

MPS HEALTH EDUCATION PERFORMANCE INDICATORS

HEALTH EDUCATION STANDARD 1: STUDENTS WILL COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION TO ENHANCE HEALTH.

Rationale: Comprehension of health promotion and disease prevention concepts enables students to become health-literate, self-directed learners, which establishes a foundation for leading healthy and productive lives.

PERFORMANCE INDICATORS

Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
student will:	students will:	students will:	students will:
1.2.1. Identify how individual behavior affects health.	1.5.1. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	1.8.1. Analyze the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.	1.12.1. Predict how healthy behaviors affect health status.
1.2.2. Identify multiple dimensions of health: physical, mental, emotional and social.	1.5.2.A. Describe the basic structure and function of the human body systems.	1.8.2. Describe how health is influenced by the interaction of body systems.	1.12.2. Explain the impact of personal health behaviors on the functions of body systems.
	1.5.2.B. Explain how health is influenced by the interaction of body systems.		
1.2.3. Identify examples of physical, mental, emotional and social health during childhood.	1.5.3. Identify how physical, mental, emotional and social health influences personal health during adolescence.	1.8.3. Describe the interrelationships of physical, mental, emotional and social health in adolescence.	1.12.3. Describe the interrelationships of physical, mental, emotional and social health through young adulthood.
1.2.4. Identify ways to prevent communicable diseases.	1.5.4. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.	1.8.4. Identify ways to reduce risks related to communicable and other diseases.	1.12.4. Analyze how the family, peers, community and environment influence individual and public health.
1.2.5. Identify ways to prevent common childhood injuries.	1.5.5. Describe ways to prevent common childhood injuries.	1.8.5. Identify ways to reduce risks related to adolescent injuries.	1.12.5. Analyze susceptibility to injury or illness when engaging in unhealthy behaviors.
1.2.6. Identify situations in which it is important to seek health care.	1.5.6. Describe when it is important to seek health care.	1.8.6. Describe situations that require professional health services.	1.12.6. Analyze situations requiring professional health services.
			1.12.7. Analyze the role of public health policies and laws in the prevention and control of disease and other health problems.

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HEALTH EDUCATION STANDARD 2: STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH BEHAVIORS.

Rationale: Health is influenced by a variety of factors within society. The ability to analyze, evaluate and interpret the influence of culture, media and technology on health is important in a rapidly changing world. The health-literate, responsible and productive citizen draws upon the contributions of these factors to strengthen individual, family and community health.

PERFORMANCE INDICATORS

Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
2.2.1. Identify how information from family influences health.	2.5.1.. Describe how the family influences personal health practices and behaviors.	2.8.1. Describe how the family and peers influence the health of individuals.	2.12.1. Analyze how family influences the health of individuals.
2.2.2.. Identify a variety of family structures and describe the unique qualities of diverse families.	2.5.2. Identify and describe a variety of family structures and demonstrate an appreciation for the unique qualities of diverse families.	2.8.2. Describe a variety of family structures and demonstrate an appreciation for the unique qualities of diverse families.	2.12.2. Analyze the unique qualities of diverse family structures and their impact on the community.
2.2.3. Identify how culture influences personal health habits.	2.5.3. Describe how culture influences health practices and behaviors.	2.8.3. Describe the influence of cultural beliefs on health behaviors and the use of health services by individuals and families.	2.12.3. Analyze how the culture supports and challenges health beliefs, practices and behaviors.
2.2.4. Identify ways technology and the media can influence personal health.	2.5.4. Describe the influence of technology and the media on personal or family health.	2.8.4. Analyze the influence of technology and the media on personal and family health.	2.12.4. Evaluate the impact of technology and the media on personal, family and community health.
	2.5.5. Identify how peers can influence healthy and unhealthy behaviors.	2.8.5. Analyze how information from peers can influence health.	2.12.5. Analyze how peers influence healthy and unhealthy behaviors.
	2.5.6. Identify how the school and community can support health practices.	2.8.6. Describe how the school and community can impact personal health behaviors.	2.12.6. Evaluate how the school and community can impact personal health behaviors.
		2.8.7. Describe how health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	2.12.7. Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy behaviors.
		2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.	2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.

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HEALTH EDUCATION STANDARD 3: STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID INFORMATION, PRODUCTS AND SERVICES TO ENHANCE HEALTH.

Rationale: Accessing valid health information and health promoting products and services is critical in the prevention, early detection and treatment of health problems. Application of the skills of analysis, organization, comparison, synthesis and evaluation to health issues empowers students to achieve health literacy.

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Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
3.2.1. Identify ways to locate school and community health helpers.	3.5.1. Locate resources from home, school and community that provide valid health information.	3.8.1. Access valid health information from home, school and community.	3.12.1. Use resources from home, school and community that provide valid health information.
3.2.2 Recognize emergencies and seek support from appropriate resources.	3.5.2. Identify current first aid and safety information.	3.8.2. Demonstrate and apply basic first aid and safety strategies.	3.12.2. Demonstrate and apply basic first aid strategies, including AED, CPR, etc.
3.2.3. Identify a variety of consumer influences that affect health information and products.	3.5.3. identify the characteristics of valid health information, products and services.	3.8.3. Analyze the validity of health information, products and services.	3.12.3. Determine the validity of health information, products and services.
		3.8.4. Determine the accessibility of products that enhance health.	3.12.4. Determine the accessibility of products and services that enhance health.
		3.8.5. Locate valid and reliable health products and services.	3.2.5. Locate, evaluate and access valid health information.

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HEALTH EDUCATION STANDARD 4: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH AND AVOID OR REDUCE HEALTH RISKS.

Rationale: Students need effective communication skills, including verbal/nonverbal communication and attentive listening skills, to develop and maintain healthy personal relationships. The ability to organize and convey information, beliefs, opinions, and feelings is a skill that can reduce and avoid conflict. Communication skills enable individuals to be advocates for a healthy school, home, workplace, and community.

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Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
4.2.1. Develop healthy ways to express needs, wants and feelings.	4.5.1. Apply effective verbal and nonverbal communication skills to enhance health.	4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.	4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.
4.2.2. Develop listening skills to enhance health.	4.5.2. Describe how effective listening skills lead to clear communication.	4.8.2. Demonstrate how effective listening skills enhance interpersonal communication.	4.12.2. Utilize attentive and empathetic listening skills with family, peers and others.
4.2.3. Develop ways to respond when in an unwanted, threatening or dangerous situation.	4.5.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	4.8.3. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	4.12.3. Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.
4.2.4. Identify ways to tell a trusted adult when threatened or harmed.	4.5.4. Demonstrate how to ask for assistance to enhance personal health.	4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.	4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.
4.2.5. Identify ways to communicate care, consideration, and respect of self and others.	4.5.5. Describe how communication skills build and maintain healthy relationships.	4.8.5. Define, discuss and demonstrate healthy relationship skills.	4.12.5. Distinguish between safe and risky or harmful behaviors in relationships.
4.2.6. Identify conflict resolving skills to build and maintain healthy relationships.	4.5.6. Demonstrate effective conflict management or resolution skills.	4.8.6. Demonstrate effective conflict management or resolution skills.	4.12.6. Demonstrate and apply strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.

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HEALTH EDUCATION STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION-MAKING SKILLS TO ENHANCE HEALTH.

Rationale: Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge. Application of the skills of analysis, organization, comparison, synthesis and evaluation to health issues empowers students to achieve health literacy.

PERFORMANCE INDICATORS

Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
5.2.1. Identify when a health-related decision is needed.	5.5.1. Identify health-related situations that may require a thoughtful decision.	5.8.1. Identify circumstances that can help or hinder healthy decision-making.	5.12.1. Examine barriers that can hinder healthy decision making.
5.2.2. Identify when a health related decision can be made individually or when assistance is needed.	5.5.2. Determine when assistance is needed when making a health-related decision.	5.8.2. Analyze when health-related situations require the application of a thoughtful decision-making process.	5.12.2. Determine the value of applying a thoughtful decision making process in health-related situations.
	5.5.3. Describe healthy options to health related issues or problems.	5.8.3. Distinguish between healthy and un-healthy alternatives to health-related issues or problems and predict the short term and long term consequences.	5.12.3. Predict the short term and long term impact of alternatives to health-related issues or problems.
	5.5.4. Predict outcomes and choose a healthy option when making a health related decision.	5.8.4. Choose healthy alternatives over unhealthy alternatives when making a decision.	5.12.4. Defend healthy choices when making decisions.
		5.8.5. Analyze the outcomes of a health-related decision.	5.12.5. Evaluate the effectiveness of health-related decisions.
		5.8.6. Distinguish between individual and collaborative decision-making and the appropriate situations for each.	5.12.6. Justify when individual or collaborative decision-making is appropriate.

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HEALTH EDUCATION STANDARD 6: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE GOAL-SETTING SKILLS TO ENHANCE HEALTH.

Rationale: Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes critical steps needed to achieve short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plan for the future.

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Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
6.2.1. Identify a short term health goal and actions that help achieve that goal.	6.5.1. Set a personal health goal and track progress toward its achievement.	6.8.1. Develop a goal to adopt, maintain or improve a personal health practice.	6.12.1. Develop a plan to attain a personal health goal that addresses strengths, needs and risks.
6.2.2. Identify who can help when assistance is needed to achieve a personal goal.	6.5.2. Locate resources to assist in achieving a personal goal.	6.8.2. Describe how personal health goals can vary with changing abilities, priorities and responsibilities.	6.12.2. Formulate an effective long term personal health plan.
		6.8.3. Assess personal health practices.	6.12.3. Assess personal health practices and overall health status.
		6.8.4. Apply strategies and skills needed to attain a personal health goal.	6.12.4. Implement self-management strategies and monitor progress in achieving a personal health goal.

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HEALTH EDUCATION STANDARD 7: STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND AVOID OR REDUCE HEALTH RISKS.

Rationale: Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. Accepting responsibility and practicing health-enhancing behaviors can contribute to a positive quality of life.

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Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
7.2.1. Identify healthy practices and behaviors to maintain or improve personal health.	7.5.1. Describe responsible health behaviors.	7.8.1. Explain the importance of assuming responsibility for personal health behaviors.	7.12.1. Analyze the role of individual responsibility in enhancing health.
7.2.2. Identify elements of the environment and environmental hazards.	7.5.2. Demonstrate knowledge of environment and environmental hazards.	7.8.2. Describe the relationship between environmental health and personal health.	7.12.2. Analyze how environment affect personal, family, community and world health.
7.2.3. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	7.5.3. Demonstrate healthy practices that will maintain or improve personal health and the health of others.	7.8.3. Demonstrate a variety of healthy practices and behaviors that will maintain or improve personal health and the health of others.	7.12.3. Demonstrate a variety of healthy practices and behaviors that will maintain or improve personal health and the health of others.
7.2.4. Identify behaviors that avoid or reduce health risks.	7.5.4. Demonstrate a variety of behaviors that avoid or reduce health risks.	7.8.4. Demonstrate behaviors that avoid or reduce health risks to self and others.	7.12.4. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.
7.2.5. Identify the concept of stress and skills to manage stress.	7.5.5. Demonstrate skills and strategies to manage stress.	7.8.5. Demonstrate and apply strategies to manage stress.	7.12.5. Apply stress reduction strategies to manage stress.

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HEALTH EDUCATION STANDARD 8: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.

Rationale: Quality of life is dependent on an environment that protects and promotes the health of individuals, families and communities. Responsible citizens who are health-literate communicate and advocate for positive health in their communities.

PERFORMANCE INDICATORS

Pre-K-2	3rd-5th	6th-8th	9th-12th
At the end of 2nd grade,	At the end of 5th grade,	At the end of 8th grade,	At the end of 12th grade,
8.2.1. Make requests to promote personal health.	8.5.1. Express opinions and give accurate information about health issues.	8.8.1. State a health-enhancing position and support it with accurate information.	8.12.1. Implement advocacy skills to promote healthy norms and behaviors.
8.2.2 Encourage peers to make positive health choices.	8.5.2. Encourage others to make positive health decisions.	8.8.2. Demonstrate how to influence and support others to make positive health choices.	8.12.2. Create strategies to influence and support others in making positive health choices
	8.5.3 Identify community agencies that advocate for healthy individuals, families and communities.	8.8.3. Work cooperatively to advocate for healthy individuals, families and schools.	8.12.3. Work cooperatively to advocate for healthy individuals, families, schools and communities.
		8.8.4. Identify ways that health messages and communication techniques can be altered for different audiences.	8.12.4. Adapt messages and communication techniques to a specific target audience.