

**MINNEAPOLIS PUBLIC SCHOOLS  
EARLY CHILDHOOD-GRADE 12 HEALTH EDUCATION STANDARDS  
PERFORMANCE INDICATORS, ACTIVITIES, OUTCOMES**

## **MINNEAPOLIS PUBLIC SCHOOLS HEALTH EDUCATION MISSION AND BELIEF STATEMENT**

**The mission of Health Education in Minneapolis Public Schools is to have students work as healthy citizens of the world and to empower all students to make meaning of themselves, their bodies, and the world around them.**

### **We believe:**

- **health is the essence of a person's existence.**
- **all students can achieve excellence.**
- **effort creates ability.**
- **rigorous, interactive and meaningful curriculum provides authentic connections to the real world.**
- **physical, mental and social well-being are essential to the health of the individual.**
- **respect for diversity is essential for a healthy global community.**
- **competent decision-making enhances individual, family and community health.**
- **students become agents of their own learning.**

## **NATIONAL HEALTH EDUCATION STANDARDS**

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Standard 4: Students will demonstrate the ability to use interpersonal communications skills to enhance health, avoid and reduce risks.**

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.**

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# **PRE K-SECOND GRADE HEALTH STANDARDS/OUTCOMES/ACTIVITIES**

**PRE-KINDERGARTEN-SECOND GRADE STANDARDS/PERFORMANCE INDICATORS/OUTCOMES/ACTIVITIES**

**AT THE END OF SECOND GRADE, MINNEAPOLIS PUBLIC SCHOOL STUDENTS WILL:**

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

**1.2.1. The student will identify how individual behavior affects individual health.**

- Determine the difference between helpful and harmful substances.
- Describe the safe use of medications.
- Identify common drugs.
- Describe harmful effects of alcohol, tobacco and other drugs.
- Identify the effects of second-hand smoke.
- Describe refusal skills.
- Identify what healthy living means.
- Identify the importance of good personal care and habits.
- Describe cleanliness and its importance.
- Describe the importance of regular physical and dental check-ups and immunizations.
- Define nutrition.
- Identify the role food plays in health.
- Identify the basic food groups according to the food pyramid.
- Classify foods and food combinations according to the food pyramid.
- Recognize healthy snacks from each food group.

**1.2.2. The student will recognize multiple dimensions of health: physical, mental, emotional and social.**

- Name the five senses.
- Recognize the body systems.
- Identify body organs and functions.
- Describe the cycle of development from infancy to old age.
- Describe how people vary in size, height, and rate of maturation.
- Describe how individuals are different in terms of behavior and appearance.

**1.2.3. The student will identify examples of physical, mental, emotional and social health during childhood.**

- List good manners.
- Define community.
- Identify some rules and laws.
- Identify unsafe and violent actions and how they can affect your community.
- Classify violent and non-violent TV programs.
- Identify and discuss conflict resolution skills .

**1.2.4. The student will identify ways to prevent communicable diseases.**

•List the signs and symptoms of illness and disease.
•List the benefits of early detection and treatment of disease.
•Define communicable and non-communicable diseases.
•Identify the difference between being well and being ill.
•Describe how diet, exercise, rest and immunizations can reduce the risk of disease.
•Discuss the relationship between habits and health.
•Describe how to prevent the spread of germs.
•Describe the ways the body protects itself from disease.
<b>1.2.5 The student will identify ways to prevent common childhood injuries.</b>
•Identify potential hazards (pedestrian, playground, home, etc.).
•Identify how to stay safe (vehicles, bikes, fire, strangers, street, etc.).
•Describe how to stay safe when playing and exercising.
•Identify precautions and practices that should be taken in special conditions (bad weather, strangers, avoiding conflicts, etc.).
•List common childhood injuries and situations in which they commonly occur.
•Brainstorm ways to keep safe in injury-prone situations.
<b>1.2.6.The student will identify situations in which it is important to seek health care.</b>
•Brainstorm situations that may require seeking health care.
•Determine which injuries or illnesses require seeking professional help.
•Name sources of professional health help.
<b>STANDARD 2: STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH BEHAVIORS.</b>
<b>2.2.1. The student will identify how information from family influences health.</b>
•Name ways being a member of a family can help us.
•Describe some family rules for health and safety.
•Practice safe play with family and friends.
<b>2.2.2. The student will identify a variety of family structures and demonstrate the unique qualities of diverse families.</b>
•List who family members may be (mother, aunt, cousin, grandparent, etc.).
•Identify how your family is special.
•Identify different family patterns (nuclear, adoptive, foster, single parent, gay, lesbian, extended, etc.)
•Identify how families are alike and different.
•List examples of how families live, work and play together.
<b>2.2.3. The student will identify how culture influences personal health habits.</b>
•Begin to define the meaning of culture.
•Identify cultural customs in eating habits and health care practice.
•Identify personal cultural background.
<b>2.2.4. The student will identify ways technology and the media can influence personal health.</b>

- Define media as TV, news, magazines, books, music, internet, etc.
- Identify the difference between reality-based violence and television violence.
- Report the amount of time spent watching TV in a given period.
- Identify advertising messages that affect children.
- Identify an ad and discuss why the ad appeals to children.
- Define the internet and discuss internet safety.
- Recognize that music is a form of communication.
- Select advertisements showing healthful snacks.

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

**3.2.1. The student will identify ways to locate school and community health helpers.**

- Identify health helpers outside of the family (school nurse, doctor, firefighter, police, clergy, neighbor, medicine man,etc.).
- State tasks specific to particular healthcare providers such as doctor, dentist or nurse.

**3.2.2. The student will recognize emergencies and seek support from appropriate resources.**

- Identify an emergency.
- Name people who provide help in emergencies and explain how to access them.
- Read, write and speak your name, address and phone number.
- Demonstrate the correct procedure in reporting and responding to an emergency (911).

**3.2.3. The student will identify a variety of consumer influences that affect health information and products.**

- Identify healthy and unhealthy products.
- Discuss how commercials influence our decision to buy products.

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

**4.2.1. The student will develop healthy ways to express needs, wants and feelings.**

- Define and identify personal feelings.
- Identify causes for various feelings.
- Identify comfortable and uncomfortable feelings.
- Identify physical and emotional feeling words.
- Use "I" statements to express a feeling.
- List healthy ways to deal with uncomfortable feelings (anger, fear, sadness, etc.).
- Identify ways you might hurt the feelings of others or how they might hurt your feelings.
- Describe teasing and its impact on others.
- Explain how cooperation builds healthy relationships.

**4.2.2. The student will develop listening skills to enhance health.**

- Identify the difference between verbal and nonverbal communication.

•List attentive listening skills.
•Demonstrate thoughtful listening skills to others.
<b>4.2.3. The student will develop ways to respond when in an unwanted, threatening or dangerous situation.</b>
•Describe in own words when a situation becomes unsafe.
•Demonstrate refusal skills (how to say "NO") to unwanted, unsafe or dangerous situations.
•Identify ways to seek assistance if worried, abused or threatened.
•Recognize examples of good touch and bad touch.
<b>4.2.4. The student will identify ways to tell a trusted adult when threatened or harmed.</b>
•Name examples of good touch and bad touch.
•Identify trusted adults and ways to seek assistance.
•Describe threatening or harmful situations that require reporting to a trusted adult.
•Identify and practice words to tell a trusted adult if threatened or harmed.
<b>4.2.5. The student will identify ways to communicate care, consideration and respect of self and others.</b>
•Describe a healthy friendship.
•Identify ways to help others.
•Recognize how others can be hurt by our actions.
•Identify teasing and bullying.
•Demonstrate respect for others in a group.
•Practice solving problems in the classroom.
<b>4.2.6. The student will identify conflict resolving skills to build and maintain healthy relationships.</b>
•Define conflict.
•Give examples of conflict.
•Describe how conflict is a part of life.
•List ways to resolve conflicts without fighting or violence.
•Discuss conflict resolution skills.
<b>STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION-MAKING SKILLS TO ENHANCE HEALTH.</b>
<b>5.2.1. The student will identify when a health-related decision is needed.</b>
•Identify the difference between healthy and unhealthy choices (e.g. tobacco, nutrition, drugs, conflict).
•Describe good decisions and identify strategies for making healthy lifestyle choices.
•Describe how personal behavior can affect health.
•Compare and contrast behaviors that are safe with those that are harmful.
•Identify safety rules for medicines and health care products.
•Identify why playing with guns is dangerous and life threatening.
•Recognize a "dare" and respond with good refusal skills.
<b>5.2.2. The student will identify when a health-related decision can be made individually and when assistance is needed.</b>

•Use decision-making skills to decide which community helper to contact.
•Decide when to share feelings with others or go for help with a problem.
<b>STANDARD 6: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE GOAL-SETTING SKILLS TO ENHANCE HEALTH.</b>
<b>6.2.1. The student will identify a short term health goal and take action toward achieving that goal.</b>
•List and prioritize ways to improve personal health.
•Set a health goal that can be reached in one week.
•Chart good personal health habits.
•Demonstrate how to ask for help with a personal health goal.
<b>6.2.2. The student will identify who can help when assistance is needed to achieve a personal goal.</b>
•Identify various health helpers and the role they play in personal health.
•Demonstrate how to ask for help with a personal health goal.
•Identify situations that require professional health services.
<b>STANDARD 7: STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND AVOID OR REDUCE HEALTH RISKS.</b>
<b>7.2.1. The student will identify healthy practices and behaviors to maintain or improve personal health.</b>
•List ways to keep skin, teeth, hair, ears clean and healthy.
•List items in a healthy breakfast.
•State safety rules when left unsupervised.
•Identify consequences of safe/healthful and risky/harmful situations.
•Describe what germs are and how they make people sick.
•Identify safety rules for car, bus, pedestrian, playground and bike.
•Recognize poisonous substances and labels (Mr. YUK).
•Describe safety rules for ice, water, snow and sun.
•Describe group behaviors that pose safety hazards.
<b>7.2.2. The student will identify elements of the environment and environmental hazards.</b>
•Define environment.
•Define pollution.
•Describe the effect of air pollution on lungs.
•Describe the importance of the "3 R's": reduce, reuse, recycle.
•Identify ways to contribute to a healthy environment at home and school.
•describe how fragrances (perfumes, hair products, etc.) can affect individuals and the classroom environment.
•Identify different environmental hazards.
<b>7.2.3. The student will demonstrate a variety of healthy practices and behaviors to maintain or improve health.</b>
•Explain why breakfast is such an important meal.

•Practice daily routines for keeping clean.
•Teach peers the consequences of safe/healthful and risky/harmful behaviors.
•Predict what happens when playing in unsafe ways.
<b>7.2.4. The student will identify behaviors that avoid or reduce health risks.</b>
•Identify potential hazards in the home (electrical, hot water, drugs, guns, etc.).
•Identify fire safety rules for home and school.
•Demonstrate car, bus, pedestrian, playground, and bike safety.
•Demonstrate safe behavior in a variety of situations (air bags, seat belts, sit in back seat of car, etc.).
<b>7.2.5. The student will identify the concept of stress and skills to manage stress.</b>
•Define stress.
•List things that may produce stress.
•Identify how stress affects the body.
•Identify emotions that may signal stress.
•Describe some techniques for dealing with stress (counting, deep breathing, exercise, etc.).
<b>STANDARD 8: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.</b>
<b>8.2.1. The student will make requests to promote personal health.</b>
•Name sources of help in emergencies at home, school or in the community.
•Practice communication skills for getting help.
<b>8.2.2. The student will encourage peers to make positive health choices.</b>
•Identify and describe ways to be helpful.
•Describe ways to help others.
•Demonstrate safety routines for peers.
•Identify for others healthy foods that can be eaten for lunch.
•Help others understand risky situations.
•Describe how one's actions may evoke a response in others.

# **THIRD-FIFTH GRADE HEALTH STANDARDS/OUTCOMES/ACTIVITIES**

**3RD-5TH GRADE STANDARDS/PERFORMANCE INDICATORS/BENCHMARKS**

**AT THE END OF FIFTH GRADE, MINNEAPOLIS PUBLIC SCHOOL STUDENTS WILL:**

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

**1.5.1. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.**

- List positive health behaviors that help avoid certain health hazards.
- Explain how bodily changes (especially during puberty) affect personal self-care.
- Discuss the importance of personal self care during adolescence.
- List foods from the food pyramid.
- Identify the number of servings recommended per day from each food group.
- Identify the effects of caloric intake, heredity and physical activity on body condition and health.
- Describe safe food handling
- Identify drug types (nicotine, alcohol, street drugs, prescriptions, etc.)
- Identify the effects of alcohol, tobacco and other drugs ( ATOD) on physical, mental, social and family health.
- Describe how decision-making is affected by drugs and alcohol.
- Differentiate between drug use, abuse and dependency.
- Compare peer pressure to peer support and how each influences the making of informed decisions regarding ATOD.
- Develop strategies for saying "No".
- Develop strategies to remain drug-free.

**1.5.2.A. The student will describe the basic structure and function of the human body systems.**

- Identify the basic structure and functions of the body systems.
- Identify how to protect the head, eyes, ear, skin and teeth from damage.
- Identify various body types.
- Identify the importance of growth measurement (height and weight) and how it relates to physical changes during puberty.

**1.5.2.B. The student will explain how health is influenced by the interaction of body systems.**

- Describe how exercise impacts various body systems.
- Locate pulse points.
- Discuss and demonstrate target heart rate for exercise.
- Identify factors in determining Body Mass Index.
- Discuss and measure health-related fitness components.
- Identify biological differences between boys and girls.
- Describe physical changes that occur during puberty.

•Describe varying rates of physical change during puberty.
•Describe needed hygiene practices for adolescence (deodorant, daily showering, etc.).
•Identify the organs of reproduction.
•Define and describe the process of menstruation.
•Identify the process of conception, pregnancy and childbirth.
•Define abstinence.
<b>1.5.3.The student will identify how physical, mental, emotional and social health influences personal health during adolescence.</b>
•Identify real-life examples that illustrate interconnections between physical, mental, emotional and social health.
<b>1.5.4. The student will describe how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease and other health problems.</b>
•Identify factors necessary for germs to reproduce.
•Discuss types of pathogens and susceptibility to them.
•Choose behaviors to reduce the risk of infection with communicable diseases.
•Describe the link between risk factors and responsible behaviors.
•Differentiate between HIV and AIDS and discuss transmission.
•Describe the effects of HIV on the immune system.
•Choose behaviors to reduce the risk of infection with communicable diseases.
<b>1.5.5. The student will identify ways to prevent common childhood injuries.</b>
•Define responsibility and consequences for behaviors.
•Identify actions that are risky or harmful to self and others.
•Demonstrate ways to avoid or reduce threatening situations.
•Apply basic health and safety measures to avoid potential risks (car, bus, bike, water, guns, etc.)
•Demonstrate behaviors that promote safety.
•Describe how sports-related injuries can be reduced through the use of appropriate safety equipment.
•Create a personal safety plan to use in a crisis situation.
<b>1.5.6. The student will describe when it is important to seek health care.</b>
• Recognize problems in daily living situations that may require assistance and select appropriate resources to deal with them.
•Identify situations in one's personal life and in the community in which a decision is required.
•Describe how you ask for assistance in making health-related decisions.
•Prioritize and demonstrate the steps involved in assessing and dealing with an emergency situation.
<b>STANDARD 2: STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH BEHAVIORS.</b>
<b>2.5.1. The student will describe how the family influences personal health practices and behaviors.</b>
•Describe the benefits of a family.
•Identify family rules that may affect personal health.
•Name several ways in which a family is important in building positive skills.

•Describe how health-related problems can affect the entire family.
•Describe the link between disease and heredity.
<b>2.5.2. The student will identify and describe a variety of family structures and demonstrate an appreciation for the unique qualities of diverse families.</b>
•list some qualities that contribute to a healthy family.
•Describe various family structures (nuclear, single parent, gay, lesbian, adoptive, foster, extended, etc.)
•Identify different role, responsibilities, cultural celebrations, etc. within families.
•Name several ways in which a family is important to building positive skills.
<b>2.5.3. The student will describe how culture influences health practices and behaviors.</b>
•Identify issues that affect family eating patterns (cultures, traditions, economics).
•Describe the relationship of family preferences and culture to food choices.
•Discuss how the culture you live in can influence health in many ways.
•Identify health care providers in many cultures.
•Discuss attitudes toward health care providers in various cultures.
•Identify cultural practices that may enhance or conflict with health care goals.
•Identify and discuss cultural differences related to sickness, food choices, and substance abuse.
•Discuss cultural differences in stress reduction.
<b>2.5.4. The student will describe the influence of technology and the media on personal or family health.</b>
•Participate in a family media watch: list foods shown on commercials/TV shows; describe physical activity on TV shows/commercials.
•Identify techniques to sell products ( attractive models, humor, appeals to the senses, bandwagon approach, etc.)
•Identify ways some advertising and TV programs promote alcohol, tobacco and other drug use.
•Analyze health messages in media ads.
•Analyze the influence of consumer products on hygiene and appearances.
•Discuss media portrayal of gender roles, sexuality and idealized body images.
•Discuss how violence in the media can influence behavior.
•Discuss the link between time spent watching TV, playing video games, using the computer, etc., and personal health.
•Identify and discuss various types of advertising (audio, video and paper advertisements).
•Discuss the impact of the internet on health issues and decisions.
•Brainstorm ways technology can help to prevent disease.
•Describe how to safe on the internet and how to deal with inappropriate interactions on the internet.
•Identify ways in which technology enhances and improves food safety.
<b>2.5.5. The student will identify how peers can influence healthy and unhealthy behaviors.</b>
•Describe how relationships with peers can include positive peer support and negative peer pressure.
•Discuss how peer pressure affects behavior, dress, relationships and health decisions.
•Describe the process of development in adolescent independence.

- Describe ways to avoid, recognize and respond to negative social influences and pressure to use tobacco, alcohol or other drugs.
- Evaluate the influence of friends, peers, and acquaintances on choices and behaviors during adolescence.
- Identify what a "gang" is and how gangs attract young people.
- Discuss the dangers of gang behavior.

**2.5.6. The student will identify how the school and community can support personal health practices and beliefs.**

- Describe factors that influence a personal lifestyle (home environment, peers, school life, community)
- Identify agencies that can help with family health issues.
- Discuss the culture of one's school and how it influences health.

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

**3.5.1. The student will locate resources from home, school and community that provide valid health information.**

- Describe how you ask for assistance in making health-related decisions and setting goals.
- Describe strategies for supporting others in making healthy decisions.
- Identify necessary information to make healthy decisions.
- Identify barriers to obtaining accurate information and answers to health questions.

**3.5.2. The student will identify current first aid and safety information.**

- Review basic first aid rules.
- Demonstrate strategies for managing first aid emergencies (first aid, choking, CPR, bleeding).

**3.5.3. The student will identify characteristics of valid health information, products and services.**

- Compare the characteristics of valid and invalid health information.
- Discuss the validity of various sources of health information.

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

**4.5.1. The student will apply effective verbal and nonverbal communication skills to enhance health.**

- Define the terms verbal and nonverbal communication.
- Identify and practice skills for effective communication.
- Identify on-topic and off-topic responses to verbal communication.
- Predict intended communication by watching a TV scene without sound.
- Discuss the importance of matching verbal and nonverbal communication.
- Identify events in life that trigger emotions such as guilt, anxiety, depression and fear.

**4.5.2. The student will describe how effective listening skills lead to clear communication.**

- Identify behaviors in the classroom that signal attentive listening.
- Demonstrate inattentive listening behaviors and how they affect communication.
- Practice effective nonverbal indicators of attentive listening (eye contact, posture, etc.).

•Describe how attentive listening followed by verbal questions and comments enhance communication.
•Practice attentive listening during an oral presentation; assess skills by asking appropriate questions.
<b>4.5.3. The student will demonstrate refusal and negotiation skills to avoid or reduce health risks.</b>
•Identify actions that are risky or harmful to self or others.
•Identify problems in daily living that may contribute to self-destructive behaviors.
•Define harassment and sexual harassment.
•Recognize threatening or uncomfortable situations and how to react to them.
•Discuss how to identify and deal with bullying, teasing and harassment.
•Demonstrate refusal and negotiation skills that could be used to protect self and others from violent and/or abusive situations.
•Role play how to handle violent situations and avoid problems.
<b>4.5.4. The student will demonstrate how to ask for assistance to enhance personal health.</b>
•Describe how to obtain help in high risk situations that pose immediate threat (drunk or drugged driver, violent situations, weapons, etc.).
•Identify confusing, difficult and threatening situations that may require the assistance of an adult.
<b>4.5.5. The student will describe how communication skills build and maintain healthy relationships.</b>
•Identify healthy and unhealthy relationships.
•Identify the benefits of relationships.
•Identify cooperative and social skills that facilitate working in groups.
•Identify behaviors that communicate care, consideration and responsibility.
•Use assertive statements and "I" statements in student created role plays of relationship scenarios.
•Role play a display of empathy for another in a real-life situation.
<b>4.5.6. The student will demonstrate effective conflict management or resolution skills.</b>
•Determine the causes of conflict.
• List ways to show disapproval without conflict.
•Practice compromise as a solution to conflict.
•Apply conflict resolution and mediation skills in role play situations.
<b>STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION-MAKING SKILLS TO ENHANCE HEALTH.</b>
<b>5.5.1. The student will identify health-related situations that may require a thoughtful decision.</b>
•Define steps of effective decision-making process: seek facts/ identify alternatives/predict consequences/use data/interpret decisions.
<b>5.5.2. The student will determine when assistance is needed when making a health related decision.</b>
•Brainstorm situations in which health assistance may be needed.
•Practice asking for assistance.
•Discuss situations in which health assistance may need to be requested for a friend.
<b>5.5.3. The student will describe healthy options to health-related issues or problems..</b>
•Brainstorm healthy options to health problems.
•Review and discuss the steps of an effective decision-making process.

- Apply decision-making steps to a mock situation.

**5.5.4. The student will predict outcomes and choose a healthy option when making a health-related decision.**

- Teach younger students to make healthy decisions.
- Select real-life situations and apply healthy decision-making.
- Identify strategies for making healthy lifestyle choices.
- Evaluate the process used in solving a problem.

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

**6.5.1. The student will set a personal health goal and track progress toward its achievement.**

- Establish a personal health goal.
- Describe a plan on how to reach the health goal.
- Track progress toward the goal.
- Describe how perseverance relates to personal goals.
- Identify family, school and community resources that can assist in achieving goals.

**6.5.2. The student will locate resources to assist in achieving a personal goal.**

- Identify family, school and community resources that can assist in achieving goals.
- Research internet resources that may aid in personal goal-setting and achievement.

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

**7.5.1. The student will describe responsible health behaviors.**

- Identify personal choices that promote health-enhancing behaviors and reduce health risks.
- Define and give examples of individual resiliency.

**7.5.2. The student will demonstrate knowledge of environment and environmental hazards.**

- Identify ways to assess one's environment and use protective measures (non-lead paint, sunscreen, air quality index, etc.).
- Describe how individuals, communities, states and federal regulations cooperate to control environmental problems.
- describe how fragrances (perfumes, hair products, etc.) can affect individuals/trigger allergies & asthma/affect room environments.

**7.5.3. The student will demonstrate healthy practices that maintain or improve personal health and the health of others.**

- Compare and contrast consequences of safe/healthful and risky/harmful behaviors.
- Create a safety plan to use in a crisis situation.
- Recognize internal messages telling one "to be cautious" or "beware".
- Demonstrate models of healthful behaviors for younger students.

**7.5.4. The student will demonstrate a variety of behaviors that avoid or reduce health risks.**

- Identify risks that contribute to or distract from health.
- Identify ways to be safe in public places (mall, playground, park, etc.).

**7.5.5. The student will demonstrate skills and strategies to manage stress.**

•Identify potential stressors in our lives.
•Describe how the body reacts to stress.
•Discuss positive and negative ways to cope with stress.
•Practice various stress reduction techniques.
•Demonstrate anger management strategies.
•Discuss stages associated with grief and loss.
• List strategies for coping with feelings of rejection and isolation.
<b>STANDARD 8: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.</b>
<b>8.5.1. The student will express opinions and give accurate information about health issues.</b>
•Demonstrate ways of making positive health choices and how to manage difficult situations.
•Describe why students may have difficulty talking to peers and/or adults.
<b>8.5.2. The student will encourage others to make positive health decisions.</b>
•Encourage others to make responsible health choices.
•Create a "healthy choices" bumper sticker.
<b>8.6.3. The student will identify community agencies that advocate for healthy individuals, families and communities.</b>
•List helpers who keep the community healthy.
•Identify strategies for reporting dangerous situations involving self and others.
•Discuss ways to access community agencies.

# **6TH-8TH GRADE HEALTH STANDARDS/OUTCOMES/ACTIVITIES**

**SIXTH-EIGHTH GRADE STANDARDS/PERFORMANCE INDICATORS/OUTCOMES/ACTIVITIES  
AT THE END OF EIGHTH GRADE, MINNEAPOLIS PUBLIC SCHOOL STUDENTS WILL:**

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

**1.8.1. The student will analyze the relationship between positive health behaviors and the prevention of injury, illness, disease and premature death.**

- Predict the results of healthy eating.
- Relate healthy eating patterns to growth and development.
- Discuss food selections that reduce the risk of disease.
- Describe the changes in dietary needs during adolescence.
- Analyze and compare nutrition labeling (serving size, calories, total fat, sodium, etc.).
- Plan a nutritious meal.
- Evaluate calories consumed and calories expended and how these relate to weight control.
- Explain how exercise and food choices can be a benefit to personal health.
- Create a list of favorite snack foods; compare the cost and nutritional value of each.
- Investigate fast food restaurants in the area, make a menu of healthy food from each and explain why they are healthy.
- Discuss the consequences of certain eating disorders ( under-eating or over-eating).
- Discuss how eating disorders develop, affect overall health and may lead to death.
- Create a list of health care providers who can assist with eating-related health issues.
- Identify the physical and emotional effects of short term and long term drug abuse.
- Develop resources, strategies and tools to remain drug-free.
- Identify resources for help with substance abuse.
- Discuss the role of genetic tendencies in alcoholism.
- Analyze the incidence of drug abuse among adolescents and how it can be reduced.
- Discuss the rules and laws regarding illegal use of ATOD and the impact on a teenager's life.
- Discuss the developmental process of adolescence.
- Identify factors that affect growth and development; discuss which factors can be altered and which ones cannot change.
- Define sexual responsibility.
- Define sexual abstinence.
- Discuss the difference between being biologically ready for sex and reproduction and being socially, emotionally and financially ready.
- Define conception and contraception.

•Discuss cost, potential side effects and availability of various contraceptive devices and techniques.
•Discuss the potential risks of engaging in unprotected sexual activity (pregnancy, STIs, HIV, AIDS).
•Identify and describe gender identity.
•Discuss the factors that may lead to adolescent pregnancy cultural expectations, sexual abuse, sexual/gender identity issues, etc.).
•Identify messages within our culture about teen-parenting, marriage and adolescent sexuality.
<b>1.8.2. The student will describe how health is influenced by the interaction of body systems.</b>
•Define the basic structure and functions of the body systems.
•Review and discuss the relationship of growth to physical changes in puberty.
•Discuss body types as possible indicators of health or disease.
•Define scoliosis and discuss the need for screening.
<b>1.8.3. The student will describe the interrelationships of physical, mental, emotional and social health in adolescence.</b>
•Discuss how self-concept affects relationships.
•Identify signs and symptoms of mental health problems.
•Discuss when and how to seek help with mental health issues.
•Identify community and school resources available for mental health issues.
•Identify symptoms of depression and other mental health issues.
•Describe danger signals related to suicide.
<b>1.8.4. The student will identify ways to reduce risks related to communicable and other diseases.</b>
•Describe how lifestyle, pathogens, family history and other risk factors are related to cause/ prevention of disease/health problems.
•Take a personal wellness inventory and make an action plan for improvement.
•Identify ways to reduce the risk of health problems.
•Discuss the benefits of choosing abstinence.
•Discuss the role of abstinence as a way to protect against STIs, HIV and unwanted pregnancy.
•Identify the consequences of unprotected sexual activity (pregnancy, STIs, HIV, etc.).
•Discuss the transmission, symptoms, treatment and prevention of STIs.
•Discuss behaviors that can put people at risk for unwanted pregnancy and STIs.
•Describe personal responsibility when diagnosed with an STI.
•Recognize threatening or uncomfortable sexual situations and how to react to them.
•Research the impact of lifestyle choices on various diseases (Type II Diabetes, hypertension, heart disease, depression, etc.).
•Brainstorm ways to deal with anger and express feelings.
<b>1.8.5. The student will identify ways to reduce risks related to adolescent injuries.</b>
•Identify dangers in the immediate environment and how to respond to them.
•Investigate common sports injuries and ways to prevent them.
•List ways to prevent common childhood injuries.
<b>1.8.6. The student will describe situations that require professional health services.</b>
•Discuss reasons to visit a physician.

•Compare and contrast reasons an individual should visit the medical clinic, urgent care or ER, and the costs related to each.
•Discuss when professional care is needed for a sports injury.
<b>STANDARD 2: STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS ON HEALTH BEHAVIORS.</b>
<b>2.8.1. The student will describe how the family and peers influence the health of individuals.</b>
•Discuss how hereditary factors influence present health.
•Interview family members about family health history.
•Discuss the positive and negative influences a family can have on personal health choices.
•Identify factors that can affect health (heredity, environment, disease, etc.) and discuss those that can be changed.
•Describe how peers influence the health of individuals.
•Define peer pressure.
•List refusal techniques that reduce negative peer pressure and aggressive behavior.
•List health myths that may be communicated by a friend or peer.
•Explore critical thinking skills in dealing with peer influences.
•Explain the consequences of being a member of a gang.
<b>2.8.2. The student will describe a variety of family structures and demonstrate an appreciation for the unique qualities of diverse families.</b>
•Describe the variety of family structures that exist in the community.
•List some common family traits.
•List some qualities of a healthy family.
•Identify different responsibilities, roles, cultural celebrations, traditions within families.
•List some problems various families might face.
•Describe benefits and challenges of a diverse society.
•Demonstrate ways to show respect for differences (age, race, gender, physical, cultural, religious, learning styles, etc.).
•Identify family behaviors that strengthen individual behaviors.
•Discuss how a family can help in making healthy choices.
<b>2.8.3. The student will describe the influence of cultural beliefs on health behaviors and the use of health services by individuals and families.</b>
•Discuss how cultural differences can influence family health issues within a diverse society.
•Research how health practices differ based on cultural influences.
•Understand how culture and economics impact one's health care choices.
•Compare life expectancies in various cultures and speculate reasons for differences.
•Identify messages within our culture on adolescent sexuality, teen parenting, marriage.
•Research dating and marriage customs in various cultures.
•Discuss coming of age rituals and marriage customs of another culture.
<b>2.8.4. The student will analyze the influence of technology and the media on personal and family health.</b>

•Describe the dangers associated with the internet.
•Define and list the consequences of cyber-bullying, stalking and other internet issues.
•Create a student handbook on internet safety.
•Describe how technological advances influence health maintenance and disease prevention decisions.
•Explore technological tools to exchange ideas and information about health.
•Compare and contrast various medical technologies.
•Ask a diabetic to speak with the class about their disease and explain how technology advances have improved their quality of life.
•Use critical thinking skills to analyze marketing and advertising techniques.
•Check the claims that ads make and find additional information to check validity.
<b>2.8.5. The student will analyze how information from peers can influence health.</b>
•Discuss the ways peer pressure can affect decision-making.
•Role play situations with peers in which pressure to conform is used.
•Explore critical thinking skills in dealing with peer influences.
<b>2.8.6. The student will describe how the school and community can impact personal health behaviors.</b>
• Describe school and community resources for health problem situations and healthy living.
•Describe how to seek help for health problems and learn about prevention at school and in the community.
<b>2.8.7. The student will describe how health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</b>
•Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death.
•Apply strategies to reduce risks of harm to self and others (guns, knives, other weapons).
•Describe in concrete terms what it means to be self protective ( personal safety plan).
•Utilizing scenarios, recognize safe or risky behaviors in relationships.
•Write a report about a common disease associated with lifestyle choices.
•Explain the consequences of certain eating disorders (e.g. under-eating or over-eating).
•Interview family members about health-related components of being physically fit.
<b>2.8.8. The student will explain the influence of personal values and beliefs on individual health practices and behaviors.</b>
•Demonstrate how positive values can help resist pressure to experiment with drugs.
•Explain how a personal belief can influence a health decision.
<b>STANDARD 3: STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID INFORMATION AND PRODUCTS AND SERVICES TO ENHANCE HEALTH.</b>
<b>3.8.1. The student will access valid health information from home, school and community.</b>
•Inventory family medicines noting purpose, expiration date, cost, etc.
•Research the sodium content of various processed foods; discuss how differences may impact choice.
•Maintain a list of where to obtain accurate information on sexual issues and reproduction.
<b>3.8.2. The student will demonstrate and apply basic first aid and safety strategies.</b>
•Use emergency and first aid information, procedures and products.

•Demonstrate preventative safety strategies (helmet use, poison information, etc.).
•Demonstrate basic first aid strategies for various emergencies.
•Defend preventative safety strategies (helmet use, poisons information, etc.).
<b>3.8.3. The student will analyze the validity of health information, products and services.</b>
•Identify common advertising techniques.
•Analyze common cigarette and alcohol ads.
•Use critical thinking skills to analyze marketing and advertising techniques.
•Explain the concepts of quackery, validity and reliability.
•Research unregulated products.
<b>3.8.4. The student will determine the accessibility of products that enhance health.</b>
•Develop a health resource map of community and school.
•Describe health insurance, how it is obtained, how it works and what costs it covers.
•Describe the relationship of values, socioeconomic factors and cultural influences in the selection of health care services and products.
<b>3.8.5. The students will locate valid and reliable health products and services.</b>
•Identify community resources that are available to assist individuals and families with various health problems.
•Evaluate factors that influence personal use of health products.
•Identify various emergency situations and the resources available for help.
•Identify health concerns that require collaborative decision-making.
<b>STANDARD 4: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH AND AVOID OR REDUCE HEALTH RISKS.</b>
<b>4.8.1. The student will apply effective verbal and nonverbal communication skills to enhance health.</b>
•Explain the difference between verbal and nonverbal communication and how it is used in our society.
•Explain how the "silent treatment" affects communication.
•Describe assertive, aggressive and abusive communication styles.
<b>4.8.2.The student will demonstrate how effective listening skills enhance interpersonal communication.</b>
•Demonstrate effective nonverbal indicators of attentive listening.
•Role play the negative results of inattentive listening.
•Describe how attentive listening affects peer relationships positively.
<b>4.8.3. The student will demonstrate refusal and negotiation skills to avoid or reduce health risks.</b>
•Practice refusal skills and effective communication in role-play situations.
•Recognize signs of violence directed at others.
•Describe action plans that can be used to cope with individuals exhibiting dangerous behaviors.
•Role play effective ways to cope with risky situations.
<b>4.8.4. The student will demonstrate how to ask for assistance to enhance the health of self and others.</b>
•Create examples of "I" statements and discuss assertiveness techniques with friends/peers.
•Practice communication techniques that can improve family life (e.g., talking openly with parents about problems).

•Determine resources for help with health issues.
•Determine resources for help when witnessing bullying, abuse, or other harmful behaviors.
•Role play asking for help in threatening situations.
<b>4.8.5. The student will define, discuss and demonstrate healthy relationship skills.</b>
•Define and discuss what healthy boundaries are.
•Demonstrate and/or describe appropriate care-giving skills such as setting boundaries, creating safe environments and building trust.
•Describe respectful/disrespectful behaviors.
•Explain the importance of showing respect for the feelings, rights and property of others.
•Brainstorm ways to eliminate name-calling in schools and how to promote kindness.
•Define bullying and its impact on the victim and the perpetrator.
•Define date rape/sexual violence and describe how to get help if this happens.
•List the legal ramifications if convicted of date rape or sexual violence as a juvenile or adult.
•Describe how cultural influences impact relationships.
<b>4.8.6. The student will demonstrate effective conflict management or resolution skills.</b>
•Identify situations that can lead to conflict among students.
•Compare and contrast violent and non-violent means of solving conflicts.
•Identify the various conflict styles (the button-pusher, the time bomb, the sulkers, etc.).
•Discuss strategies for dealing with each conflict style.
•Create examples of "I" statements and discuss assertiveness techniques with friends/peers.
<b>STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY THE ABILITY TO USE DECISION-MAKING SKILLS TO ENHANCE HEALTH.</b>
<b>5.8.1. The student will identify circumstances that can help or hinder healthy decision making.</b>
•Perform a group conformity experiment to demonstrate that individuals tend to be influenced by the judgment of a group.
•Define "power" and "abuses of power".
•Administer a secret ballot to determine if classmates have been pressured to try alcohol.
•Analyze the data and make recommendations for strategies to help adolescents resist such pressures.
<b>5.8.2. The student will analyze when health-related situations require the application of a thoughtful decision-making process.</b>
•Show a decision-making model and explain how decisions are made.
•Examine various health scenarios and predict the consequences of each behavior.
•Analyze how healthy decision-making can impact health maintenance and disease prevention (smoking, chemical use, sexual activity)
<b>5.8.3. The student will distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the short term and long term consequences.</b>
•Role play various situations to practice the ability to make safe, legal and healthy decisions.
<b>5.8.4. The student will choose healthy alternatives over unhealthy alternatives when making a decision.</b>
•Identify the importance of self-responsibility in making health decisions.
•Role play various health-related situations in which a healthy decision will have an impact on health.

<b>5.8.5. The student will analyze the outcomes of a health-related decision.</b>
<ul style="list-style-type: none"> <li>•Evaluate emergency situations using critical thinking skills to make appropriate first aid decisions.</li> <li>•Evaluate the responsibility of each person to ensure lifelong health with regard to sexual health and behaviors.</li> </ul>
<b>5.8.6. The student will distinguish between individual or collaborative decision-making and the appropriate situations for each.</b>
<ul style="list-style-type: none"> <li>•Work together to solve a situation facing the school; apply the decision-making process.</li> <li>•Assess positive and negative strategies the school /community could use to improve the school environment; create a plan of action.</li> <li>•Describe how to obtain help in high risk situations ( drunk or drugged driver, violent arguments, etc.).</li> </ul>
<b>STANDARD 6: STUDENTS WILL DEMONSTRATE THE ABILITY THE ABILITY TO USE GOAL-SETTING SKILLS TO ENHANCE HEALTH.</b>
<b>6.8.1. The student will develop a goal to adopt, maintain or improve a personal health practice.</b>
<ul style="list-style-type: none"> <li>•Develop a plan that addresses personal strengths, needs and health risks.</li> <li>•Identify tasks that have been mastered and tasks that need improvement.</li> <li>•Brainstorm ideas for a peak workout with warm up/ cool down activities.</li> <li>•Set realistic goals to achieve a healthy energy balance in eating habits.</li> <li>• Set goals that reduce stress.</li> </ul>
<b>6.8.2. The student will describe how personal health goals can vary with changing abilities, priorities and responsibilities.</b>
<ul style="list-style-type: none"> <li>•Interview different generations regarding their health goals at age 25 and compare with current health status.</li> <li>•Write a paragraph about an achieved goal and state reasons for success (priorities, responsibilities, abilities, changing information, etc.).</li> </ul>
<b>6.8.3. The student will assess personal health practices.</b>
<ul style="list-style-type: none"> <li>•Analyze a personal health assessment to determine health strategies and risks.</li> <li>•Write a short essay on why individuals should take responsibility for their own health.</li> <li>•Predict how personal responsibility for health will change as you get older.</li> </ul>
<b>6.8.4. The student will apply strategies and skills needed to attain a personal health goal.</b>
<ul style="list-style-type: none"> <li>•Choose a personal health goal (increase exercise/change eating habits/decrease risky behavior);track progress toward meeting the goal.</li> <li>•Create and participate in a sample workout utilizing the FITT elements.</li> <li>•Choose a personal grooming task to improve.</li> </ul>
<b>STANDARD 7: STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND AVOID OR REDUCE HEALTH RISKS.</b>
<b>7.8.1. The student will explain the importance of assuming responsibility for personal health behaviors.</b>
<ul style="list-style-type: none"> <li>•Develop a plan that addresses personal strengths, needs and health risks.</li> <li>•Predict how positive health decisions will impact personal health.</li> <li>•Log personal health behaviors and evaluate influences on behaviors and the results/effects of those behaviors.</li> <li>•Explain cost, availability, proper use, and protective factors of safety equipment.</li> </ul>
<b>7.8.2. The student will describe the relationship between environmental health and personal health.</b>
<ul style="list-style-type: none"> <li>•Define pollution and describe how it affects the environment, and what that means for future generations.</li> <li>•Give examples of the 3 R's (reduce, reuse, recycle).</li> <li>•Describe healthy vs. unhealthy environments (air, water, noise, pollution, etc.).</li> </ul>

•List environmental laws.
•Identify community resources and discuss community action regarding environmental issues.
•Create a list of fragrances that could impact students/teachers in a school environment.
•Discuss how fragrances can affect health.
<b>7.8.3. The student will demonstrate a variety of healthy practices that will maintain or improve personal health and the health of others.</b>
•Distinguish between risk factors and responsible behaviors with regard to disease and injury prevention.
•Create a health behavior contract; review the contract with a parent or guardian.
•Brainstorm a list of health risks unique to your community and develop strategies to protect against these risk factors.
<b>7.8.4. The student will demonstrate and apply behaviors that avoid or reduce health risks to self and others.</b>
•Identify behaviors that reduce the risk of adolescent health problems.
•Analyze a personal health assessment to determine health strategies and risks.
•Evaluate the process used in solving a problem.
•Analyze the risks and benefits of confronting a potentially violent person.
•Create a pamphlet about risky behaviors and preventions.
•Design and present a lesson for elementary students on safety.
<b>7.8.5. The student will demonstrate and apply strategies to manage stress.</b>
•Describe methods of stress management.
•Recognize when it is time to get help to ease stress.
•Define and give examples of individual resiliency.
•Demonstrate strategies to manage stress.
•Describe the general adaptation syndrome (alarm, resistance, exhaustion).
•Analyze healthy and unhealthy stress reducers (e.g. chemical use, exercise, deep breathing, etc.).
<b>STANDARD 8: STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.</b>
<b>8.8.1. The student will state a health-enhancing position on a topic and support it with accurate information.</b>
•Select appropriate resources in the community that provide prevention, intervention and treatment of health-related problems.
•Select a topic and analyze the information presented through a variety of media and resources.
•Research a "fad" diet and analyze its long term effectiveness.
•Compile a list of recommendations to make the school a safer place; present the recommendations to a group for evaluation.
<b>8.8.2. The student will demonstrate how to influence and support others to make positive health choices.</b>
•Apply the skill of being a supportive friend to help someone make a healthy choice.
•Describe the effects of honest and open communication on family and friends.
•Contribute to the development of a supportive climate in a group.
•Evaluate positive choices for self and others.
•Decide what to do about a friend who is involved in risky behaviors.
•Explore volunteer opportunities in the health-related professions and how these jobs meet the needs of health consumers.




**9TH-12TH GRADE HEALTH  
STANDARDS/OUTCOMES/ACTIVITIES**

<b>NINE- TWELFTH GRADE STANDARDS/PERFORMANCE INDICATORS/OUTCOMES/ACTIVITIES</b>
<b>AT THE END OF TWELFTH GRADE, MINNEAPOLIS PUBLIC SCHOOL STUDENTS WILL:</b>
<b>STANDARD 1 STUDENTS WILL COMPREHEND CONCEPTS RELATED TO HEALTH PROMOTION AND DISEASE PREVENTION TO ENHANCE HEALTH.</b>
<b>1.12.1. The student will predict how healthy behaviors affect health status.</b>
•Determine the impact of history and current practices on the development of a healthy lifestyle.
•Recognize problems related to healthy system functioning encountered in daily living situations.
•Identify current health problems and practices that impact healthy living.
•Organize information regarding the influence of nutrients on the body systems and body composition.
•Analyze food labels to interpret nutrient value.
•Explain the relationship between nutrition and disease.
•Plan a diet and fitness program based on the relationship between food intake and exercise in weight management.
•Analyze factors that influence dietary choices (lifestyle, ethnicity, family, etc).
•Identify factors that influence personal decisions to use illegal drugs or abstain from their use.
•Analyze the consequences of drug use and abuse on the body systems.
•Examine the influence of the media in the use of ATOD.
•Identify, analyze and evaluate drug-related issues and predict long term consequences.
•Present opinions and arguments about the effects of ATOD.
•Evaluate personal risk for chemical dependency based upon personal, family and environmental factors.
•Evaluate information to determine a cause and effect relationship between alcohol use and personal safety and health.
•Create a prosecution in a mock trial setting for alcohol related situations. Present the cases in a mock trial for a jury.
<b>1.12.2. The student will explain the impact of personal health behaviors on the functions of body systems.</b>
•Describe how diseases, disorders and disabilities affect body systems.
•Explain how health is influenced by the interaction of body systems.
•Apply knowledge of the interrelationship of body systems to predict health problems that could occur as a result of dysfunction.
•Use a variety of resources and technologies to describe the structure, functions and interaction of various body systems.
•Research a body system, including: care needed for each system/the consequences of no care/diseases associated with that system.

•Select and apply self-assessment techniques for early detection and treatment (self breast exams, testicular exams and pelvic exams).
•Analyze issues of teen pregnancy, considering the physical, social, emotional and economic effect on the teen parents and family.
•Investigate factors that affect a male or female's reproductive health (STI's, unintended pregnancy, self exams).
•Give evidence that abstinence is the most effective method of preventing STIs, HIV and unwanted pregnancy.
•Describe the emotional, physical and social benefits of teen sexual abstinence.
•Develop a comparison chart with effectiveness/side effects/complications/social considerations of various methods of contraception.
•Use the decision-making process to make informed choices regarding abstinence and contraception.
<b>1.12.3. The student will describe the interrelationships of physical, mental, emotional and social health through young adulthood.</b>
•Perform an assessment task to determine emotional health.
•Identify characteristics of an emotionally healthy person.
•List emotional health issues (depression, self-concept, stress, etc.)
•Describe how help could be obtained for a friend who is suicidal.
•Identify emotional health problems and strategies to deal with them
•Describe how mental illness affects the individual, family, community and others.
•Identify and describe various addictions (gambling, internet, alcohol, ATOD, etc.) and strategies for dealing with them.
•Analyze the physical, mental, emotional, and social needs during life stages by creating a timeline/bulletin board/article.
<b>1.12.4. Analyze how the family, peers, community and environment influence individual and public health.</b>
•Read and summarize the Americans with Disabilities Act.
•Describe how this law demonstrates the influence of the community and the environment on individual and public health.
•Investigate environmental problems in schools and communities.
•Generate ideas on how to persuade families and communities to be more environmentally healthy.
<b>1.12. 5. The student will analyze susceptibility to injury and illness as a result of engaging in unhealthy behaviors.</b>
•Describe how chronic diseases can be prevented/reduced by risk assessment/disease management/early treatment/ lifestyle changes.
•Evaluate how HIV/AIDS affects an individual's personal, social and economic well-being.
•Identify the patterns of transmission, cause, treatment and prevention of STIs.
•Discuss the history of disease prevention, diagnosis, treatment and its effect on our present understanding and treatment of diseases.
•Evaluate historical and current medical contributions to disease prevention; project future needs.
•Examine a mental or physical illness that may lead to death and discuss strategies for prevention and treatment.
•Research five diseases and discuss how to delay the onset of the disease and/or reduce the risk of contracting the diseases.
<b>1.12.6. The student will analyze situations requiring professional health services.</b>
•Discuss the role of various health care providers in dealing with situations requiring health care.
•Explore career opportunities in the health/fitness area.
•Determine interests, opportunities and academic preparation necessary for various health-related careers.
•Develop critical decision-making skills in choosing and evaluating health care services.
•Discuss cost and access in various health services across a diverse community.
•Analyze and create strategies for accessing services across a diverse community.

•Discuss strategies to solve problems in the health care system; consider access issues/experimental drugs/treatments/medical ethics.
•Role play emergency scenarios: respond with proper treatment and referrals, evaluate various medical conditions/services needed.
•Discuss how a wake, funeral or memorial service can help with the grieving process.
•Brainstorm professional health services available during and after the grieving process.
<b>1.12.7. The student will analyze the role of public health policies, research and laws in the prevention/control of disease and other problems.</b>
•Research state and federal laws and penalties regarding controlled and illegal substances.
•Describe new diseases (bird flu, AIDS, etc.) and their impact on the world, the US and our local area.
•Identify pathogens as agents of disease.
•Report on one disease, recent or historic.
•Explore the impact of an epidemic/pandemic on areas locally and globally.
•Evaluate how public health policies and government regulations influence health promotion and disease prevention.
•Discuss current events related to medical research and advances.
•Prepare a personal health plan; include a variety of diseases, and the prevention and control of those diseases.
•Make a time line of the medical advances in the last century.
<b>STANDARD 2: STUDENTS WILL ANALYZE THE INFLUENCE OF FAMILY, PEERS, CULTURE, MEDIA, TECHNOLOGY AND OTHER FACTORS OF HEALTH BEHAVIORS.</b>
<b>2.12.1. The student will analyze how the family influences the health of individuals.</b>
•Discuss ways for individuals to establish and maintain healthy relationships within the family.
•Analyze the impact of cultural trends, religion, government policies and social issues on the family structure and function.
•List positive behaviors that adults in families teach their children.
•Differentiate between a healthy and unhealthy family environment.
<b>2.12.2. The student will analyze the unique qualities of diverse families and their impact on the community.</b>
•Describe how family, friends, work and dating relationships differ.
•Set goals for your family's future.
•Describe the impact of cultural and societal practices and beliefs on the formation of families.
•Analyze the strengths of and barriers to various family structures.
<b>2.12.3. The student will analyze how culture supports and challenges health beliefs, practices and behaviors.</b>
•Enumerate the ways individuals and groups are affected in their health practices by cultural influences.
•Understand multicultural/socioeconomic differences & how these differences can influence family health issues within a diverse society.
•Analyze how cultural diversity enriches and challenges health behaviors.
•Research diseases most prevalent in various parts of the world.
•Analyze cultural diets to understand connections to disease.
•Compare communication in other cultures to communication in your culture.
•Identify the impact of culture, media, community, family, religion and technology on the selection of health products and services.

<b>2.12.4. Evaluate the impact of technology and the media on personal, family and community health.</b>
•Use appropriate technology to formulate logical and creative strategies to predict, prevent and solve health problems.
•Evaluate the relationship between ethical issues, technology and health.
•Analyze information, ideas and arguments regarding current technological advances in health.
•Analyze the impact of the internet of one's personal safety.
•Investigate and share personal health and safety issues that can arise from internet sharing sites (Facebook, MySpace, YouTube, etc.)
•Research the laws regarding internet cyber bullying, stalking, and other internet related crimes.
•Study the effects of technology, media and culture on a health concern (chat rooms, internet, pop-ups, TV, movies, music, etc.).
<b>2.12.5. The student will analyze how peers influence healthy and unhealthy behaviors.</b>
•Analyze how peers can influence a young person's health decisions.
•Role play how to resist peer pressure to use ATOD.
<b>2.12.6. The student will evaluate how the school and community can impact personal health behaviors.</b>
•Identify ways health information influences diverse communities.
•Discuss the rights of individuals and communities as they relate to making societal health decisions.
•Identify strategies to ensure comprehensive health care.
•Research the role of government agencies in the regulation of food quality (processing plants/stores/restaurants/consumers).
•Gather information presented through community agencies and analyze how it influences health.
•Utilizing a variety of resources, identify school/community health concerns.
•Identify a priority issue cited by the Center for Disease Control or CDC; analyze the impact of the issue on school and community.
<b>2.12.7. The student will analyze how some risk behaviors influence the likelihood of engaging in unhealthy behaviors.</b>
•Discuss and analyze the relationship between risky behaviors and personal health.
•Discuss and analyze strategies to avoid risky behaviors.
<b>2.12.8. The student will analyze the influence of personal values and beliefs on individual health practices and behaviors.</b>
•Discuss and analyze your personal value system and how it helps you make decisions regarding health.
•Discuss how spiritual beliefs impact positive health decisions and practices.
<b>STANDARD 3: STUDENTS WILL DEMONSTRATE THE ABILITY TO ACCESS VALID INFORMATION AND PRODUCTS AND SERVICES TO ENHANCE HEALTH.</b>
<b>3.12.1. The student will use resources from home, school and community that provide valid health information.</b>
•Develop first aid skills for treatment of injury and illness (poison, choking, burns, CPR, bleeding, etc.)
•Make informed decisions by analyzing health information from a variety of resources.
•Assess skills for first aid treatment of injury and illness.
•Interview adults about their choice of health services and products and why they selected these products and services.
•Prepare a medicine cabinet checklist listing common health products, remedies and emergency numbers.
•Create an ongoing list of services for each health topic covered in class.
•Gather information, phone numbers, websites, addresses, etc. of resources in the community that can help teens maintain good health.

<b>3.12.2. The student will demonstrate and apply basic first aid strategies.</b>
•Demonstrate correct procedures for CPR, External Defibrillator, Heimlich technique, etc.
<b>3.12.3. The student will evaluate validity of health information, products and services.</b>
•Analyze and compare the labels on a variety of similar health care products.
•Describe how purchases are based on need, price, convenience, quality and desire.
•Analyze and compare health information/costs of various products, health services, agencies and businesses within the health industry.
<b>3.12.4. The student will determine the accessibility of products and services that enhance health.</b>
•Identify the impact of culture, media, community, family, religion and technology on selection of health products and services.
•Compare and contrast the cost and accessibility of a variety of health care facilities.
• Create a medical or mental health directory including name of clinic, phone, address, hours, crisis centers, etc.
•Research the cost of having a baby.
•Analyze fitness training centers by comparing safety, convenience and price.
•Prepare a consumer report regarding health services or products.
•Compare by brand name, net weight and cost, competing brands of over-the-counter medicines.
<b>3.12.4. The student will locate, evaluate and access valid health information.</b>
•Research activities conducted by the local or state health departments and the services that each provides to the students' community.
•Create a teen directory of community services.
•Prepare a brochure of festivals and community/cultural events for individuals and community.
•Investigate opportunities in the community to increase fitness.
•Make a pamphlet of resources that provide valid fitness information.
•Create a directory of family resources in the community.
<b>STANDARD 4: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE INTERPERSONAL COMMUNICATION SKILLS TO ENHANCE HEALTH AND AVOID OR REDUCE RISKS.</b>
<b>4.12.1. The student will utilize skills for communicating effectively with family, peers, and others to enhance health.</b>
•Contrast the advantages and disadvantages of each communication style.
•Practice respectful communication techniques in class, work and family situations.
•Develop communication skills for future relationships (dating, marriage, parenting, etc.)
•Analyze relationship changes before and after communication techniques are applied (journaling, role-playing, etc.)
<b>4.12.2. The student will utilize attentive and empathetic listening with family, peers and others.</b>
•Practice attentive listening in class and with a family member.
•Explain how attentive and empathetic listening improves communication with family members or peers.
<b>4.12.3. The student will demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.</b>
•Review resistance skills.
•Explain the meaning of empowerment.
•Discuss personal boundaries.

•Discuss proactive, reactive and inactive decision-making.
•Brainstorm skills for effectively diffusing a potentially harmful situation.
•Create a role play utilizing these skills.
•Practice saying no in a pressure situation.
•List ways to avoid and reduce threatening situations.
•Practice anger management skills.
<b>4.12.4. The student will demonstrate how to ask for and offer assistance to enhance the health of self and others.</b>
•Explore constructive ways of responding to family crises.
•Explain what to do if exposed to substance abuse or domestic violence.
•Demonstrate "I" messages to express needs, wants and feelings in family and peer situations.
•List questions for a physician during a physical examination; have doctor respond to list and make suggestions for being more effective.
•Discuss consequences of a choice and ask: Is it healthful/legal/shows respect/follows adult rules/shows qualities of good character?
<b>4.12.5. The student will distinguish between safe and risky or harmful behaviors in relationships.</b>
•Evaluate the factors that influence relationships and the impact that relationships have on self and others (friendship, dating, marriage).
•Identify characteristics of abusive or violent relationships.
•Develop and discuss a list of characteristics that help to develop and foster long-term relationships.
•Evaluate healthy vs. non-healthy friendships, dating relationships, and family relationships.
•Examine violence and date rape in relationships.
•Locate, evaluate and create a log of school and community resources that can help with violence in relationships or date rape .
<b>4.12.5. The student will demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.</b>
•Describe the difference between aggressive and assertive behavior.
•Identify strategies in locating agencies that deal with issues of abuse and violence.
•Role play assertive expression of needs vs. aggressive expression of needs.
•Distinguish between constructive and destructive ways to deal with problems and emotions.
•Role play family conflict resolved by effective communication skills.
•Discuss positive ways to resolve anger that show respect for self and others.
•Create a check-list for tracking strategies used in resolving conflict in a two week period; compare strategies for effectiveness.
•Set a personal goal to improve ineffective conflict resolution skills.
•Brainstorm possible causes of conflicts in families and determine a workable resolution to each.
•Generate a list of non-violent strategies; compose a pledge to use non-violent means to resolve a conflict.
<b>STANDARD 5: STUDENTS WILL DEMONSTRATE THE ABILITY TO USE DECISION MAKING SKILLS TO ENHANCE HEALTH.</b>
<b>5.12.1. The student will examine barriers that can hinder healthy decision-making.</b>
•Examine media influences on healthy choices.
•Describe peer pressure as it relates to healthy decision-making.
•Analyze cultural influences in making healthy decisions.

**5.12.2. The student will determine the value of applying a thoughtful decision making process in health-related situations.**

- Explain why abstinence is the only effective way to prevent STIs, HIV, and unplanned pregnancy.
- Debate why people choose positive and negative sexual behaviors.
- Critique various sexual behaviors by evaluating their risks for STIs and unintended pregnancy.
- Describe positive and negative consequences of intimate behavior.
- Give examples of positives and negatives of physical and emotionally intimate behaviors (categories: risky, safer, safest).
- Analyze the safest behaviors when considering options to an unplanned pregnancy: adoption, parenting, abortion.
- Locate all available resources for assistance when faced with an unplanned pregnancy.
- Practice and assess verbal and nonverbal skills involving high risk health behaviors.
- Obtain an immunization record card from a physician or health department and show it to the class.
- Prepare a consumer report comparing different health products used by teens (cost, effectiveness, quality, best buys, etc.);
- Predict how parenthood may affect personal health goals.
- Develop a resource booklet for young adults that addresses personal health issues.
- Research and critique alternative medicines and practices; identify risks and/or benefits.

**5.12.3. The student will predict the short and long term impact of alternatives to health-related issues or problems.**

- Debate HIV testing issues.
- Compare the effects of various sunscreen products.
- Design comic books for younger students that emphasize the short term and long term effects of alcohol on the body and mind.

**5.12.4. The student will defend healthy choices when making decisions.**

- Practice the defense of a healthy choice in a role play.
- Analyze the outcomes of a healthy choice.

**5.12.5. The student will evaluate the effectiveness of health-related decisions.**

- Role play health needs and risks of teens when making decisions.

**5.12.6. The student will justify when individual or collaborative decision-making is appropriate.**

- Utilize a personal health assessment to determine strategies for health enhancement and risk reduction.
- Analyze personal positive and negative health behaviors.
- Identify characteristics of successful teams.
- Clarify strategies for utilizing resources to assist in health-related issues.
- Discuss the role of individual responsibility for enhancing health.
- Demonstrate the ability to apply a decision-making model to health issues and problems.

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

**6.12.1. The student will develop a plan to attain a personal health goal that addresses strengths, needs and risks.**

- Select a personal health assessment and determine strategies and outcomes for health enhancement and risk reduction.
- Design a plan for attaining a personal health goal.
- Analyze personal care-giving skills currently used.

•Predict future personal care-giving skills as an adult.
•Develop personal goals that reflect care-giving skills as a student, adult and parent.
•Set goals and develop a focused plan to accomplish personal relationship goals as a student, adult and parent.
<b>6.12.2. The student will formulate an effective long term personal health plan.</b>
•Interview a parent, grandparent or other senior citizen and identify personal goals that contributed to their current health status.
•Discuss the changes/decisions a person could have made in the past to alter their current health status.
•Design an effective plan for lifelong health.
•Design personal wellness plan for optimal lifelong health, considering family history, and skills and knowledge acquired in health classes.
<b>6.12.3. The student will assess personal health practices and overall health status.</b>
•Identify personal health goals.
•Prioritize health needs relative to health goals.
•Analyze how behavior can impact health maintenance and disease prevention.
<b>6.12.4. The student will implement self-management strategies and monitor progress in achieving a personal health goal.</b>
•Implement a plan for attaining a personal health goal.
•Reflect on and evaluate the success of a personal health plan.
<b>STANDARD 7 STUDENTS WILL DEMONSTRATE THE ABILITY TO PRACTICE HEALTH-ENHANCING BEHAVIORS AND AVOID OR REDUCE HEALTH RISKS.</b>
<b>7.12.1. The student will analyze the role of individual responsibility in enhancing health.</b>
•Assess the positive and negative consequences of partner disclosure strategies involving sexually transmitted infections.
•Identify a community need and develop a service learning project.
•Obtain certification in CPR, First Aid or Lifesaving training and share the experiences with the class.
<b>7.12.2. The student will analyze how environment affects personal, family, community and world health.</b>
•Investigate environmental problems in school and the community.
•Analyze how fragrances can affect a person's health.
•Design a plan to create fragrance-free environment in schools and work environments.
•Generate ideas on how to persuade families and peers to be more environmentally healthy.
•Analyze how the environment affects the spread of disease world-wide.
<b>7.12.3. The student will demonstrate a variety of healthy practices and behaviors that maintain or improve the health of self and others.</b>
•Create first aid kits and first responder posters for distribution to community sites.
•Read news stories about recently occurring emergency situations; discuss the responses to the situations.
•Create a media advertisement advocating for a healthy behavior.
•Create strategies for teens in communicating with health care providers.
<b>7.12.4. The student will demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</b>
•Brainstorm ways to avoid or reduce threatening situations.
•Develop injury prevention and management strategies for personal, family and community health.

•Analyze and predict short and long term consequences of safe, risky or harmful behaviors.
•Describe how to take responsibility for personal actions.
•Organize a symposium for teens in how to prevent becoming a victim.
•Invite a speaker to talk about physical, emotional and sexual abuse teens sometimes face.
•Brainstorm do's and don't of dating safety.
•Write a health story about a teen trying to change a high risk behavior.
<b>7.12.5. The student will apply stress reduction strategies to manage stress.</b>
•Demonstrate techniques to manage stress and evaluate their effectiveness.
•Teach a stress reduction technique to a peer.
<b>STANDARD 8 STUDENTS WILL DEMONSTRATE THE ABILITY TO ADVOCATE FOR PERSONAL, FAMILY AND COMMUNITY HEALTH.</b>
<b>8.12.1. The student will implement advocacy skills to promote healthy norms and behaviors.</b>
•Analyze strategies for communicating effectively.
•List examples of good communication.
•Brainstorm ways to approach a close friend who has an addiction problem.
<b>8.12.2. The student will create strategies to influence and support others in making positive health choices.</b>
•Demonstrate skills for communicating effectively with peers, family and others.
•Research and evaluate community resources that address individual and family health issues.
•Utilize strategies to overcome barriers to healthy living.
•Compare and contrast strategies for reducing and solving interpersonal and intergroup conflicts.
•Evaluate the benefits of effective communication.
•Write an article for a teen magazine discussing what every teenager should know about coping with sexual pressures.
•Start a SADD chapter.
•Become a peer mediator.
•Organize a "Say No to Tobacco Day" at school.
<b>8.12.3. The student will work cooperatively to advocate for healthy individuals, families and schools.</b>
•Organize a health fair at school, a local daycare or senior citizen center.
•Create a bulletin board in the school or community that describes how people protect themselves from HIV.
•Start a day of caring in the community in which everyone works to "spring clean" the community.
<b>8.12.4. The student will adapt health messages and communication techniques to a specific target audience.</b>
•Develop age-appropriate materials for a particular grade level, including brochures, bookmarks, videos, fact sheets, etc.
•Prepare and present a tobacco prevention lesson for 6th graders.
•Adapt fitness information for adults and teens to meet the needs of an elementary student or senior citizen.
•Adapt famous inspirational words by others to today's teen vocabulary and level of need.
•Prepare and present a lesson plan emphasizing communication skills for grades 4-6.
•Adapt a health information brochure for a teen audience.

•Write a letter of complaint on behalf of a physically or mentally challenged individual.