goals for improving personal health.
- establishing goals for improving community health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stressors, violence, delinquency, STDs, HIV, short term goals, long term goals, physical activity.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- develop a plan to protect themselves from STDs, including HIV.

##### Nutrition and Physical Activity

- make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
- set a goal to increase daily physical activity.

##### Drug Awareness

- develop short and long term goals to remain drug free.

##### Mental, Emotional and Social Health

- develop achievable goals for handling stressors in healthy ways.

##### Injury Prevention and Safety

## Health Curriculum - Grade 7

- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

### Personal and Community Health

- establish goals for improving personal and community health.

**Assess** the positive areas and areas for improvement of your personal health.

**Identify** the areas of health that need improvement or that you want to maintain or enhance.

**Create** a SMART goal that will address the improvement or maintenance of one health need.

**Apply** strategies and skills to assist with accomplishing the goal.

**Record, reflect on, and evaluate** goal progress. (Benes & Alperin, 2016, pg. 135)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing strategies that practice health-enhancing behaviors in dimensions of health including physical, mental, emotional, and sexual.
- developing strategies that avoid or reduce health risks in dimensions of health including physical, mental, emotional, and sexual health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- diverse, health-enhancing behaviors, health risks, guided visualization, aerobic exercise.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- explain the criteria for evaluating the health of a relationship.
- practice respect for individual differences and diverse backgrounds.
- practice personal boundaries in a variety of situations.

##### Nutrition and Physical Activity

- develop strategies for balancing healthy foods, snacks, and water intake, along with daily physical activity.
- make healthy food choices in a variety of settings.
- assess personal physical activity levels.

## Health Curriculum - Grade 7

- examine ways to be physically active throughout a lifetime.

### Drug Awareness

- use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in group situations.
- practice positive alternatives to the use of alcohol, tobacco, and other drugs.

### Mental Emotional and Social Health

- practice strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.
- identify positive mental and emotional aspects of participating in a variety of physical activities.
- demonstrate effective coping mechanisms and strategies for managing stress.

### Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.

### **I AM HEALTHY**

Identify current health behaviors.

Analyze your health content.

Make a plan for behavior change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

### **I APPEAR**

Identify health behaviors, wants, and needs within your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 7

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a plan to promote a healthy lifestyle for school and community.
- demonstrating the ability to represent healthy choices for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- dignity, respect, campaign, aggression, harassment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

#### Growth and Development

- develop a plan to promote dignity and respect for all people in the school community.
- object appropriately to teasing of peers and community members that is based on personal characteristics, gender identity, or sexual orientation.

#### Nutrition and Physical Activity

- encourage peers to eat healthy foods and to be physically active.

#### Drug Awareness

- participate in school and community efforts to promote a drug free lifestyle.

#### Injury Prevention and Safety

- design a campaign for preventing violence, aggression, bullying and harassment.
- demonstrate the ability to influence others' safety behaviors (wearing bicycle helmets and seat belts).

#### Personal and Community Health

## Health Curriculum - Grade 7

- demonstrate the ability to be a positive peer role model in the school and community.

### **I CARE**

- Identify and research a relevant and meaningful health issue.
- Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- Act passionately and with conviction.
- Relay your health-enhancing message to your audience.
- Evaluate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 2: (Analyzing Influences)

*Student will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

#### Learning Goal

The student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- recognizing influences from different contexts and how they affect social health.
- recognizing influences from different contexts and how they affect sexual health.
- categorizing influences as having positive or negative impact on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- context, social health, sexual health, HIV, STDs, exploitation, positive influence, negative influence, perceptions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development & Injury Prevention and Safety

- describe situations and influences that could lead to pressure for sexual activity and the risk of contracting HIV and other STDs.
- explain how sexual exploitation can occur through the Internet.
- describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

##### Personal and Community Health

- examine/describe/analyze external influences that impact the health practices, beliefs, and behaviors of adolescents -
  - external - family, peers, school, community, messages from media, and influences of cultures.
  - internal - perceptions of norms, personal values and beliefs.

## Health Curriculum - Grade 8

- recognize the many influences on adolescent relationships.
- analyze the influence of technology on adolescent and family health.
- explain how school and public health policies can influence health promotion and disease prevention.

*Identify* the influence.

*Analyze* the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 3: (Accessing Information)

*Student will demonstrate the ability to access valid information and products, and service to enhance health.*

#### **Learning Goal**

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if health information, products, and services are accurate.
- identifying medically-accurate resources and health care providers in school, community, and on the internet.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- medically-accurate, health care provider, gender identity, gender expression, sexual orientation, safe surrender policies, prenatal care, non-communicable disease.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Growth and Development

- identify medically-accurate and credible sources of information about reproductive and sexual health.
- identify medically-accurate resources about pregnancy prevention and reproductive health care.
- identify medically-accurate sources of pregnancy-related information and support
- identify health care providers for reproductive and sexual health services.

##### Drug Awareness

- determine ways in which different drugs affect the body and how they interact with body chemistry.

##### Injury Prevention and Safety

- locate resources in school, in the community, and on the internet for first aid information and training, and assess the validity of the resources.

## Health Curriculum - Grade 8

- connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable disease.

### Personal and Community Health

- access valid health information from homes, school, and community.
- determine the accessibility of products that enhance health.
- locate valid and reliable health products and services.
- describe situations that may require professional health services.

analyze sources

### **ACCESS**

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 4: (Interpersonal Communication)

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

#### Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- using verbal and non-verbal communication to increase healthy outcomes.
- using verbal and non-verbal communication to decrease unhealthy outcomes.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, non-verbal communication, assertive, conflict management, resolution.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.

##### Mental, Emotional, and Social Health

- solve problems related to the management of difficult feelings, such as loss or disappointment.

##### Personal and Community Health

- use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

use effective verbal communication;

#### **I TELL YOU**

Identify feelings (thoughts, ideas)

## Health Curriculum - Grade 8

- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person (people) you are speaking to
- Listen to the response
- Your body language is appropriate
- Open mind
- Use assertive communication style

use effective conflict resolution [or conflict management and resolution strategies;

### **CONFLICT**

- Calm attitude, manage stress
- Open to opposing views
- Never make assumptions about what the other person (party) is thinking or feeling
- Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")
- Look for other options
- I-statements
- Compromise (Negotiate a solution.)
- Teamwork (Make the decision together.)

use effective negotiation;

### **SLIDE**

- State what you want/need
- Listen and clarify
- Identify with other perspectives
- Determine common ground
- Elicit agreement (Benes & Alperin, 2016, pg. 105)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 5: (Decision Making)

*Student will demonstrate the ability to use decision-making skills to enhance health.*

#### Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision making to different situations to determine healthy choices.
- connecting the decision made with possible health outcome.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, outcome, FDA, privilege, supplements.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- demonstrate the use of decision-making model and evaluate possible outcomes of decisions adolescents might make to protect against teen pregnancy and communicable disease.
- analyze the responsibilities and privileges of becoming a young adult.

##### Nutrition and Physical Activity

- describe the relationship between poor nutrition and health risk factors.
- evaluate the accuracy of claims about dietary supplements and popular diets.
- describe how to access nutrition information about foods offered in restaurants in one's community.
- identify places where youths and families can be physically active.
- contrast healthy and risky approaches to weight management.

**DECIDE**

## Health Curriculum - Grade 8

**Determine the decision - what is it? Does it require thought? Do I need help?**

**Examine options (healthy and unhealthy alternatives).**

**Consider the consequences.**

**Identify values and influences that may affect the decision.**

**Decide on the healthiest option and act on the decision.**

**Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)**

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 6: (Goal Setting)

*Student will demonstrate the ability to use goal setting skills to enhance health.*

#### Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and select appropriate strategies to solve or prevent problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- strategies, HIV, AIDS, STDs, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Growth and Development

- describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.

##### Nutrition and Physical Activity

- assess personal healthy practices.
- develop a goal to adopt, maintain, or improve a personal health practice.

##### Personal and Community Health

- apply strategies and skills needed to attain a personal health goal.
- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

**Assess** the positive areas and areas for improvement of your personal health.

**Identify** the areas of health that need improvement or that you want to maintain or enhance.

**Create** a SMART goal that will address the improvement or maintenance of one health need.

## Health Curriculum - Grade 8

*Apply* strategies and skills to assist with accomplishing the goal.

*Record, reflect on, and evaluate* goal progress.(Benes & Alperin, 2016, pg. 135)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 7: (Self-Management)

*Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

#### **Learning Goal**

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

#### **Proficiency Scale**

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to treat others with respect for their health.
- describing ways to care for self with healthy practices and behaviors.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- responsibility, dignity, respect, practice, behavior, disease, cancer, self-examinations, discrimination.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### **Learning Targets**

Student will be able to:

##### Grow and Development

- practice personal boundaries in a variety of situations.

##### Nutrition Physical Activity

- describe the relationship between poor nutrition and health risk factors.

##### Mental, Emotional and Social Health

- demonstrate basic movements in other stress-reducing activities, such as yoga and tai chi.

##### Injury Prevention and Safety

- demonstrate behaviors to avoid or reduce health risks to self and others.

##### Personal and Community Health

- demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

## Health Curriculum - Grade 8

- explain the importance of assuming responsibility for personal health behaviors.

### **I AM HEALTHY**

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

### **I APPEAR**

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made.(Benes & Alperin, 2016, pg. 153)

## Health Curriculum - Grade 8

### High Priority Standards

#### National Health Standard 8: (Advocacy)

*Student will demonstrate the ability to advocate for personal, family and community health.*

#### Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

#### Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to influence and support others to make healthy choices.
- working cooperatively to advocate for healthy individuals, families, and schools.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influence, cooperative, advocate, health-enhancing, positive, respectful, audience.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

#### Learning Targets

Student will be able to:

##### Mental, Emotional, and Social Health

- support and encourage safe, respectful, and responsible relationships.

##### Personal and Community Health

- promote a positive and respectful school environment.
- demonstrate the ability to be a positive peer role model in the school and community.
- state a health-enhancing position on a topic and support it with accurate information.
- demonstrate how to influence and support others to make positive health choices.
- identify ways in which health messages and communication techniques can be altered for different audiences.

#### **I CARE**

Identify and research a relevant and meaningful health issue.

## Health Curriculum - Grade 8

**Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.**

**Act passionately and with conviction.**

**Relay your health-enhancing message to your audience.**

**Evaluate the effectiveness of the advocacy.**(Benes & Alperin, 2016, pg. 166)

WGSD Curriculum  
Physical Education

**Course: Health**

**Grade Level: 9-12**

**LG 1 Health Promotion**

**High Priority Standards**

NHES Standard #1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Show Me Standard #3 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of diseases and methods for prevention, treatment, and control.

Show Me Standard #6 – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of consumer health issues (such as the effects of mass media and technologies on safety and health.)

<b>Learning Goal</b>	<b>Proficiency Scale</b>
Students will understand health promotion and disease prevention strategies.	Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.  Level 3: Student demonstrates mastery with the learning goal as evidenced by: <ul style="list-style-type: none"><li>● Determining the validity of media messages to promote a healthy and active lifestyle.</li><li>● Utilizing disease prevention, treatment, and control techniques such as regular doctor checkups, immunization, disease screening, and living a healthy and balanced lifestyle.</li><li>● Promoting a healthy lifestyle by utilizing personal wellness activities such as washing hands, avoiding sickness, preparing food properly, getting immunized, and getting 8-10 hours of sleep per night.</li></ul> Level 2: Student demonstrates he/she is nearing proficiency by:

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- Recognizing and recalling specific vocabulary, such as: communicable, infection, pathogen, bacteria, toxin, virus, vector, mucous membrane, lymphocyte, inflammatory, fungus, antibodies, immunity, pathogen, vaccine, pandemic, STI's, asymptomatic, AIDS, HIV, epidemic, and antibiotics.
- Performing processes such as:
  - Demonstrating ability to access resources and technology to promote health.
  - Describing how the media influences the selection of health information, products, and services.
  - Identifying personal health issues and situations requiring professional health services.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Evaluate and demonstrate the ability to access resources from school, home, and community that provide health information.
- Predict how healthy behaviors can impact personal health status.
- Utilizing disease prevention, treatment, and control techniques to promote a healthy lifestyle.
- Analyze how environment and personal health are interrelated.
- Investigate health issues and analyze situations requiring professional health services.
- Analyze how genetics and family history can impact personal health
- Explain how media influences the selection of health information, products, and services.
- Propose ways to reduce or prevent injuries and health problems.
- Use technology resources to determine validity of media to promote a healthy lifestyle.
- Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

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

**Learning Design**

WGSD Curriculum  
Physical Education

**Course: Health**

**Grade Level: 9-12**

**LG 2 Tobacco, Alcohol, and Other Drugs (TAOD)**

**High Priority Standards**

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

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

**Show Me Standard #5** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use.)

**Learning Goal**

Students will understand how to use decision-making skills and health-enhancing behaviors to assess health, reduce risk factors, and avoid high risk behaviors.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing the role of individual responsibility for enhancing health.
- Evaluating strategies to help or seek help for someone with a TAOD abuse or overdose problem.
- Understanding the influence of TAOD on specific body systems and how to prevent the cumulative risks.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: addiction, nicotine, stimulant, carcinogen, carbon monoxide, leukoplakia, lung cancer, emphysema, medicine, illegal drugs, side effects, depressant, multiplier effect, substance abuse, overdose, intoxication, alcohol poisoning, binge drinking, alcoholism,

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blood alcohol content (BAC), marijuana, anabolic steroids, inhalants, hallucinogens.

- Performing processes such as:
  - Identifying and describing the negative effects of tobacco, alcohol, and other drugs including the abuse of prescribed medications.
  - Developing refusal skill strategies to avoid the use of TAOD abuse or overdose.
  - Identifying the consequences and health risks of drug abuse.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Analyze the role of individual responsibility for enhancing health by avoiding risky behaviors.
- Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.
- Understand the negative effects and consequences of tobacco, alcohol, and other drugs including the abuse of prescribed medications.
- Examine barriers that can hinder healthy decision making.
- Defend the healthy choice when making decisions about the use of TAOD.
- Propose ways to reduce or prevent drug use and addiction.
- Analyze personal susceptibility to addiction, disease, or death if engaging in unhealthy behaviors.
- Determine the value of applying a thoughtful decision-making process in drug-related situations involving personal health.

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Physical Education

**Course: Health**  
**Grade Level: 9-12**  
**LG 3 Human Body Systems**

**High Priority Standards**

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

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

**Show Me Standard #1** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of structures of, functions of, and relationships among human body systems.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p>Students will understand the human body systems, major organs, functions, common disorders, and how all the different body systems work together to maintain health.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Analyzing and explaining the role of body systems, structures, and their functions to maintain individual health.</li> <li>● Applying knowledge of all body systems to prevent cumulative illness and injury.</li> <li>● Evaluating personal strategies and behaviors that will maintain or improve the health of the body systems.</li> </ul> <p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> <li>● Recognizing and recalling specific vocabulary, such as: dermis, epidermis, melanin, sebaceous glands, sweat glands, periodontium, plaque, cornea, retina, tinnitus, tendon, ligament, ossification, fracture, osteoporosis, dislocation, concussion, skeletal muscle, cardiac, smooth muscle, brain, spinal cord, paralysis, atrophy, hernia, tendonitis, hemoglobin, plasma, platelets, red blood cells, white</li> </ul>

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blood cells, capillaries, blood pressure, bronchi, diaphragm, trachea, asthma, mastication, bile, peristalsis, esophagus, stomach, small intestine, large intestine, liver, appendicitis, ureter, urethra, kidneys, diabetes, hemodialysis, endocrine, pancreas, pituitary, thyroid, adrenaline, sperm, testosterone, penis, testes, semen, sterility, ovaries, ovulation, menstruation, fallopian tubes, vagina, and uterus.

- Performing processes such as:
  - Identifying the impact and negative effects of behaviors on the individual body systems.
  - Comprehending the anatomy of the body and how all the systems are interrelated.
  - Identifying bones, muscles, organs, and other anatomic structures.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

**Learning Targets**

**Students know how to:**

- Comprehend vocabulary and anatomy of the body through various learning designs.
- Understand the anatomic structures, relationships, and functions of all 11 body systems.
- Describe the relationships and how healthy behaviors can impact the body systems to promote a healthy lifestyle.
- Apply knowledge of body systems to prevent future injury and cumulative illness.
- Analyze the potential impact of heredity concerns on personal health.
- Explain the impact of personal health behaviors on the functioning of the body systems.
- Correctly label the bones, muscles, organs, and other anatomic structures.
- Analyze the role of individual responsibility for enhancing the health of the body.

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**Course: Health**

**Grade Level: 9-12**

**LG 4 Health Literacy and Personal Skills**

**High Priority Standards**

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

**NHES Standard # 3** – Students will demonstrate the ability to access valid information and products and services to enhance health.

**NHES Standard #6** – Students will demonstrate the ability to use goal-setting skills to enhance health

**Show Me Standard #2** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management).

**Show Me Standard #7** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of responses to emergency situations.

<b>Learning Goal</b>	<b>Proficiency Scale</b>
<p style="text-align: center;">Students will understand health information and services and use these resources to promote their health and wellness.</p>	<p>Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>Level 3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> <li>● Developing evaluation criteria for health information before making responsible, healthy choices.</li> <li>● Evaluating health information and determining if it is reliable, accurate, and current.</li> <li>● Analyzing possible causes of conflict and demonstrating conflict resolution, refusal, negotiation, collaboration, and goal-setting skills to avoid potentially harmful situations.</li> <li>● Developing injury-management strategies and utilizing emergency situation response techniques.</li> </ul>

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	<p>Level 2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"><li>● Recognizing and recalling specific vocabulary, such as: health education, health literacy, wellness, chronic disease, heredity, environment, peers, culture, media, technology, risk factors, lifestyle factors, cumulative risks, prevention, abstinence, goal-setting, decision making, personality traits, interpersonal communication, conflict resolution, refusal skills, stress, advocacy, values, advertising, health consumer,</li><li>● Performing processes such as:<ul style="list-style-type: none"><li>○ Identifying technology that can help develop health literacy.</li><li>○ Developing communication skills for family and peer interaction and conflict resolution.</li><li>○ Developing healthy ways to express wants, needs, and feelings.</li><li>○ Performing CPR and first aid skills.</li></ul></li></ul> <p>Level 1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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**Learning Targets**

**Students know how to:**

- Demonstrate how to work cooperatively when advocating for health communities.
- Describe how a positive attitude and healthful behaviors promote wellness.
- Analyze the potential impact of heredity concerns on personal health.
- Determine risk factors that contribute to illness and disability.
- Abstain from high-risk behavior to protect personal health.
- Analyze the role of individual responsibility for enhancing wellness.
- Describe health skills needed to function in health promotion and disease prevention.

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- Analyze how peers influence healthy and unhealthy behaviors
- Evaluate how the school and community can impact personal health practice and behaviors.
- Determine the impact of media on personal, family, and community health.
- Describe the influence of personal values and beliefs on individual health practices, behaviors, and wellness.
- Respond to an emergency situation with CPR or first aid techniques.

**Learning Design**

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Physical Education

**Course: Health**

**Grade Level: 9-12**

**LG 5 Relationships and Physical, Mental/Emotional, and Social Health**

**High Priority Standards**

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

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

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

**Show Me Standard #2** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management.)

**Learning Goal**

Students will understand strategies for healthy peer, family, and personal relationships including the principles and practices of physical, mental/emotional, and social health.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Developing skills to improve or maintain healthy peer, family, and personal relationships.
- Utilizing strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Analyzing and explaining healthy choices and practicing healthful behaviors based on physical, mental/emotional, and social health.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as:

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physical health, mental/emotional health, social health, relationship, friendship, role, interpersonal communication, cooperation, compromise, prejudice, stereotype, tolerance, bullying, hazing, aggressive, passive, assertive, “I” message, active listening, body language, constructive criticism, affirmation, abuse, domestic violence, neglect, platonic, clique, peer pressure, harassment, manipulation, refusal skills, intimacy, infatuation, conflict resolution, negotiation, mediation, confidentiality, assault, sexual violence, sexual assault, rape, physical abuse, emotional abuse, verbal abuse.

- Performing processes such as:
  - Identifying social, mental/emotional, and physical components of their personal health.
  - Evaluating the progress of attaining a personal health goal.
  - Describing the interrelationships of emotional, intellectual, physical, and social health.
  - Explaining how to ask for and offer assistance to enhance the health of self and others.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

#### Students know how to:

- Communicate effectively with family, peers, and others to enhance health.
- Analyze personal susceptibility of physical, mental/emotional, or social harm to one’s own personal health.
- Show respect for yourself and others in order to promote healthy relationships.
- Describe how families promote physical health by meeting basic physical needs and setting limits.
- Express how families develop mental and emotional health by giving each other love, support, and affirmation.

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- Designate how families create social health by teaching social skills, instilling values, and sharing cultural traditions.
- Utilize accurate peer and societal norms to formulate a health-enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal, family, and personal health.
- Resist peer pressure or negative influences from peers, family, or others.
- Describe the different types of violence and how to protect themselves.

**Learning Design**

WGSD Curriculum  
Physical Education

**Course: Health**

**Grade Level: 9-12**

**LG 6 Physical Fitness**

**High Priority Standards**

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

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

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

**Show Me Standard #2** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles of movement and physical fitness.

**Learning Goal**

Students will understand the physical, mental, emotional, and social benefits of physical fitness to promote their personal health and wellness.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining the role physical, mental, emotional, and social benefits of physical fitness on personal health.
- Applying knowledge of physical fitness to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness.
- Evaluating personal strategies and behaviors that will maintain or improve personal physical fitness.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: physical activity, physical fitness, exercise, sedentary, cardiorespiratory endurance, muscular strength,

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muscular endurance, flexibility, aerobic exercise, anaerobic exercise, specificity, overload, progression, warm-up, workout, cool-down, resting heart rate, frostbite, hypothermia, overexertion, heat exhaustion, heat stroke, muscle cramps, strain, and sprain.

- Performing processes such as:
  - Identifying factors and benefits related to regular participation in physical activity.
  - Recognizing the five main concepts of physical fitness including body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance.
  - Identifying safe, efficient, and effective movements applying to personal physical fitness.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

### Learning Targets

#### Students know how to:

- Comprehend vocabulary and the five aspects of physical fitness.
- Apply knowledge of physical fitness to prevent future injury and cumulative illness.
- Understand how physical activity can benefit all the sides of the health triangle.
- Describe how a sedentary lifestyle can increase the risk of health problems.
- Explain the impact of physical fitness on personal health.
- Analyze the role of individual responsibility for enhancing the health of the body.
- Explain how aerobic exercise improves cardiorespiratory endurance.
- Explain how anaerobic exercise improves muscular strength and endurance.
- Describe how to consider personal needs when planning a fitness program.

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- Understand why it's important to wear safety equipment to protect from injury.

**Learning Design**

WGSD Curriculum  
Physical Education

**Course: Health**  
**Grade Level: 9-12**  
**LG 7 Nutrition**

**High Priority Standards**

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

**NHES Standard # 3** – Students will demonstrate the ability to access valid information and products and services to enhance health.

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

**Show Me Standard #2** – In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of principles and practices of physical and mental health (such as personal health habits, nutrition, and stress management).

**Learning Goal**

Students will understand the connection between healthy nutrition choices and personal health and wellness.

**Proficiency Scale**

Level 4: Student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

Level 3: Student demonstrates mastery with the learning goal as evidenced by:

- Analyzing and explaining the role of healthy and unhealthy foods in order to make sound food choices.
- Applying knowledge of all six classes of nutrients to create a well-balanced diet low in fat, high in fiber, vitamins, and minerals.
- Evaluating personal nutrition strategies and behaviors that will improve personal health and reduce the risk of disease.

Level 2: Student demonstrates he/she is nearing proficiency by:

- Recognizing and recalling specific vocabulary, such as: nutrition, nutrients, calorie, hunger, appetite, carbohydrates, fiber, proteins, cholesterol, vitamins, minerals,

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osteoporosis, nutrient-dense, food additives, foodborne illness, pasteurization, cross-contamination, food allergy, food intolerance, metabolism, body mass index, overweight, obese, underweight, body image, fad diets, weight cycling, eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, vegetarian, dietary supplements, performance enhancers, herbal supplements, and megadoses.

- Performing processes such as:
  - Identifying key nutrients and their specific functions and influences on body processes.
  - Using concepts relating to reading food labels to develop a healthy dietary plan.
  - Identifying nutritional needs based on age, health, and lifestyle.

Level 1: Student demonstrates a limited understanding or skill with the learning goal.

### **Learning Targets**

#### **Students know how to:**

- Comprehend vocabulary and the six nutrients needed to help the body grow, repair itself, and function well.
- Describe how family, culture, friends, time, money, and advertising can influence food choices.
- Identify how the Dietary Guidelines for Americans can provide recommendations for healthy eating.
- Apply knowledge of nutrition to prevent cumulative illness.
- Describe the five major food groups including grains, vegetables, fruits, milk, and meat and beans.
- Understand food labels provide information about ingredients, nutritional value, serving sizes, and calories.
- Identify how body mass index and body composition can help determine a health weight.
- Comprehend signs and symptoms of eating disorders that can require professional help.
- Describe how health conditions such as diabetes, food allergies, and high blood pressure and impact food choices.

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**Learning Design**