

**GRADE SPAN Pre-K – 2**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 1: Relationship between Health Behaviors and Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify that healthy behaviors affect personal health and overall well-being	PO 1. Identify that good sleep patterns positively affect personal health and overall well-being

**Concept 2: Multiple Dimensions of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Recognize what the human body is and what it means to be healthy	PO 1. Know that health includes a healthy mind and healthy body

**Concept 3: Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe ways to prevent communicable diseases	PO 1. Describe appropriate steps to hand washing

**GRADE SPAN Pre-K – 2**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 3: Personal Health cont.**

<u>Performance Objectives</u>	<u>Examples</u>
PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development	PO 2. Identify the variety of foods needed to help the individual grow and stay healthy, and that different food groups help the body stay healthy in different ways
PO 3. Identify that physical activity is integral to good health	PO 3. List ways to be physically active

**Concept 4: Prevention of Injuries and Health Problems**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. List ways to prevent common childhood injuries	PO 1. List appropriate playground rules

**Concept 5: Use of Health Care**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe why it is important to seek health care	PO 1. Describe reasons why you would go visit a doctor

**GRADE SPAN 3 – 5**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 1: Relationship between Health Behaviors and Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe the relationship between healthy behaviors and personal health	PO 1. Describe the benefits of eating healthy meals with family members

**Concept 2: Multiple Dimensions of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify examples of emotional, intellectual, physical, and social health	PO 1. Identify exercises that keep our heart healthy

**Concept 3: Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe ways in which a safe and healthy school and community environment can promote personal health	PO 1. Describe ways in which walking to school promotes personal health

**GRADE SPAN 3 – 5**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 3: Personal Health cont**

<u>Performance Objectives</u>	<u>Examples</u>
PO 2. Describe the key nutrients contained in the food groups and how these nutrients affect health and learning	PO 2. Describe and explore the relationship between healthy eating behaviors and a healthy body
PO 3. Describe how physical activity impacts health and learning	PO 3. Explain how physical activity affects how you feel

**Concept 4: Prevention of Injuries and Health Problems**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe ways to prevent common childhood injuries and health problems	PO 1. Describe school safety rules that prevent common childhood injuries and health problems

**Concept 5: Use of Health Care**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe when it is important to seek health care	PO 1. Describe situations when it would be important to visit the school/community health office

**GRADE SPAN 6 – 8**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 1: Relationship between Health Behaviors and Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze the relationship between healthy behaviors and personal health	PO 1. Describe the health benefits of eating fruits and vegetables

**Concept 2: Multiple Dimensions of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence	PO 1. Describe the body's response to stress in adolescents and its effect on overall health

**Concept 3: Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze how the environment affects personal health	PO 1. Analyze how the safety of the school environment affects walking to school
PO 2. Analyze how food provides energy and nutrients for growth and development, that nutrition requirements vary from person to person, and how food intake affects health	PO 2. Analyze and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals
PO 3. Analyze how physical activity contributes to disease prevention	PO 3. Describe health issues that are affected by physical activity and why

**GRADE SPAN 6 – 8**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 3: Personal Health cont.**

<u>Performance Objectives</u>	<u>Examples</u>
PO 4. Describe how family history can affect personal health	PO 4. Describe how family history can affect personal health

**Concept 4: Prevention of Injuries and Health Problems**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe ways to reduce or prevent injuries and other adolescent health problems	PO 1. Describe how tobacco use prevention can reduce or prevent adolescent health problems

**Concept 5: Use of Health Care**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Explain how appropriate health care can promote personal health	PO 1. Explain how regular physicals and vision/dental checkups can promote personal health

**GRADE SPAN 6 – 8**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 6: Healthy vs. Unhealthy Behaviors**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Describe the benefits of and barriers to practicing healthy behaviors	PO 1. Describe the benefits and barriers to eating a healthy diet
PO 2. Examine the likelihood of injury or illness if engaging in unhealthy behaviors	PO 2. Examine the likelihood of injury or illness if engaging in alcohol, tobacco and other drug use
PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors	PO 3. Examine the potential health risks associated with physical inactivity and poor dietary habits

**GRADE SPAN 9 – 12**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 1: Relationship between Health Behaviors and Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Predict how healthy behaviors can affect health status	PO 1. Predict the benefits of eating healthy for disease prevention

**Concept 2: Multiple Dimensions of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health	PO 1. Describe the body's response to stress and its effects on the body

**Concept 3: Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze how environment and personal health are interrelated	PO 1. Describe the relationship between environmental toxins and personal health



**GRADE SPAN 9 – 12**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 3: Personal Health cont.**

<u>Performance Objectives</u>	<u>Examples</u>
PO 2. Evaluate the impact of food and nutrition, including nutrient deficiencies, on health	PO 2. Evaluate factors that influence food intake and nutritional status including family, friends, culture, emotions, sensory stimuli, media, marketing, and food availability
PO 3. Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention	PO 3. Explain the types of physical activity that have cardiovascular benefits
PO 4. Analyze how genetics and family history can impact personal health	PO 4. Explain how genetics and family history may impact personal health

**Concept 4: Prevention of Injuries and Health Problems**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Propose ways to reduce or prevent injuries and health problems	PO 1. Propose ways to keep safe when riding in an automobile

**Concept 5: Use of Health Care**

<u>Performance Objectives</u>	<u>Examples</u>
Essential Outcomes:	
PO 1. Analyze the relationship between access to health care and health status	PO 1. Identify how poverty may impede access to health care and health status

**GRADE SPAN 9 – 12**

**STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts**

Students will comprehend concepts related to health promotion and disease prevention to enhance health

**Concept 6: Healthy vs. Unhealthy Behaviors**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors	PO 1. Discuss how economics, culture, demographics and genetics are a benefit or a barrier to practicing healthy behaviors
PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors	PO 2. Analyze the relationship between alcohol use and the death rate in auto accidents
PO 3. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors	PO 3. Analyze the physical and social consequences of drug use and achieving life goals

**GRADE SPAN Pre-K – 2**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

**Concept 1: External Influences on Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify how the family influences personal health practices and behaviors	PO 1. Identify how family meal patterns affect how and what individuals eat
PO 2. Recognize how culture influences health practices and behaviors	PO 2. Recognize how culture influences food choices.
PO 3. Recognize how peers can influence healthy and unhealthy behaviors	PO 3. Recognize how peer meal patterns influence how and what the individual eats.
PO 4. Identify what the school can do to support personal health practices and behaviors	PO 4. Identify how school meal programs support how and what the individual eats.
PO 5. Describe how the media can influence health behaviors.	PO 5. Describe how the media influences meal patterns and healthy eating.
PO 6. Recognize how technology can influence personal health.	PO 6. Recognize how technology can promote health, e.g., medical testing.

**GRADE SPAN 3 – 5**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

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

**Concept 1: External Influences on Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Describe how the family influences personal health practices and behaviors	PO 1. Describe how family meal patterns and eating behaviors influence/affect personal body image and health risk
PO 2. Identify the influence of culture on health practices and behaviors	PO 2. Identify how cultural beliefs affect personal body image and health risks
PO 3. Describe how peers can influence healthy and unhealthy behaviors	PO 3. Describe how peers influence healthy and unhealthy meal patterns and eating behaviors
PO 4. Describe how the school and community can support personal health practices and behaviors	PO 4. Describe how the school and community support individual meal patterns, nutritionally balanced meals, and healthy snacks
PO 5. Explain how media influences thoughts, feelings, and health behaviors	PO 5. Explain how the media influences thoughts, feelings, and health behaviors related to eating patterns and body image
PO 6. Describe ways that technology can influence personal health	PO 6. Describe the ways technology can assist in the early detection of disease

**GRADE SPAN 6 – 8**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

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

**Concept 1: External Influences on Personal Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Examine how the family influences the health of adolescents	PO 1. Examine how the family influences meal patterns and body image
PO 2. Describe the influence of culture on health beliefs, practices, and behaviors	PO 2. Describe how cultural beliefs influence body image and health risks
PO 3. Analyze how peers influence healthy and unhealthy behaviors	PO 3. Examine how peer meal patterns and eating behaviors influence body image and health risks
PO 4. Analyze how the school and community can affect personal health practices and behaviors	PO 4. Analyze how the school and community food environment influence access to healthy food
PO 5. Analyze how messages from media influence health behaviors	PO 5. Analyze how the media influences thoughts, feelings, and health behaviors related to smoking, alcohol use and sexual behaviors
PO 6. Analyze the influence of technology on personal and family health	PO 6. Analyze the influence of technology on prevention of injuries

**Concept 2: Internal Influences on Personal Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors	PO 1. Explain how perception of body image influences healthy and unhealthy eating patterns

**GRADE SPAN 6 – 8**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

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

**Concept 2: Internal Influences on Personal Health cont.**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors	PO 2. Explain the influence of personal values and beliefs on physical activity
PO 3. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors	PO 3. Describe how dieting and disordered eating can influence the likelihood of unhealthy behaviors

**Concept 3: Influence of Public Policy on Health**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Examine and explain how school and public health policies can influence health promotion and disease prevention	PO 1. Examine and explain how school and public wellness policies can influence health promotion and disease prevention

**GRADE SPAN 9 – 12**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

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

**Concept 1: External Influences on Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze how the family influences the health of individuals	PO 1. Analyze how nutrient content and food preparation methods in the home affect the health of individuals
PO 2. Analyze how the culture supports and challenges health beliefs, practices, and behaviors	PO 2. Analyze how culture challenges and supports meal patterns, eating behaviors, and body image
PO 3. Evaluate how peers influence healthy and unhealthy behaviors	PO 3. Evaluate how peers influence healthy and unhealthy behaviors related to meal patterns and eating behaviors
PO 4. Evaluate how the school and community can impact personal health practice and behaviors	PO 4. Evaluate how the school and community support individual meals patterns, nutritionally balanced meals, and healthy snacks
PO 5. Evaluate the effect of media on personal and family health	PO 5. Evaluate how the media influences thoughts, feelings, and health behaviors related to smoking, alcohol use and sexual behaviors
PO 6. Evaluate the impact of technology on personal, family, and community health	PO 6. Evaluate the impact of technology on personal, family, and community health related to eating patterns

**Concept 2: Internal Influences on Personal Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors	PO 1. Analyze how perception of body image influences healthy and unhealthy eating patterns

**GRADE SPAN 9 – 12**

**STRAND 2: Analysis of Factors Affecting Health Behaviors**

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

**Concept 2: Internal Influences on Personal Health cont.**

<u>Performance Objectives</u>	<u>Examples</u>
PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors	PO 2. Analyze the influence of personal values and beliefs related to meal patterns, eating behaviors, and body image on individual health practices and behaviors
PO 3. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors	PO 3. Analyze how dieting and disordered eating can influence the likelihood of unhealthy behaviors

**Concept 3: Influence of Public Policy on Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze how public health policies and government regulations can influence health promotion and disease prevention	PO 1. Analyze how public health policies and government wellness regulations related to nutrition can influence health promotion and disease prevention



**GRADE SPAN Pre-K – 2**

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

**Concept 1: Knowledge of Sources of Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify trusted adults and professionals who can help promote health.	PO 1. Identify parents, teachers, and school health personnel who can answer health questions.

**Concept 2: Accessing Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify ways to locate school and community health helpers.	PO 1. Locate the school health office.

**GRADE SPAN 3 – 5**

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

Students will demonstrate the ability to access valid information, products, and services to enhance health

**Concept 1: Knowledge of Sources of Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Identify characteristics of valid health information, products, and services	PO 1. List trusted health information sources and describe what makes a trusted source

**Concept 2: Accessing Help**

<b><u>Performance Objectives</u></b>	<b><u>Examples</u></b>
PO 1. Locate resources from home, school, and community that provide valid health information	PO 1. Locate resources to examine the relationship between family health history and personal health

**GRADE SPAN 6 – 8**

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

Students will demonstrate the ability to access valid information, products, and services to enhance health

**Concept 1: Knowledge of Sources of Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze the validity of health information, products, and services	PO 1. Recognize when health information is accurate

**Concept 2: Accessing Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Access valid health information from home, school, and community	PO 1. Distinguish between a valid and non-valid internet health information source
PO 2. Determine the accessibility of products that enhance health	PO 2. Compare and contrast generic and name brand health products
PO 3. Describe situations that may require professional health services	PO 3. Identify situations that require a trip to the doctor
PO 4. Locate valid and reliable health products and services	PO 4. Examine the pros and cons of energy drinks and their effect on personal health

**GRADE SPAN 9 – 12**

**STRAND 3: Access to Health Information, Products, and Services to Enhance Health**

Students will demonstrate the ability to access valid information, products, and services to enhance health

**Concept 1: Knowledge of Sources of Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Evaluate the validity of health information, products, and services	PO 1. Differentiate between valid and non-valid internet sources for health information

**Concept 2: Accessing Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Use resources from home, school, and community that provide valid health information	PO 1. Explore health resources available through county health departments
PO 2. Determine the accessibility of products and services that enhance health	PO 2. Analyze local gym and fitness centers based on costs and services available
PO 3. Analyze a situation in which professional health services may be required	PO 3. Recognize signs and symptoms of choking
PO 4. Access valid and reliable health products and services	PO 4. Describe the impact of a teen suicide hotline on teenage emotional and physical health

**GRADE SPAN Pre-K – 2**

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

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

**Concept 1: Communication to Enhance Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate healthy ways to express needs, wants, and feelings.	PO 1. Describe ways to join others in a game on the playground.
PO 2. Demonstrate listening skills to enhance health.	PO 2. Describe body language that demonstrates actively listening.

**Concept 2: Self-protection and Dealing with Conflict**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.	PO 1. Demonstrate ways to walk away from a bully.

**Concept 3: Asking for Help**

<u>Performance Objectives</u>	<u>Examples</u>
Essential Outcomes:	
PO 1. Demonstrate ways to tell a trusted adult if threatened or harmed.	PO 1. Identify trusted adults at your school.

**GRADE SPAN 3 – 5**

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

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

**Concept 1: Communication to Enhance Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate effective verbal and nonverbal communication skills to enhance health	PO 1. Demonstrate verbal and nonverbal ways to greet others that promote healthy relationships
PO 2. Demonstrate refusal skills that avoid or reduce health risks	PO 2. Describe effective ways to refuse something that makes you feel uncomfortable

**Concept 2: Self-protection and Dealing with Conflict**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate nonviolent strategies to manage or resolve conflict	PO 1. Demonstrate ways to walk away from a conflict

**Concept 3: Asking for Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate how to ask for assistance to enhance personal health	PO 1. Identify both verbal and nonverbal ways to ask an adult for help

**GRADE SPAN 6 – 8**

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

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

**Concept 1: Communication to Enhance Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Apply effective verbal and nonverbal communication skills to enhance health	PO 1. Demonstrate verbal and nonverbal ways to decline alcohol
PO 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks	PO 2. Demonstrate effective ways to say no when offered tobacco products by peers

**Concept 2: Self-protection and Dealing with Conflict**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify effective conflict management or resolution strategies	PO 1. Identify effective peer mediation skills

**Concept 3: Asking for Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify ways to ask for assistance to enhance the health of self and others	PO 1. Describe harmful situations that require assistance from an adult

**GRADE SPAN 9 – 12**

**STRAND 4: Use of Interpersonal Communication Skills to Enhance Health**

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

**Concept 1: Communication to Enhance Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Utilize skills for communicating effectively with family, peers, and others to enhance health	PO 1. Describe procedures to keep safe on the internet
PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks	PO 2. Analyze ways to advocate for healthy decisions(to avoid or reduce health risks)

**Concept 2: Self-protection and Dealing with Conflict**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others	PO 1. Evaluate stress management skills which can assist in resolving interpersonal conflicts

**Concept 3: Asking for Help**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of self and others	PO 1. Evaluate ways to communicate about a threat to the school environment



**GRADE SPAN Pre-K – 2**

**STRAND 5: Use of Decision-making Skills to Enhance Health**

**Concept 1: Influences on Healthy Decision Making**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify circumstances that can help or hinder healthy decision making	PO 1. Identify how peers and media can influence decision making

**Concept 2: Application of Decision-making Skills to Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify situations when a health-related decision is needed	PO 1. Identify when you need to wash your hands, such as, after using the restroom
PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed	PO 2. Identify when it is necessary to go to the school nurse or call 911 for help

**GRADE SPAN 3 – 5**

**STRAND 5: Use of Decision-making Skills to Enhance Health**

Students will demonstrate the ability to use decision-making skills to enhance health

**Concept 1: Influences on Healthy Decision Making**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify circumstances that can help or hinder healthy decision making	PO 1. Identify how peers can influence decision making

**Concept 2: Application of Decision-making Skills to Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify health-related situations that might require a thoughtful decision	PO 1. Identify a healthy snack vs. an unhealthy snack
PO 2. Analyze when assistance is needed when making a health-related decision	PO 2. Analyze when help is needed to relieve symptoms, such as stomach aches and headaches
PO 3. List healthy options to health-related issues or problems	PO 3. List healthy options, like healthy eating to address health issues such as obesity
PO 4. Predict the potential outcomes of each option when making a health-related decision	PO 4. Identify the potential outcomes of smoking and unhealthy eating habits
PO 5. Choose a healthy option when making a decision	PO 5. Discuss how choosing to drink water over soda is a healthy choice
PO 6. Describe the outcomes of a health-related decision	PO 6. Describe the outcomes of not wearing a seat belt or bicycle helmet

**GRADE SPAN 6 – 8**

**STRAND 5: Use of Decision-making Skills to Enhance Health**

Students will demonstrate the ability to use decision-making skills to enhance health

**Concept 1: Influences on Healthy Decision Making**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify circumstances that can help or hinder healthy decision making	PO 1. Identify how peers and media can influence decision making

**Concept 2: Application of Decision-making Skills to Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Determine when health-related situations require the application of a thoughtful decision-making process	PO 1. Describe how one might decide not to smoke despite influences of peers or family
PO 2. Distinguish when individual or collaborative decision making is appropriate	PO 2. Distinguish when experiencing sadness requires support from an adult
PO 3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems	PO 3. Compare the healthy and unhealthy choices related to issues such as high blood pressure, obesity, and diabetes
PO 4. Predict the potential short-term impact of each alternative on self and others	PO 4. Predict the short term impact of drug abuse and gang involvement on self and others
PO 5. Choose healthy alternatives over unhealthy alternatives when making a decision	PO 5. Discuss the outcome of choosing fruits and vegetables over high fat foods
PO 6. Analyze the outcomes of a health-related decision	PO 6. Analyze the potential outcomes of teen sexual activity or substance abuse

**GRADE SPAN 9 – 12**

**STRAND 5: Use of Decision-making Skills to Enhance Health**

Students will demonstrate the ability to use decision-making skills to enhance health

**Concept 1: Influences on Healthy Decision Making**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Examine barriers to healthy decision making	PO 1. Examine barriers such as poor coping/stress management skills to healthy decision making

**Concept 2: Application of Decision-making Skills to Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Determine the value of applying a thoughtful decision-making process in health-related situations	PO 1. Evaluate the outcome of a thoughtful decision such as refusing gang involvement
PO 2. Justify when individual or collaborative decision making is appropriate	PO 2. Explain the reasons why positive support is needed to help with situations such as suicide or sexual behavior
PO 3. Analyze and propose alternatives to health-related issues or problems	PO 3. Justify healthy nutritional choices as positive alternatives to a high fat diet
PO 4. Predict the potential short-term and long-term impact of each alternative on self and others	PO 4. Analyze the short and long term impact of smoking and unhealthy eating habits on self and others
PO 5. Defend the healthy choice when making decisions	PO 5. Defend the reasons why choosing fruits and vegetables over high fat foods is the healthy choice
PO 6. Evaluate the effectiveness of health-related decisions	PO 6. Evaluate the effectiveness of making an informed decision regarding sexual activity or substance use

**GRADE SPAN Pre-K – 2**

**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health

**Concept 1: Assessment of Health – This concept does not apply to this grade level.**

**Concept 2: Health-related Goal Setting**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify a short-term personal health goal and take action toward achieving the goal	PO 1. Identify times that are good to brush your teeth
PO 2. Identify who can help when assistance is needed to achieve a personal health goal	PO 2. Identify how a dentist will help you with your teeth

**GRADE SPAN 3 – 5**

**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health

**Concept 1: Assessment of Health – This concept does not apply to this grade level**

**Concept 2: Health-related Goal Setting**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Set a personal health goal and track progress toward its achievement	PO 1. Set a goal and list how many fruits/vegetables you eat a day
PO 2. Identify resources to assist in achieving a personal health goal	PO 2. List helping professionals in the community (EMS, fire)

**GRADE SPAN 6 – 8**

**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health

**Concept 1: Assessment of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Assess personal health practices	PO 1. Assess your level of physical activity

**Concept 2: Health-related Goal Setting**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Develop a goal to adopt, maintain, or improve a personal health practice	PO 1. Describe ways to get physical activities in your daily routine
PO 2. Apply strategies and skills needed to attain a personal health goal	PO 2. Describe the skills needed to attain a personal goal
PO 3. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities	PO 3. Describe the components of a physical activity program based on life changes

**GRADE SPAN 9 – 12**

**STRAND 6: Use of Goal-Setting Skills to Enhance Health**

Students will demonstrate the ability to use goal-setting skills to enhance health

**Concept 1: Assessment of Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Assess personal health practices and overall health status	PO 1. Develop a daily food plan that supports long term health

**Concept 2: Health-related Goal Setting**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks	PO 1. Develop a written personal health plan
PO 2. Implement strategies and monitor progress in achieving a personal health goal	PO 2. Develop written exercise plan
PO 3. Formulate an effective long-term personal health plan	PO 3. Develop a written long-term personal health plan with measurable objectives (30 minute sessions, heart rate, etc)



**GRADE SPAN Pre-K – 2**

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

**Concept 1: Personal Responsibility for Health – This concept does not apply to this grade level.**

**Concept 2: Healthy Practices and Behaviors**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health	PO 1. Demonstrate good hand washing techniques
PO 2. Demonstrate behaviors that avoid or reduce health risks	PO 2. Demonstrate techniques for proper hand washing to reduce germs

**GRADE SPAN 3 – 5**

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

**Concept 1: Personal Responsibility for Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify responsible personal health behaviors	PO 1. Describe the benefits of using helmets and other protective gear

**Concept 2: Healthy Practices and Behaviors**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health	PO 1. Demonstrate preventive techniques for keeping teeth and mouth clean and healthy
PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks	PO 2. Recognize the dangers of loud music to hearing

**GRADE SPAN 6 – 8**

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

**Concept 1: Personal Responsibility for Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Explain the importance of assuming responsibility for personal health behaviors	PO 1. Recognize the difference between a healthy vs. unhealthy snack

**Concept 2: Healthy Practices and Behaviors**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of-self and others	PO 1. Demonstrate good decision making skills related to behaviors that can cause oral health problems (e.g., mouth piercing, tobacco use)
PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others	PO 2. Examine the effects of alcohol use

**GRADE SPAN 9 – 12**

**STRAND 7: Ability to Practice Health-Enhancing Behaviors**

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

**Concept 1: Personal Responsibility for Health**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Analyze the role of individual responsibility in enhancing health	PO 1. Analyze the benefits of a personal fitness plan

**Concept 2: Healthy Practices and Behaviors**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others	PO 1. Demonstrate behaviors that can prevent oral health problems
PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others	PO 2. Differentiate between safe and unsafe practices for tattoos or body piercing

**GRADE SPAN Pre-K – 2**  
**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health

**Concept 1: Personal Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Make requests to promote personal health	PO 1. Identify safety rules for personal health
PO 2. Encourage family and peers to make positive health choices	PO 2. List items for a healthy family meal

**GRADE SPAN 3 – 5**

**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health

**Concept 1: Personal Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Express opinions and give accurate information about health issues	PO 1. Discuss dangers of smoking and tobacco use
PO 2. Encourage others to make positive health choices	PO 2. Recognize dangers of sun exposure and need for sun protection

**GRADE SPAN 6 – 8**

**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health

**Concept 1: Personal Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. State a health enhancing position on a topic and support it with accurate information	PO 1. Explore dangers of steroid use
PO 2. Demonstrate how to influence and support others to make positive health choices	PO 2. Recognize the safe use of technology including social networking websites

**Concept 2: Collective Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools	PO 1. Describe the benefits of community volunteering in health related organizations, e.g., Heart Association

**Concept 3: Tailoring Advocacy Message to Audience**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Identify ways in which health messages and communication techniques can be altered for different audiences	PO 1. Distinguish between positive and negative health product advertising

**GRADE SPAN 9 – 12**

**STRAND 8: Ability to Advocate for Health**

Students will demonstrate the ability to advocate for personal, family, and community health

**Concept 1: Personal Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Use accurate peer and societal norms to formulate a health-enhancing message	PO 1. Apply peer and societal norms to describe healthy exercise habits
PO 2. Influence and support others to make positive health choices	PO 2. Design positive health messages for the school community

**Concept 2: Collective Advocacy**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Work cooperatively as an advocate for improving personal, family, and community health	PO 1. Utilize health information resources to advocate for increased physical education in schools

**Concept 3: Tailoring Advocacy Message to Audience**

<u>Performance Objectives</u>	<u>Examples</u>
PO 1. Adapt health messages and communication techniques to a specific target audience	PO 1. Design drug awareness campaign targeted to school-age children